SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST ALOYSIUS EVENING COLLEGE

ST ALOYSIUS EVENING COLLEGE, P.B.NO 720, MANGALURU DAKSHINA
KANNADA
575003
www.saec.co.in

SSR SUBMITTED DATE: 13-01-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St Aloysius Evening College (SAEC) is an Institution of higher education affiliated to the Mangalore University. A Catholic minority College, it is managed by the Mangalore Jesuit Education Society. The College, established in 1966 is located at the top of Light House Hill, St Aloysius College Road, Mangaluru-575003, D.K., Karnataka. This College has grown as a sister Institution of St Aloysius College (Autonomous).

The College is 51 years old and constantly strives to serve the economically and socially marginalised students in general and the employed students in particular. In the third cycle of reaccreditation process, every stakeholder of the Institution (staff, students, parents, alumni, and industry) has been involved in assessing and reviewing the institution and in preparing the SSR. From the start a methodical process was ensured. A new team for IQAC was set up five years ago, soon after the last accreditation, and coordinators for the preparation of SSR were appointed. The actual analysis and evaluation of the data began a year ago. The writing process was carried out by different committees constituted by the Head of the Institution. The whole process has been an enriching and fulfilling one. It has given us an insight into our strengths and weaknesses, opportunities and challenges, has served to give us a roadmap for the future. As we continue to build on our strengths and explore our ever-expanding possibilities for growth, we are committed to converting our weaknesses into strengths, and challenges into opportunities.

Vision

Empowering the youth to shape a better future for mankind by forming them into effective and responsive individuals.

Mission

To foster professionalism through commitment, co-operation, creativity and innovation without distinction of caste or creed, but decidedly with a slant in favour of the marginalized by providing opportunities:

For academic excellence, social leadership and committed service

To become professionals prepared to use their talents beyond self-gain and become men and women for others

In leadership with intelligent pursuit of excellence through constant student-faculty interaction.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- One of the main strengths of the College is to offer 2 UG Programmes and 1 PG, 1 Diploma and 8

Certificate Programmes for the working students, especially students from underprivileged groups and first generation learners.

- The College offers excellent infrastructure facilities with spacious and well-ventilated classrooms with a well–equipped Audio-Visual Room and a well-stocked library.
- The St Aloysius Evening College is blessed with an erudite and skilled faculty. One of the strengths of the College is that 5 (more than 41 percent) of the permanent staff have Ph.D in their respective fields of expertise and as many as 6 (50 percent) have passed their NET/SLET/UGC. In addition to this, 3 of the faculty are currently working on their Ph.D. The College has 2 recognized University level research guides with 8 research students. Currently there are 4 ongoing Minor Research Projects.
- The College has an excellent student support system with Class Guides, Grievance Redressal Cells, etc. There are 9 co-curricular and extra-curricular associations which facilitate the all-round development of the students.
- The administration is decentralized with an Administrator, Principal, Vice-Principal, Deans, Student Welfare Officer, Class Guides and Presidents of Associations.
- A unique feature of St Aloysius Evening College is the introduction of many industry-oriented Diploma and Certificate courses which are user-friendly and socially relevant. These courses are made available to the general public and are tailor-crafted to suit the market needs and have practitioners drawn from the industry as resource persons.

Institutional Weakness

- Financial burden of the institution has been increasing with the State Government reducing the grant in aid in a phased manner. Only two UG programmes are in grant in aid. Other courses including 1 PG programme are under the self-financing mode.
- Declining student strength in the Under Graduate Programme especially in the B.A, and B.B.M streams.
- Consultancy needs to be enhanced and strengthened.
- Not much encouragement for research to the UG staff from the affiliating University.
- Student exchange programmes are not encouraged in the present affiliating system.
- College has to abide by the regulations of the University and Department of Collegiate Education which limits innovation.
- Low revenue generating courses
- Need to develop a language lab and soft skills training center to hone the presentation skills which are crucial to make the students employable.

Institutional Opportunity

- To better the present NAAC grade to the highest level and move towards the status of college with potential for excellence.
- To establish networks and linkages with industry and reputed institutions.
- To introduce inter-disciplinary papers at the UG level through the Mangalore University.
- To enhance an active research culture in all departments.
- To start more PG, Diploma, Certificate and Add –on Programmes and Distance Education Programmes.
- To play a more concrete role in enabling needy students to get placement opportunities.
- To establish a training centre to help students to write and clear competitive examinations.
- There is a potential for Student Exchange programmes and Inter - Faculty interaction with foreign B-Schools and Universities.

- Examination reforms such as Open Book Examination, Online Examination can be introduced.
- To utilize the expertise available in the faculty to increase the programme options
- To avail of the involvement of stakeholders to get more publicity for the courses and thereby increase the intake based on competition
- To formalize and strengthen the feedback mechanism for effecting improvement in various areas of functioning
- To make a major shift from the predominantly lecture method to participatory methods of teaching-learning
- To ensure the effectiveness of the IQAC and other measures for quality sustenance and enhancement
- To plan a bigger and more integrated library facility.

Institutional Challenge

- With the Government and other managements starting many Evening Colleges in the surrounding areas, it is challenging to attract students for the basic humanities courses.
- The large number of self- financing courses has posed a challenge for financial stability.
- Declining government support such as grant in aid, recruitment of teaching and non-teaching staff.
- University restrictions regarding student intake, course nomenclatures, internal assessment etc.
- Providing in campus hostel facility to all the needy outstation working students.
- Teaching first generation learners, mixed bag of learners, and the poor motivational level of the students.
- To provide employment to all students through campus placement.
- Creating a research environment in all the departments and strengthening of consultancy services.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SAEC imparts quality education in tune with its vision and mission of creating individuals with academic, social and emotional excellence. The College offers 3 Undergraduate Programmes in Arts, Commerce and Business Management. It also offers 1 Post Graduate Programme and 1 Diploma in Investment Management and 8 Certificate Courses in Labour Laws, Photography, Mathematics of Investment, Real Estate Management, Basic and Advanced Communication Skills, Insurance Management, Accounting and Taxation and Entrepreneurship. These programmes enhance the skill component for the application of core academic subjects as value-added skills. To achieve its stated ideology, the curriculum has been integrated with inputs in Value Education, Indian Constitution, Gender Studies, Environmental Sciences and Social Sensitivity activities. The curriculum is updated every three years through the Board of Studies set up by the University of Mangalore for the UG and PG courses**.**

The approach of the College towards the educational process is multi-pronged. The College strives to bolster classroom learning by conducting conferences, workshops, seminars, guest lectures by experts, field visits and industrial visits. Importance is given to preparing students for life outside the campus and motivating them to be men and women for others. Career Guidance and Personality Development sessions are conducted for the final year UG and PG students to ensure gainful employment. Industry–Academia interaction and MoUs with corporate sectors ensure that the students obtain the best possible exposure to multiple learning experiences. The undergraduate courses are credit-based while PG courses are choice-based (for subjects decided by

Mangalore University).

Teaching-learning and Evaluation

Creative teaching-learning pedagogy is implemented in the College. The faculty members employ a wide range of course-specific teaching-learning strategies that optimize learning outcomes. Though the predominant mode used across the disciplines is the lecture method, other supportive methods such as peer teaching, guest lectures, role play, quiz, brain storming, group discussion, student seminars, assignments and student-faculty programmes are incorporated to render the process learner-centric.

National and State level seminars and workshops are organized in the College by the departments. Guest faculties drawn from the industry are invited to give expert lectures. ICT enabled teaching, learning and evaluation is used wherever appropriate.

A Class Guide system is in place to mentor the students and ascertain the students' academic progress. Slow learners are identified through academic counseling and given remedial coaching, tests and assignments to improve their performance. Academically good students are encouraged to help the slow learners through peer group learning.

Qualified and competent faculty is recruited. Regular training programmes are conducted to ensure professional development and maintenance of standards. Teacher excellence is also enhanced by a structured feedback system. Teachers obtain informal feedback from students, review them and use them for improving their performance.

Continuous evaluation is adopted in the evaluation of students. For the end semester examinations a weightage of 80% marks for UG programmes and 70% marks for PG programmes is allotted. The internal assessment includes two internal tests, class participation, seminars, assignments and extra-curricular and co-curricular activities for student assessment.

Research, Innovations and Extension

A separate research cell was constituted after the second cycle of NAAC accreditation to coordinate and encourage research. The College has two recognized Research Guides with 8 Research Scholars currently working under them.

In the last five years, 1 staff member has completed doctoral studies, 3 staff members have registered for PhD and are working on their doctoral theses. Minor research projects worth 2.00 lakhs have been received by our staff members in the last 5 years. Special consideration is given in the time table for the faculty members who are involved in part-time research. Students are also provided with the opportunity of conducting student programmes under the guidance of the staff-in-charge. The College faculty has published 176 research papers in different publications.

Outreach activities have been the strength of the College and project the Institution's core value of service to the community. NSS, CLC/AICUF and Yoga Association organize outreach activities wherein staff and students visit orphanages, old age homes and hospitals. The College has entered into MOU with various organizations like Kanara Chamber of Commerce and Industry (KCCI), Confederation of Real Estate

Developers Associations of India, Mangaluru (CREDAI), Corporation Bank Staff Training College, Mangaluru, Mangaluru City Corporation (MCC), Colaco and Aranha Stock Brokers, Mangaluru, the Oriental Insurance Company Ltd., Mangaluru, Sharekhan India and District Industries Centre, Mangaluru (DIC).

Infrastructure and Learning Resources

SAEC shares its campus with St Aloysius College (Autonomous) (SAC). The SAC is a sister institution of SAEC which has 4 separate blocks and an auditorium with a total built in area of 2.80 lakh sq. ft. (26,022 sq mts) with separate Gents and Ladies hostels, well-furnished libraries, extensive grounds, gyms and a swimming pool of international standards for different sporting activities like cricket, football, throw ball, shuttle badminton, yoga, body-building, swimming etc. In addition to these, there are 3 open air stages and 8 halls. The SAEC is situated in the Administrative Block. All the facilities available in the SAC (Autonomous) have been made accessible in the evenings to SAEC by the Mangalore Jesuit Educational Society (MJES). The College Chapel is a place of tourist importance with well-known world class paintings and frescoes.

The College Library is authorized to access the e-resources (6000+ e-journals and 31, 35,000+ e-books) provided by N-LIST programme of INFLIBNET. The Dewey decimal classification is followed. A computerized catalogue has been generated for the use of students and staff. Students, staff members and old students make use of the library. Adequate light and ventilation are ensured in the library. The reference section has Encyclopedea, Dictionaries, Yearbooks, Directories, Essay books, Kannada, English and Hindi Literature books along with books on various disciplines. Between the years 2012 to 2017 the library has added 2276 books at a cost of rupees 3, 66,808 and 50 journals and magazines at a cost of rupees 1, 73,451.

Student Support and Progression

The College has developed an in-built mechanism for student mentoring and support. It has a structural organization consisting of Principal, Vice Principal, Deans, Heads of the Department, Students' Council Director, NAAC/IQAC Coordinator, and 8 Class guides. Students are allotted to every staff member for constant monitoring and counseling under the mentoring system.

Students are motivated to participate in academic seminars, conferences and workshops. Interested students are given CPT/IPCC coaching. Career Guidance programmes are conducted for final year UG and PG students. The Placement Cell assists the needy students in recruitment processes and promotes entrepreneurship. There are 8 scholarships which includes those offered by the government and those set up by the management awarded to students every year. Between 2012- 17 a sum of rupees 16, 37, 564 was given in the form of fee concession and scholarships. 707 students received financial assistance during this period.

The Alumni/nae association affords an opportunity for old students to get together and express their solidarity with the College. The Students' Council is a forum for the students to interact with one another and represent their grievances to the College authorities and the Management. The Grievance Cells look into the grievances of the student body, if any.

The Students' Council also helps the Principal in the smooth administration of the College. Students of SAEC participate in sports & games at various levels. Encouragement is given to all the participating students by allowing flexible assessment schedules and attendance requirements.

Governance, Leadership and Management

The College, managed by the MJES, has a well-defined administrative structure with a Governing Body. There are regular meetings of the Staff members, both teaching and support staff, to discuss academic and administrative matters. The IQAC meets regularly to take stock of the programmes and gives guidelines to the departments for the implementation of annual plans. Feedback is collected from the different stake holders from time to time. Staff members are given incentives in their salaries on completion of M Phil. and Ph.D. Toppers in College programmes are given merit certificates/cash awards by the College.

The co-curricular and extracurricular associations have students as secretaries. The College organizes programmes in leadership and communication for the members of the Students' Council. The Staff members have access to credit and housing societies and avail the facilities offered under the various welfare schemes.

The Management recruited staff members are paid according to the salary structure designed and implemented on par with state government norms. The administrative and support staff assist the principal in the administration. Their representatives are part of various committees. Collective leadership of the students is promoted by allowing them to participate in the decision making and implementation process through their membership in different committees and the Students' Council. The Women's forum provides a platform to discuss women's issues. Both the internal and external audits of the College are done by different Chartered Accountants. Departmental audit is done by the Auditors of the Government of Karnataka.

Institutional Values and Best Practices

St Aloysius Evening College is very conscious and committed to environmental issues with regard to protection, conservation and sustenance of natural resources. In this direction, the College organizes programmes through various extracurricular associations, organizes guest lectures on solid waste management, vanamahotsava, rain water harvesting etc. The College also has access to Al-Vana, a micro forest spread over 1.5 acres which is full of natural flora and fauna. Efforts are made by the College management to control pollution by maintaining a clean, green, pollution-free campus and to tap alternative sources of energy. Garbage and e-waste are disposed of in an efficient manner. Environmental Economics is also a paper for final year BA students prescribed by the Mangalore University.

Some of the best practices of the College are providing opportunities for higher education to working students hailing from the economically weaker sections of society and One Rupee Revolution, an Outreach programme for UG and PG students. This also provides the funds for the subsidized Evening Snacks Programme.

Other best practices include: 9 co-curricular and extracurricular associations, seminars/workshops/conferences, guest lectures, interclass and intercollegiate university level fests, management fee concessions/scholarships and preferential option for the poor, faculty development programmes, counseling and guidance, students' council, class guides and mentors, remedial classes, orientation programmes, newsletter and annual magazine.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	St Aloysius Evening College
Address	St Aloysius Evening College, P.B.No 720, Mangaluru Dakshina Kannada
City	Mangaluru
State	Karnataka
Pin	575003
Website	www.saec.co.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Manohar Vincent Serrao	0824-2449714	9448482817	0824-2449740	saecprincipal@gmail.com
Associate Professor	Charles V. Furtado	0824-2438385	9845102385	0824-2449705	charlesvfurtado@yahoo.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	Yes
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	04-11-1966

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Karnataka	Mangalore University	View Document

Details of UGC recognition	
Under Section	**Date**
2f of UGC	26-05-1981
12B of UGC	

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	St Aloysius Evening College, P.B.No 720, Mangaluru Dakshina Kannada	Urban	37	2560

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Commerce	36	PUC	Kannada,English	100	100
UG	BA,Arts	36	PUC	Kannada,English	100	36
PG	MCom,Mcom	24	GRADUATION	English	60	39

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				6				5
Recruited	0	0	0	0	6	0	0	6	0	0	0	0
Yet to Recruit				0				0				5
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				6
Recruited	0	0	0	0	0	0	0	0	2	4	0	6
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	3	0	0	3
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	5	4	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**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	5	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	0	0	1	4	0	6

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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	1	0	7

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	40	0	0	0	40
	Female	39	0	0	0	39
	Others	0	0	0	0	0
UG	Male	234	16	0	0	250
	Female	78	1	0	0	79
	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	14	10	7	5	
	Female	0	1	1	3	
	Others	0	0	0	0	
ST	Male	1	2	2	2	
	Female	1	1	2	2	
	Others	0	0	0	0	
OBC	Male	380	371	310	268	
	Female	90	90	75	80	
	Others	0	0	0	0	
General	Male	18	15	17	12	
	Female	2	0	5	8	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		506	490	419	380	

3. Extended Profile

3.1 Programme

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

Response : 4

Number of self-financed Programmes offered by college

Response : 12

Number of new programmes introduced in the college during the last five years

Response : 7

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
380	419	490	506	500

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

2016-17	2015-16	2014-15	2013-14	2012-13
360	397	475	486	474

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

2016-17	2015-16	2014-15	2013-14	2012-13
123	155	163	152	149

Total number of outgoing / final year students

Response : 742

3.3 Academic

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Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	14	14	14	15

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	14	14	14	15

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	14	14	14	15

Total experience of full-time teachers

Response : 199

Number of teachers recognized as guides during the last five years

Response : 2

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

Response : 15

3.4 Institution

Total number of classrooms and seminar halls

Response : 25

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

2016-17	2015-16	2014-15	2013-14	2012-13
59.50999	18.72653	35.39438	13.34255	17.35157

Number of computers

Response : 70

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.38556

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.006288

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

SAEC imparts quality education in tune with its vision and mission of creating individuals with academic, social and emotional excellence. Between 2012 and 2017 the College has offered 3 Undergraduate (Bachelors) Programmes in Arts, Commerce and Business Management, 1 Post Graduate Programme, 1 Diploma in Investment Management and 12 Certificate Courses. These enhance the skill component for the application of the core academic subjects as value-added skills. To achieve its stated ideology, the curriculum has been integrated with regular inputs in Value Education, Human Rights, Indian Constitution, Gender Studies, Environmental Sciences and Social Sensitivity activities. The curriculum is updated every three years through the Board of Studies set up by the University of Mangalore for the UG and PG courses**.** The curriculi of the Diploma and Certificate courses are designed and updated through the inputs supplied by the external experts drawn from the industry.

The staff council and department level meetings are conducted regularly to evolve appropriate action plans for the effective implementation of the curriculum in the College. Heads of the departments prepare a departmental plan of action for each semester. The College prepares an academic calendar according to the guidelines of the Mangalore University. Teachers maintain a work diary.

The University constitutes the BOS for each subject introduced at the UG level which prescribes the objectives of the subjects to be taught, number of weekly hours, model question papers, reference books and question paper pattern. It also organises workshops when new syllabi are introduced and reviews them periodically through the BOS. Senior teachers of the faculty associate themselves with the subject associations in preparing question banks. Many staff members are members and office bearers of Subject Associations, BOE, and BOS of the University. These bodies regularly conduct workshops, seminars, meetings, etc. in which discussions take place about curriculum design/ syllabus revision. Teachers attend seminars and workshops to update their knowledge. Experts drawn from the Industry and the University are consulted from time to time to strengthen the effective delivery of the prescribed curriculum. The College conducts regular Faculty Development Programmes for teachers.

The SAEC has entered into MoU with many reputed organisations in and around Mangalore. The practitioners from these organisations visit the College on a regular basis and share their expertise with the students of both the regular courses and the add on/Diploma/Certificate courses. Students visit industries as a part of their learning process.

The College takes an annual feedback from the students wherein the questionnaire incorporates questions regarding the curriculum also. Feedback from faculty is received through departmental, staff and IQAC meetings. The College obtains feedback and suggestions from the alumni/nae during the discussions held in the annual alumni meets. Feedback from the parents is obtained during the parent-teacher meetings held

annually and in the informal meetings held with individual teachers during the working hours of the College.

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	03	03	00	00

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 16.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	03	02	01

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

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

Response: 25

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

Response: 1

File Description	Document
Details of the new courses introduced	View Document

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

Response: 33.33

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

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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

Response: 19.97

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

2016-17	2015-16	2014-15	2013-14	2012-13
92	98	109	74	77

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

1.3 Curriculum Enrichment

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

Response:

The College is a co-educational Institution comprising students who are mostly employed or are into additional academic/professional pursuits during the day. The Institution helps these students to be pro-active. Our strategies and methodologies on campus in general and classrooms in particular are therefore, especially suited to empower the youth, keeping in view the needs and changes of the times. The teaching

plans and related activities therefore, are innovative and result-oriented. Education is value-oriented and impact-assessment is built into the system. The College has a cosmopolitan and secular outlook. Students and teachers are drawn from all communities. Important festivals of all religions are commonly celebrated. The College fosters lived values for individual faith and universal brotherhood and accommodates various shades of opinions, cultures and faiths. Since the College is under the University system, the Mangalore University syllabus is strictly adhered to but wherever possible, current issues are discussed in the class and made relevant to the subjects.

The SAEC conducts Value Education classes on a regular basis. These classes are instrumental in instilling essential values like empathy, secular outlook, gender equity and ethical living in the students. Association activities are another powerful avenue to help the students inculcate core values. Gender mainstreaming and women empowerment programmes are conducted through the Women's Forum. All the associations arrange talks from resource persons who have distinguished themselves in society on socially relevant issues like human values, gender, environment etc. The study of Ecology, Environment, Culture, Human Rights, and Indian Constitution is a part of the curriculum prescribed by the Mangalore University for B.A., B.Com. & BBM students and is in line with the goals of community and national development. All the first year students study gender equity and human rights in their second semester. Final year B.A students study ecology and climate change in Environmental Economics in the sixth semester. Outreach activities like blood donation, tree planting, water harvesting, campus cleaning, seminars by the students and sports help the students in self development. Industrial/field visits and outreach activities in old age homes arranged for the students also ensure awareness of ecology and environment related issues. Debates and mock parliaments are conducted at the class and inter-class levels. Students are taken to government offices and the city corporation to familiarise them with government procedures.

File Description	Document
Any Additional Inormation	View Document

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 4

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

Response: 4

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 12.5

1.3.3.1 Number of students undertaking field projects or internships

Response: 51

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained 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 the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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: D. Feedback collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 3.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
09	12	21	20	16

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 63.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
159	169	183	203	178

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

2016-17	2015-16	2014-15	2013-14	2012-13
260	240	320	320	280

File Description	Document
Institutional data in prescribed format	[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: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
360	397	475	486	474

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

2.2 Catering to Student Diversity

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

Response:

In order to cater proactively to the special needs of the students admitted to the College who hail from heterogeneous backgrounds, many from BPL families who work during the day, it is imperative that the teachers adopt innovative methods of pedagogy in their classrooms.

A teaching-learning evaluation scheme is prepared in accordance with the University calendar. Every department/teacher also prepares the methodology of teaching which includes: Work load distribution, plan of action for curricular and co-curricular activities, hours of work and methodology. A comprehensive plan is also prepared for tutorial classes such as remedial teaching for slow learners and advanced learners etc. A schedule for co-curricular activities is made which includes class assignments, class seminars, guest lectures, student research/project work etc. Every teacher provides learning material to the students and assists the students to find sources of information in the library. The students are encouraged to use internet and other E-sources for their class assignments and seminars. Some of the modes of evaluation used include class tests, subject quiz, seminars, internal assessment examinations, assignments, etc. The dates of the two examinations conducted to decide the internal assessment marks of the students are fixed well in advance and evaluated answer scripts and feedback are given to the students.

Orientation programmes are conducted in the beginning of the academic year wherein information is provided about the curriculum, examinations, discipline, extra-curricular and co-curricular activities, library, sports and games etc. The College calendar distributed during the orientation programme contains detailed information about the College rules, regulations, examination schedules, modes of evaluation, attendance etc., required by the students. The performance of the students in the internal examinations and end-semester examinations is the basis upon which the teachers plan the remedial classes which are offered specifically for the slow learners and the advanced learners. The slow learners are given extra-coaching in the areas they find difficult through regular assignments and unitised tests which are evaluated and analysed with suggestions for improvement. The advanced learners are identified and encouraged to excel further by taking a proactive part in peer group learning, given tips to enhance presentation skills and are

guided to use internet resources to improve the quality of answers. The College has a mentoring system comprising of class guides for every class who are responsible for the overall development of the students assigned to them. Providing syllabus copies, regular announcements on the notice board and SMS messages have created a healthy ambience of teaching-learning for the students. The academic calendar is strictly adhered to. This helps the students to plan their studies effectively. In addition to this, students' study habits and study skills are honed through timely inputs by resource persons and class guides. The College organizes annual parent-teacher meetings where parents are familiarized with important aspects regarding academics and examinations. As a motivational strategy, teachers have set up awards for students who excel in different subjects. The students are exposed to soft skills training and value education to boost their self-esteem and self- confidence.

2.2.2 Student - Full time teacher ratio

Response: 21.47

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- learning Process

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

Response:

The texture of the students who seek admission in SAEC demands that the teaching-learning process be student-centric and the College has consciously built into its pedagogical climate many strategies which are student friendly. Notwithstanding the constraint of the limited time available in the Evening College, SAEC conducts many curricular, co-curricular and extra-curricular activities which create opportunities for student participation. These activities help in improving the knowledge development, skill and character formation of the students. The activities planned and offered to the students include individual activities such as assignments, student seminars and project work and group activities such as peer group teaching, organizing seminars, workshops, organizing and participating in competitions, guest lectures, role play, brain storming, plays which foster social awareness, field survey, outreach, etc.

The 8 co-curricular and extra-curricular associations organize many regular EC/CC activities such as

debate, elocution, essay writing, rangoli, cooking without fire, photography etc. Intercollegiate fests and interclass competitions are conducted to inculcate and develop leadership and other soft skills in the students. In many instances two or more departments collaborate in organising curricular and extra-curricular programmes. Students are motivated to participate in seminars and present papers. Career guidance and skill development programmes are given to the final year UG and PG students. The PG department has a student faculty programme where students teach some topics to the UG students in practice sessions. The outreach programmes help instil a sense of empathy and social responsibility in the students. Industrial/study tours are organised for the students in the PG & UG departments. Though most of the teachers predominantly follow the lecture method, ICT facilities are used to enhance the effectiveness of the teaching-learning experience in the well-equipped audio-visual rooms. All students are given assignments to encourage independent study and hone writing and presentation skills. Students are asked to make PPT presentations, taught to independently prepare study materials, and are encouraged to make use of the departmental libraries. The College supplies the CDs, Internet and audio-video facilities whenever the students need them. Students are asked to spend time in the library to browse books, magazines and the internet to complement their knowledge.

Whenever differently abled students study in the College, they are assisted to find suitable scribes during the examinations. They are also given extra time to complete their examinations. Computers are provided for the exclusive use of the students in the library and during free hours. Class guides use their remedial classes to provide remedial coaching for those who do not fare well in the class tests and internal assessment examinations. The students who have the potential to excel are motivated to set higher goals by providing internet sources for additional information, training in presentation etc. The College has made its library student friendly by installing Easylib software. Free internet is provided for both staff and students.

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

Response: 78.95

2.3.2.1 Number of teachers using ICT

Response: 15

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

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

Response: 27.2

2.3.3.1 Number of mentors

Response: 15

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Sincere efforts have been made for introducing innovative teaching methods both at the UG & PG levels and such experiments have been by and large successful. The teachers not only keep themselves abreast of the current trends in teaching-learning methodologies but also try to incorporate these methods in the context of their class-rooms. Though the lecture method is used predominantly in all the departments, all the departments make use of ICT. LCD whenever required. Interactive methods and brain storming sessions are used. Intensive inputs are provided to the students. Whenever deemed useful, local languages are used for effective communication. Reference and study material are provided to the students. Unit-wise content of syllabi and question banks are provided to students periodically.

Students are informed of the question paper pattern and valuation schemes. End-semester model papers and expected answers are thoroughly discussed in the class. Answer papers are distributed and grievances, if any, are redressed. The marks awarded for internal assessment of the students are displayed on the notice board, and students are instructed to inform the teacher concerned about any anomalies and discrepancies. Feedback is obtained from the students about classroom teaching and evaluation. Attendance in the College examinations is compulsory. The schedule of College examinations is published in the College calendar distributed to the students at the commencement of the academic year. Remedial classes are conducted for the benefit of slow-learners. The College provides motivation to students through academic support to rewrite the exams in the subjects which they have failed. Students are encouraged to participate in inter-collegiate fests in different disciplines.

Training programmes are arranged for the faculty in the use of modern methods of teaching. Computer training programmes are organised periodically for the faculty, both teaching and administrative. Teachers are encouraged to participate and present research papers in the national/international conferences, workshops, and seminars. Training is arranged for the faculty to use the library sources like Inflibnet in the process of teaching and learning. The members of the faculty are deputed to workshops on pedagogy, HRD and Soft Skills to gain exposure to the latest academic trends.

In the PG department, LCD presentations are used by the teachers for their class work and students for their seminar presentations. Problem solving method is used in dealing with practical papers of the M.Com stream. Students are asked to present seminars. Subject associations of the PG department conduct guest lectures. Peer learning is encouraged among students through group discussion. Academically good students are selected as Student Faculty to take classes for the students of lower classes. E Journals and E Books are made available for both students and staff through Library resources. Field visits are organised to industries to provide hands on experience and practical knowledge.

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	

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

Response: 33.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	4	4

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	

2.4.3 Teaching experience of full time teachers in number of years

Response: 10.47

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	

2.4.4 Average 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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

2.5 Evaluation Process and Reforms

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

Response:

The evaluation system of the College is in line with that of the university system. In the recent years the university has introduced many major evaluation reforms. The evaluation system has by and large been computerized. Under the credit-based semester system, the EC/CC activities are also evaluated along with other subjects with credits. The list of candidates, question paper indent, IA marks and attendance of the students are submitted online.

Coding and de-coding system has been introduced. Results are announced online. 40-page single booklets are issued to the candidates and no additional sheets are issued. Hall tickets, tabulation and marks cards have been computerized. In keeping with the reforms initiated at the university level, many reforms have been introduced at the College level also. Question papers are submitted online to the College office. The Internal Assessment marks are submitted online to the university. The time table of the internal examinations is announced at least one month before the examinations. Personal briefing by the principal at the time of admission and regular announcements by the class guides also help the students to become familiar with the rules, regulations and reforms. Evaluation reforms of the College are made known to the students through the College calendar. The members of the teaching and administrative staff are given orientation to acquaint them with the new evaluation reforms such as maintaining uniformity in the question paper pattern, sending them to the College office online, entering the marks, calculation of IA marks and so on. The Internal Assessment marks are displayed in the College notice board for the perusal of the students and their signature is obtained in the IA marks list that is to be sent to the University.

Invigilation work related to the examination is distributed equitably among the faculty members. Continuous evaluation has been introduced. While 20% weightage is given for the Undergraduate Courses, the weightage for the PG course is 30%. Two internal tests are conducted with a time gap of about 6 weeks. Attendance, class participation, library work, assignments, etc., are important components of the continuous assessment. Co-curricular and Extra-curricular activities are also assessed for one credit each in the first four semesters of Undergraduate Programme. The University provides the students with the facilities of photocopying, re-totalling, revaluation and rejection of results. The Examination Malpractice Enquiry Committee appointed by the university looks into malpractice cases and recommends action against any malpractices in the end-semester examinations. The Examination Squad appointed by the University supervises student discipline in the examinations. Examination rules are brought to the notice of the students through notice boards, hall tickets, and the information in the answer booklets. The College office provides information on the student's progress including attendance. An SMS system has been implemented to give information in advance to the students. Class Guides and Mentors follow-up the progress of the students. The Management is provided with information of student results and its suggestions are implemented.

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

Response:

Our UG programmes are under the credit-based semester system. Considerable weightage is given to continuous internal assessment. Besides end-semester and internal assessment written exams, the students are groomed through seminars, field visits, workshops, project work, assignments etc. The students' talents are honed through sports and games, cultural and literary activities and excellent performances are duly awarded and credited. Any grievance by students is taken care of by the redressal committee comprising of the principal, vice-principal and deans of the respective faculties. After the evaluation process is over, teachers give feedback to the students, and appropriate follow-up action by way of remedial education and tips for excellence is given. The above process is supported by quality sustenance and quality enhancement measures like regular academic review meetings, departmental meetings, analyses of the results and corrective measures to improve the results. EC/CC activities and College examinations are planned well in advance and printed in the calendar. Comprehensive planning and conduct of College exams, proper evaluation methods and award of internal assessment marks in different subjects render the entire mechanism of Internal Assessment transparent and strong.

All facets of the examination process are meticulously monitored by the College. Printing of answer books, stationery and other logistics are planned well in advance. Efficient systems have been put in place to conduct the internal assessment examinations under the charge of the College office which has been provided with sufficient man power, materials and technology. The office processes the answer books, manages attendance, and systematically preserves the answer books. Continuous evaluation has been adopted. It has two major components: An End-Semester examination with a weightage of 80% marks for Undergraduate Programmes and 70% marks for Postgraduate Programmes and Internal Assessment which accounts for 20% of the marks for Undergraduate Courses and 30% of the marks for Postgraduate Courses. The internal assessment is based on the two internal examinations of one hour duration in each semester with an interval of six weeks each and the assignments given by the students. In addition to these, the performance of students is monitored at different levels and remedial actions are taken. The Vice-Principal of the College is in charge of the discipline and attendance. Each Faculty has a Dean and Head of

Department. The Class Guides follow-up the attendance and academic progress of the students. Department-wise meetings are conducted by the Heads of departments to assess the performance. This also helps to fix accountability. Slow learners and under performers are given remedial education and advanced learners are motivated to reach greater goals. It has been observed that the students have improved their performance gradually from semester one. The overall results have been satisfactory.

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

Response:

An efficient and transparent mechanism has been developed at the College level to deal with examination related grievances. Adequate safeguard measures are taken to ensure that the evaluation is objective and systematic. If erratic valuation is reported by the students in the internal examination, it is promptly attended to. Students have a provision for personal seeing of the answer scripts. Counting errors, if any, will be rectified by the subject teachers. Any grievance regarding evaluation is addressed to the concerned faculty member who is handling that subject. Any discrepancies with regard to awarding marks and totalling are redressed by the concerned teacher. The College has a Grievance Redressal Cell, to deal with the grievances of the students. Students are allowed to physically examine their evaluated answer scripts and point out the discrepancies, if any, in the presence of the teacher. Any grievance which cannot be resolved at that level is referred to the Heads of Department, Deans, Vice-Principal or the Principal.

At the University level, the university has its own system of redressing the grievances of the students related to evaluation. There is a provision for personal seeing of answer scripts, re-totalling of marks and revaluation of answer scripts. Any discrepancies with regard to evaluation are to be addressed to the Registrar (Evaluation) for redressal. Students are not only given the opportunity of revaluation, but are also given the chance to improve the results of a particular semester in order to improve their performance. The examinations are conducted in a transparent and foolproof manner. Adequate systems are in place for monitoring the examination process. The office of the Registrar (Evaluation) is responsible for this. At the Exam centre, Examination Coordinators are in charge of material management and other logistics. Examination room management and invigilation are supervised by the coordinators. The Examination squad appointed by the University visits all the colleges under its purview and closely monitors the examination irregularities, if any. The office is in charge of processing the answer books, managing attendance, systematically preserving the answer books, etc. Examination office superintendents are appointed to manage, prepare the list of invigilators and prescribe the procedure of conducting the examination in coordination with the College office. Result sheets generated are verified by the tabulators specifically appointed for the purpose. Records are maintained systematically at every stage. Marks cards are generated with the preparation of result sheets. Students are provided the opportunity of applying for photocopy, re-totaling and revaluation. The College not only brings this information to the notice of the students but also guides them in getting the anomalies, if any, rectified.

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

Response:

The Institution plans and organises the teaching-learning and evaluation schedules keeping the curriculum and the academic year in mind. The working days are fixed as per University norms. The academic calendar is prepared as per the guidelines of the University by a committee set up by the Principal and contains detailed information for the benefit of students, teachers and parents. The contents include the College crest and Motto with a description, helpful phone numbers, space for entering the personal details of the students, information about St Aloysius Gonzaga, the patron of the College, the aims and objectives of the College, the names of the Teachers (Department-wise) and their phone numbers, a list of Associations and their Presidents (staff), a list of class guides, deans, schedule of programmes and holidays, general regulations, fee regulations, rules for attendance and leave, College examination schedule, library rules, rules regarding issue of certificates, heads and members of various College committees, calendar with information about working days, holidays and examination dates.

Before the commencement of a new academic year, a staff meeting is conducted in which detailed discussion of teaching-learning evaluation scheme is made and each department is assigned the task of preparing the teaching-learning evaluation plan based on which the continuous internal evaluation could be envisaged. The evaluation scheme prepared by the College is consistent with the University norms and regulations. The evaluation scheme is discussed in the staff meeting and at the departmental meetings. The plan of evaluation includes class tests, oral tests, open book tests, subject quizzes, Internal Assessment Tests, assignments, special tests for advanced and slow learners etc. The evaluation plan also includes the date, time and month of examinations, answer scripts to be returned to the students after the evaluation, submission of the marks to the office, display of internal assessment marks on the notice board etc. The teaching, learning and evaluation plan is recorded in the work diary maintained by the individual faculty member of the respective departments. The plan of teaching, learning and evaluation is submitted to IQAC which monitors its implementation. The evaluation schedules of both internal and end semester examinations are informed to the students in the beginning of the year through the College calendar. Timely reminders are given from time to time through notices, announcements and SMS messages. The academic calendar is strictly adhered to. All details about the internal examinations, assignments, student seminars and end-semester examinations, extra-curricular & co-curricular activities, the last working day, revision holidays, etc., are made known to the students at the beginning of the semester itself so that it helps them to plan their studies accordingly. The College also follows a definite schedule for all co-curricular and extra-curricular activities. The work diaries maintained by each teacher are documents which clearly show the teaching plans, tasks accomplished and schedules adhered to. The work diaries are regularly monitored.

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:

SAEC is affiliated to the Mangalore University and follows the syllabi prescribed by it through the different BOS constituted whenever the syllabi are revised. The University provides its affiliated colleges the blown up syllabus of all the papers of different subjects prepared by the respective BOS containing

course objectives and outcomes. In addition to this, each teacher introduces his paper by giving the scope and importance of the paper with its current relevance. A review of the outcome also takes place when the teacher revises the chapter/lessons he/she has taught in the classes periodically. Since the College also has a mechanism of taking student feedback on the syllabus annually, this also acts as an evaluation of the PSOs and COs.

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

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

Response:

The level of attainment of PSOs and COs is gauged not only by the students' performance in the exams (both internal and end semester) but also in his overall progress and professional development. In the recent years the University has introduced many major evaluation reforms. The evaluation system has by and large been computerized. Under the credit-based semester system, the EC/CC activities are also evaluated along with other subjects with credits.

In keeping with the reforms initiated at the University level, many reforms have been introduced at the College level also. Our UG programmes are under the credit-based semester system. Considerable weightage is given to continuous internal assessment. Besides end-semester and internal assessment written exams, the students are groomed through seminars, field visits, workshops, project work, assignments etc. The students' talents are honed through sports and games, cultural and literary activities and excellent performances are duly awarded and credited. After the evaluation process is over, teachers give feedback to the students, and appropriate follow-up action by way of remedial education and tips for excellence are given. The above process is supported by quality sustenance and quality enhancement measures like regular academic review meetings, departmental meetings, analyses of the results and corrective measures to improve the results. EC/CC activities and College examinations are planned well in advance and printed in the calendar. Comprehensive planning and conduct of College exams, proper evaluation methods and award of internal assessment marks in different subjects render the entire mechanism of examinations transparent and strong.

Continuous evaluation has been adopted. It has two major components: An End-Semester examination with a weightage of 80% marks for Undergraduate Programmes and 70% marks for Postgraduate Programmes and Internal Assessment which accounts for 20% of the marks for Undergraduate Courses and 30% of the marks for Postgraduate Courses. The internal assessment is based on the two internal examinations of one hour duration in each semester with an interval of six weeks each and the assignments given by the students. In addition to these, the performance of students is monitored at different levels and remedial actions are taken. The Class Guides follow-up the attendance and academic progress of the students. The academic progress of the students is good and this demonstrates a clear and positive correlation between the class room inputs and the course outcomes.

2.6.3 Average pass percentage of Students

Response: 74.26

2.6.3.1 Total number of final year students who passed the university examination

Response: 75

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

Response: 101

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2

3.1.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	0	0

File Description	Document
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)
List of project and grant details	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 10.53

3.1.2.1 Number of teachers recognised as research guides

Response: 2

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

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.27

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

Response: 4

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

SAEC has always had a conducive eco-system for innovation in the creation and transfer of knowledge. It has introduced many Diploma and Certificate courses for its students and for the general public which are not only knowledge-oriented but also geared towards skill and entrepreneurship development. In this regard, the College has an incubation centre in the form of St Aloysius Business Institute (SABI) which invites practitioners drawn from various fields of expertise as its resource persons and promotes entrepreneurship. Some of the important companies/agencies with whom the College has established a working collaboration include the famous investment firm Colaco and Aranha, Kanara Chamber of Commerce and Industry (KCCI), Confederation of Real Estate Developers Association of India (CREDAI) etc. It also has an official understanding with the Oriental Insurance Company Limited, Mangalore, for exchange of views and materials. The College has also collaborated with the SDM Law College, Mangalore, in the areas of Intellectual Property Rights (IPR), legal knowledge and practice.

The Council Director/ Placement Officer/ Director SABI is responsible for facilitating the students in finding suitable jobs. In the last 5 years, 26 companies have visited the College seeking suitable candidates for their requirements in the job sector. 57 students have been placed at different companies through the coordination/guidance of the placement cell at the UG & PG levels.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Report of the event	
List of workshops/seminars during the last 5 years	

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	

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

Response: No

File Description	Document
List of Awardees and Award details	

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

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

File Description	Document
Any additional information	
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	

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

Response: 0.09

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

13-01-2018 08:50:44

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	1	0

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

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

Response: 0.58

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	9	4	8	10

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

3.4 Extension Activities

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

Response:

The Institution promotes the participation of students and faculty by encouraging industrial visits and by organising courses to improve the communicative skills of students and activities. In addition to the NSS, which conducts regular activities like Shramadhan and Yoga Camps, the CLC and AICUF also organise visits to old age homes and orphanages. The Alumni Association organises programmes for the parents and the general public. Faculty members and students are proactive in community participation and development activities related to environment, gender and marginalised sections of the society.

The outreach activities conducted by the College are well-integrated with the academic programmes. Subjects like Human Rights, Gender Equity, and Environmental Studies are part of the UG curriculum of the Mangalore University and the Institution gives these classes special importance.

The students are exposed to the socio-cultural life of people, their practices and problems. In keeping with the paradigm of 'inclusive growth', students are active in Shramadhan, Yoga and blood donation camps and visits to local industries, old age homes etc. These activities are organised by the NSS and other Associations of the College. These activities are also part of the EC and CC scheme of the University and credits are awarded to the participating students.

The Alumni Association organises relevant programmes for the alumni/nae as well as the parents and the general public.

The Institution promotes College-neighbourhood network by organising Inter-collegiate programmes and competitions which serve to conscientise the students to the need to serve the society.

Members of the Commerce faculty organise diploma classes in Investment Consultancy drawing expertise from Bankers, Lawyers and Investment Experts. Programmes along with NGOs like Lions Club, Hospitals, Avishkar Yoga, Mangaluru Corporation, etc., help in creating awareness about laws for protecting human/labour rights, health, environment, traffic rules, social security, evils of substance abuse etc. Visits to agribusiness, SHGs and other organisations have sharpened the entrepreneurial dimension of learning. These activities of the College have also benefited the local community. Thus the College gives adequate importance to activities of reciprocal nature.

The Institution plans and organizes its extension and outreach programmes based on the needs and requirements of the local community and students. The advisory committee of NSS, NCC, Students' Council, and other associations plan their programmes at the beginning of the academic year. Further, the office bearers of the beneficiary organizations are contacted and met at regular intervals to organise the programmes. A new initiative begun in 2015, the golden jubilee year, is the 'One Rupee Revolution' wherein the management, staff and students donate a rupee every day and use the collected corpus for funding the outreach activities of the College. This has been working well and has succeeded in sensitising the staff and students to the problems and challenges faced by the under-privileged and neglected sections of society like the differently abled, destitute, inmates of old age homes and orphanages etc.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 12

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	2	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	

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

Response: 26.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
168	173	131	100	0

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	

3.5 Collaboration

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

Response: 94

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	20	19	17	19

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document](#)

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	1	4

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

St Aloysius Evening College (SAEC) is a 51 year old Institution which caters to the youngsters of Mangaluru and its vicinity especially those who work during the day for their livelihood. Being a sister Institution of the 137 year old St Aloysius College (Autonomous), SAEC is endowed with excellent physical infrastructural facilities, which include adequate classrooms, seminar halls, auditoriums, libraries and staff rooms to support academic activity in the campus. The College has made systematic efforts to upgrade its infrastructure facilities to keep pace with the rapid growth in the number of courses and number of students studying in the College. The College has received funds from the UGC, which has helped the College Management to add excellent infrastructural facilities.

All the classrooms and seminar rooms are spacious, well-ventilated, well-furnished and ICT enabled to facilitate effective teaching-learning. There are 23 class rooms, and 3 auditoria, 2 seminar halls, 2 audio-visual rooms and 2 conference halls. Telephones, inter-com and laptops are provided for the office, library and departments. Drinking water facility, students' co-operative store, separate wash rooms for boys and girls, generators and inverters are available. The College premises are used for counselling and career guidance as well. The other facilities available for curricular/co-curricular/ extra-curricular activities include computer lab, free internet facility, black-boards, notice boards, xerox, first aid etc. There is an E-learning (Internet Browsing) Centre.

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

Response:

St Aloysius Evening College (SAEC), a sister Institution of St Aloysius College, managed by the Mangalore Jesuit Educational Society (MJES) shares the campus with all its physical and infrastructural facilities with St Aloysius College (Autonomous). SAEC has excellent physical infrastructural facilities, which include adequate playgrounds, basketball courts, indoor shuttle badminton court in the Aruppe block, a well-equipped gymnasium, a swimming pool of international standards, ample parking space for staff and students and hostels to support the sports , games and cultural activities in the campus. The facilities available for cultural activities are 3 spacious, well-ventilated and well-furnished auditoria, audio-visual rooms, conference halls, notice boards, ICT facilities, drinking water, first aid facilities etc.

The College conducts Degree Day, PG Day, Talents Day, Sports Day, College Annual Day, etc., annually to promote cultural activities and provide a forum for the students to exhibit and hone their talents. The students are encouraged to take part in inter-collegiate sports and cultural activities organized by other institutions. National festivals like Independence Day, Deepavali, Christmas, etc., are celebrated to preserve secular values and the heritage of our nation. The College has musical instruments like guitar, keyboard and an electronic drum set, which are used by the College band.

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

Response: 80

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 20

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 34.14

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

2016-17	2015-16	2014-15	2013-14	2012-13
5.56772	3.15429	22.52187	6.17459	6.00353

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

4.2 Library as a Learning Resource

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

Response:

The St Aloysius Evening College Library was started in the year 1966. At present we have a total collection of 20,752 books, a student strength of 408 and a staff of 19. The Library has 60 seating capacity with tables. Dewey Decimal Classification is followed for classification purpose. Computerized catalogue is generated for the use of students and staff.Tthe Library provides services to students, staff members and alumni/ae. The Library lends books for home reading for 7 days for the students and 90 days for the staff. Students are given 2 borrower cards. The Library also displays the new books to create awareness among

users. Adequate light and ventilation are ensured inside the library. A reference section has been established for post graduate students. For reference purposes Encyclopedias, Dictionaries, Yearbooks, Directories, Essay books, Kannada, English and Hindi Literature books and also books on various disciplines are available. Xerox facility is also available for the convenience of staff and students. The Library has Journals, Magazines, Question Papers, Newspapers, etc. It have subscribed for 40 periodicals and 7 Newspapers.

The Library is subscribing to the N-LIST programme which contains 30, 35, 000 + eBooks and 6000+ e-journals of various disciplines. Students are accessing ePG Pathshala and eGyankosh which are freely available e-resources.

The library has been fully automated by using EASYLIB library software of the version of Easylib 4.3.3. The library software has been installed in 2012 and updated in 2014.

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

Response:

The College library has a good collection of books.In the past five years it has been enriched with a good number of textbooks, reference books, journals, magazines etc., in the past five years. The library also subscribes to e-resources like e-books & e-journals related to the subject and curriculum of the College which add to the knowledge of both teachers and students. Complete sets of Encyclopaedia Britannica (32 Volumes), International Encyclopaedia of the Social Sciences (17 Volumes), Kannada Vishwakosha (14 Volumes), Karnataka State Gazetteer and other good reference material are available in the College library. The College Golden Jubilee Magazine 'Suvarna Sandhya' is one of the rare books of St Aloysius Evening College. Apart from that, the Evening College has the permission to access the St Aloysius College (Autonomous) library, its sister institution, which is 137 years old and has a very good collection of rare books. The campus has a Museum named Aloyseum, which has some rare collections of manuscripts on palm leaves and other rare things.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 0.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.43627	0.34888	1.24042	1.50226	0.38869

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 7.03

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

Response: 30

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

St Aloysius Evening College (SAEC) has a well - established computer facility. The College office is computerised with E-Office software and is updated. The existing Library software Easylib has been updated with web OPAC and N-LIST e-resources. Electronic resources and genuine windows software have been purchased and updated. Staff and students are provided computers with free internet facility. The College has established a working website which is updated periodically. Computer systems in the office and computer labs are networked using Ethernet LAN. LCD and LED projectors with white screens have been bought.

The College has an internet facility with 3 separate lines of 1 Mbps speed. 25 computers have been added between 2012 and 2017. Wi-Fi facility is available in the campus.

4.3.2 Student - Computer ratio

Response: 5.83

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: <5 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

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: 34.14

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)

2016-17	2015-16	2014-15	2013-14	2012-13
5.56772	3.15429	22.52187	6.17459	6.00353

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

The College has a well-defined policy of augmenting infrastructural facilities as a catalyst for ensuring academic excellence. The policy is chalked out by the Principal and Vice Principal in consultation with the Administrator, who is the representative of the Management, by taking feedback from the staff and students.

The Management in consultation with all the stake holders constantly enhances and upgrades the infrastructural facilities from time to time to meet the needs of the College in the teaching -learning process. The policy also directs the maximum utilization of resources to deliver better value for money.

Since the MJES manages both St Aloysius College (Autonomous) and SAEC, an arrangement has been made to jointly share the responsibilities of maintenance of the campus. Most of the routine maintenance work which includes electrical, plumbing, painting, gardening, waste management, etc., are done through the full-fledged maintenance department of St Aloysius College (Autonomous). The College also makes use of the services of the Technical Training Institute (TTI) and skilled alumni whenever the need arises. The daily campus cleanliness of the class rooms and campus is taken care of by the SAEC support staff.

The sports facilities like playgrounds, basketball courts, gymnasium, shuttle badminton courts, swimming pool etc., and the academic facilities like AV Rooms, auditoria, seminar/ conference halls, open air stages, museum, AL-Vana micro forest, the world famous St Aloysius Chapel etc., are also shared by the two Institutions. A branch of Central Bank of India functions in the College campus for the benefit of staff and students. The policy of the College is to provide IT services to all the students and the staff to meet their academic requirements. Computers with internet facility have been installed for both UG and PG students and staff. Genuine software have been used in the computers.

Being an Evening College, SAEC has made effective arrangements for uninterrupted power supply by installing a 45 KVA generator of its own. Few LED tube lights are installed as a power saving and eco-friendly measure. The classrooms, departments, library and office have inverters and UPS systems for uninterrupted power supply and have been upgraded with ICT enabled facilities. Close Circuit Cameras are installed at the entrance of campus and in the vehicle parking area gives additional support in terms of security. Garbage is lifted by outsourcing. The College library is equipped with Easy Lib Software and N-LIST e-resources. The College has established a working website which is updated periodically.

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: 6.96

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	8	32	58	39

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 24.07

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

2016-17	2015-16	2014-15	2013-14	2012-13
108	124	123	145	43

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)

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

Response: 28.88

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

2016-17	2015-16	2014-15	2013-14	2012-13
101	125	138	152	149

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years

Response: 2.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	12	19	00	00

File Description	Document
Details of the students benifitted by VET	[View Document]

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document]

5.2 Student Progression

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

Response: 6.92

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	3	7	5	1

File Description	Document
Details of student placement during the last five years	[View Document]

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

Response: 26.83

5.2.2.1 Number of outgoing students progressing to higher education

Response: 33

File Description	Document
Details of student progression to higher education	[View Document]

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

Response: 60

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	1	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	1	1

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

5.3 Student Participation and Activities

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

St Aloysius Evening College (SAEC) has a Students' Council which plays an important role in its curricular, co-curricular and extra-curricular activities. The Students' Council is constituted as follows: Director, President, Vice president, Secretary, Joint Secretary, Class Representatives and Secretaries of Associations.

The Students' Council is very active throughout the academic year and organises various programmes independently and jointly with other associations, alumni and NGOs. It also provides leadership during special occasions like College Day, Sports Day, Talents Day, Inter-collegiate Fests, Blood Donation Camps, Alumni Reunion, etc.

The students get representation in the Students' Council of the College and at a wider level, of the University. The President of the Students' Council is a member of the IQAC. Students are also co-opted into various committees which organise programmes like seminars, workshops, extension activities etc. Students are part of the editorial committee of 'Sandhya Deepa' the College annual magazine.

The Students' Council conducts various activities for the students. It also co-ordinates the different association functions. The associations conduct various programmes to develop student competencies in co-curricular and extra-curricular areas. The associations plan their activities of the year and invite experts from the industry, trade and commerce and the academic field.

The Students' Council conducts various activities for the students. It also co-ordinates the different association functions. It conducts the Council Day, the Musical Evening, Sports Day, College Day etc.

The Students' Council Director, who also functions as the Student Welfare Officer takes decisions related to students activities/ welfare in consultation with the Principal. The office bearers to the Students' Council are elected in the beginning of the academic year and their term ends at the end of the academic year. There is no separate fund for Council. However, any financial need of the Students' Council is met from the College account.

File Description	Document
Any additional information	View Document

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

Response: 20.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	21	17	21	28

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

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

Response:

The College has an active alumni association (not registered) which closely associates itself with the Institution in conducting different programmes both co –curricular and extra-curricular. One of the important programmes conducted on a regular basis is the yoga camp. It arranges awareness programmes for students on topics of social relevance. A separate slot is reserved for the alumni in the cultural part of the College Day programme. Many alumni/alumnae attend and support the College during the annual Sports Day. Many alumni have sponsored cash prizes for the meritorious students of the final year. Many alumni who have distinguished themselves in various fields of expertise and are presently holding important positions in society are recognised and felicitated by the Institution during the annual Re-union. Many of the alumni make contributions through donations and advertisements. It plays a crucial role in enrolling new members to the alumni association and serves as an important liaison between the past and the present student fraternity. SAEC cherishes and preserves its relationships with its alumni/nae by inviting them to all the important events. They are also invited as resource persons and guests to the College functions.

5.4.2 Alumni contribution during the last five years
<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Empowering the youth to shape a better future for mankind by forming them into effective and responsive individuals.

Mission

To foster professionalism through commitment, co-operation, creativity and innovation without distinction of caste or creed, but decidedly with a slant in favour of the marginalized by providing opportunities:

For academic excellence, social leadership and committed service

To become professionals prepared to use their talents beyond self-gain and become men and women for others

In leadership with intelligent pursuit of excellence through constant student-faculty interaction

The College ensures that the Vision and Mission of the Institution is communicated to all the stake holders. It is conveyed to the students during the admission process through the prospectus, calendar, orientation programmes, Foundation Day and Patron's Feast Day celebrations. The staff are guided and trained in this regard through periodical meetings between the Management and the staff and through talks arranged during Founders' Day, Feast of St Aloysius Gonzaga, St Ignatius of Loyola etc. Other stakeholders, the parents and society are familiarised with the vision and mission of the College through Parent-Teacher meetings, website, alumni meetings, Annual Day Report, college newsletter, magazine etc.

St Aloysius Evening College has a mission statement and goals in tune with the objectives of higher education. As stated in the core values of NAAC, contributing to National Development has always been a goal of this Institution. Serving the cause of social justice, ensuring equity and increasing access to higher education are some of the ways by which the College contributes to National Development. The Management is a world-wide Christian religious organisation with expertise of nearly five centuries in the field of education. St Aloysius College Institutions have a history of 137 years, while SAEC is a 51 year old Institution.

All the activities of the College are oriented towards the realisation of the mission with added incentives to toppers, cash awards and suitable financial incentives for needy students etc. The Management provides regular opportunities to the staff to participate in orientation courses, conferences, seminars and training programmes.

The Principal is the executive head of the Institution and plays a very crucial role in its governance and

management. The Principal promotes the academic achievement of the students and generates among the faculty, a sense of efficiency, professional interest and commitment towards students' development. He also supervises the academic programmes of the College and keeps the Management informed of the matters related to administration. Through participative decision making, he calls for the views of other administrative and academic staff to promote participative decision-making. Other important duties discharged by the Principal include admission, planning and executing academic programmes, allotment & supervision of work to the teaching and non-teaching staff, maintaining discipline, administering scholarships, drawing up the academic calendar, curriculum etc., in consultation with the staff, monitoring the linkage/liaison with UGC, University, State Government and parents of the students, ensuring smooth conduct of internal and end-semester examinations, representing the College in various fora and facilitating co-curricular activities, extension services and outreach programmes.

6.1.2 The institution practices decentralization and participative management

Response:

There is a meaningful decentralisation of the administrative process in the College. There is shared responsibility and participative decision-making. The Principal is assisted by the Vice-Principal, Deans and the Heads of the Department. There are regular staff meetings.

The organizational structure of St Aloysius Evening College involves leadership at several levels. This decentralised system has been highly effective in taking decisions and implementing them. The broad policies of the College are set by the Governing Body and executive decisions on academic matters are taken by the Principal and the IQAC. The decisions taken at the department level are communicated to the Administrator in the annual review/evaluation meetings. The Institution takes the suggestions and the feedback given by all the stake holders. The students give their suggestions through the Students' Council, staff members through the Staff Council, parents through Parent-Teacher meetings and Alumni through the Alumni/ae Association.

Organising Kurukshethra- an Intercollegiate Commerce Fest: A Case Study to show Decentralisation and Participative Management in the Institution.

As part of the Golden Jubilee celebrations of St Aloysius Evening College, Mangaluru, it was decided to host a State Level Inter-collegiate Fest **'Kurukshetra'.** The idea and suggestion for the fest came from the Students' Council which resolved to have the fest as one of the activities of the golden jubilee year. This request was considered by the Principal who brought it to the Staff Council/IQAC where it was unanimously decided to go ahead with the programme. The rationale to organise an intercollegiate fest was to provide a forum to the students and staff to work as a team and bring out their innate talents and also hone their organisational and leadership skills.

The responsibility of organising the programme was assigned to the faculty of commerce and the Students' Council. Meetings held at the faculty and Students' Council levels decided to constitute the Organising Committee which would take the lead in the planning and execution of the fest. It was decided to meet the well-wishers, alumni and sponsors to raise funds for the fest. The Organising Committee held many informal meetings to finalise the events, prepare the brochure, the invitation, arrange the judges and other logistics. It was decided to hold the fest on Saturday, 8th August, 2015. Dr Kurien P. Abraham, Deputy

General Manager, Corporation Bank was invited as the Chief Guest of the inaugural.

The events organised included Ice Breakers, Mock Press, Poster Painting, Mad-Ads, Jam and Movie Making. More than 300 students participated in the Inter-collegiate Fest. Dr Donald Lobo, Dean, Faculty of Commerce, Mr Laren D'Souza, President, Students' Council and Mr Kanish Rao, Core Committee in-charge played a crucial role in organising the event. Ms Josyl Lobo & Ms Dimple D'Souza anchored the day long programmes. Prizes were given away by Mr Callen D'Souza, distinguished alumnus of the College who was the Chief Guest in the Valedictory function. Sri Govindadasa College, Surathkal, won the Overall Winners Trophy while the Runners Up Trophy was bagged by St Agnes College, Mangaluru.

6.2 Strategy Development and Deployment

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

Response:

In keeping with the Jesuit ideals of preferential option for the poor and preparing men and women for others, the St Aloysius Evening College decided to conduct a blood donation camp every year in order to motivate the students into developing concern for the society and sensitize them to the need to be proactive participants in socially relevant activities. Blood Donation Camps are a part of the outreach/extension programmes of the College. This activity was initially suggested and planned in the IQAC and later implemented accordingly. The main objective of this activity is to reach out to the general public and the needy in times of crisis. The expenditure of the programme is met out of the funds provided by the College and the One Rupee Revolution. The responsibility of conducting the camp was assigned to the Yoga association. Since the SAEC believes in collaborating with external agencies for the betterment of the community, it was decided to collaborate with leading hospitals like Kasturba Medical College, Father Muller Charitable Institutions etc., in conducting the camps. Internally it was decided to involve the Students' Council and the Alumni in the planning and implementation of the camp. The camps have resulted in creating a healthy liaison between the staff, students and alumni and the professionals of the departments of pathology of the neighbouring hospitals. The blood donors in the camps are distributed certificates and are given special priority when they are in need of blood in the future. Here are the statistics of the four blood donation camps held between 2012 & 2017.

Blood Donation Camps: 2012-2017

Sl. No	Year	Date	Number of students	Units of Blood	In Association with
1	2013-14	23rd February 2014	73	66	KMC (Kasturba Medi College) Hospital, Ma
2	2014-15	25th January 2015	58	43	KMC (Kasturba Medi College) Hospital, Ma
3	2015-16	25th August 2015	108	75	Father Muller Hospita
4	2016-17	8th January 2017	93	46	KMC (Kasturba Medi College) Hospital, Ma

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:

SAEC is managed by a world-wide Christian religious organisation called Society of Jesus which has an expertise of nearly five centuries in the field of education. St Aloysius College Institutions have a history of 137 years. The management appoints an Administrator who acts as a liaison between it and the College. The Administrator takes all major policy decisions of the College in consultation with the Principal and Rector. The Vice principal, Heads of the Department, Deans and Class Guides assist the Principal of the College in routine administrative matters. The Management and the Principal regularly meet the staff to discuss academic, curricular, co-curricular, development, discipline and other matters. The activities of the Institution are reviewed from time to time. The Rector who is the executive Vice president of MJES, the chief governing body of the Institution, addresses the staff on at least four occasions during the year.

The principles of decentralisation and responsibility are promoted by the Management through constant consultation. This leads to participative decision-making on all matters pertaining to academic, curricular, co-curricular and administrative. Tasks are delegated to the Vice-Principal, deans and heads of department. Class Guides are responsible for the day-to-day activities of the students. The Principal is the executive head of the Institution and plays a very crucial role in its governance and management. The Principal promotes the academic achievements of the students and generates among the faculty, a sense of efficiency, professional interest and commitment towards students' development. He also supervises the academic programmes of the College and keeps the management informed of the matters related to administration. The other routine functions of the Principal are: Admission of students, planning and executing academic programmes, work allotment to the teaching and non-teaching staff, supervision of the work of the teaching and non-teaching staff, drawing up the academic calendar, curriculum etc., in consultation with the staff, monitoring the attendance of staff and students, discipline, administering scholarships, coordinating the linkage with UGC, University, State Government and parents of the students, ensuring smooth conduct of Internal Examinations and publication of results in time, representing the College in various fora, facilitating co-curricular activities, extension services and outreach programmes.

The Principal and staff take appropriate steps to improve the academic performance, regular departmental meetings are held, the Principal goes through the work diaries of faculty members and the Heads of the Department take decisions in consultation with the faculty members. The Principal, on receipt of any grievance, objectively examines it in consultation with the senior faculty and recommends remedial measures to the authority concerned. Minor problems/grievances are dealt by the lecturers. Major problems, if any, are dealt by the Deans and the Principal. The Management is always accessible to the staff. There are both formal and informal meetings of the Management with the staff.

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

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination
A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

SAEC has many cells for the welfare of the students. A separate Students' Grievance Cell functions in the College under the supervision of the Student Welfare Officer who is also the Director of the Students' Council. The Students' Grievance Cell meets once every semester and provides a forum for students to air their grievances and bring it to the notice of the authorities so that an amicable solution could be arrived at.

The composition/details of the Students' Grievance Cell is printed in the College calendar and students are informed about it in the orientation held in the beginning of the academic year. The Cell is headed by Dr Donald Lobo, the SWO and includes the Vice Principal Mr Ravi Shetty, the elected President, Vice President, Secretary and Joint Secretary of the Students' Council. However issues related to discipline, student activities etc., are monitored by sub-committees which are constituted on a need basis.

Example of an activity successfully implemented through minutes of meetings and implementation of their resolutions: Certificate course in Entrepreneurship and Communicative English

Suggested year 2014-15

While SAEC the College boasts of students drawn from various regions, languages, religions and economic backgrounds, it must be noted that most of our students work during the day. Some of them are even the sole bread-winners of their families and others are first generation learners. Even though they are faced with many challenges, a majority of them have shown the enthusiasm and drive to learn while they earn.

A grievance that came up in the meeting of the Students' Grievance Cell held on 2nd August 2014 is: Lack of basic information/ guidance on how to start a new enterprise/ business leading to fruitful self-employment.

The grievance came from the B.Com class representatives who appealed to the College authorities on behalf of their classmates to provide useful inputs in entrepreneurial skills by offering an add-on course which could give them the practical know how that they needed to start their own enterprises. The Student Welfare Officer/ Director, Students' Council represented this grievance to the Principal who in turn discussed the matter with the IQAC and asked the faculty of Commerce to find out the possibility of introducing a Certificate course in Entrepreneurship. The members of the faculty of Commerce after examining the feasibility of offering such a course decided to go ahead and start a course under the auspices of SABI. The course would be of 30 hours duration. The syllabus would be prepared in consultation with experts drawn from the industry, who would also be invited as resource persons. It was also decided to throw the course open to the general public so that the income generated could be channelized to offer the Course (Add-on) free of cost to the regular students of the College.

The certificate course on entrepreneurship was introduced in the academic year 2014-15 attended by 67 participants out of which 26 were students of SAEC.

6.3 Faculty Empowerment Strategies

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

Response:

St Aloysius Evening College (SAEC) has over the years evolved many effective welfare measures for its teaching and non-teaching staff. The facilities for the staff include the St Aloysius College branch of Central Bank, ample parking facilities, Computer Centre, Canteen, Co-operative Stores, Staff Quarters, Medical facilities, Intercom, Internet, Telephone, Audio-visual Rooms and Auditoria for the staff to have social functions, use of the swimming pool facility at subsidised rates. The members of the faculty are encouraged to attend refresher courses, workshops, seminars and to take up research. The Management is always ready to give financial assistance to the staff in times of distress. It has also built into the system an effective mechanism for grievance redressal for the staff which is transparent and objective.

The members of the teaching and non-teaching staff are members of St Aloysius College Credit Cooperative Society and St Aloysius College Employees Housing Society where deposits are accepted and loans are given. The Arrupe Staff Welfare Fund helps the non-teaching staff in their needs. The SAC Employees Contingency Fund helps the teaching and non-teaching staff and provides timely assistance during emergencies and urgent needs. The faculty is provided with spacious staff rooms, access to Internet, printers, cabins, purified drinking water etc. There are exclusive cabins for the staff in the library.

Realising that fruitful work can be performed by the employees, only when their needs are taken care of; the Management has initiated many welfare measures, besides an attractive salary package. As majority of the staff are management paid, the College management has introduced a salary structure as per the State Government norms. Housing Society and Employees' Co-operative Societies provide different types of loans, medical consultation facility and medical bill reimbursement under SRD scheme, month end salary

loan, loan for construction and repair of the house, vehicle loan and scholarships to the children of deserving staff members. Staff quarters are available for teaching and non-teaching staff. All Management paid teaching and Non-Teaching Staff members are made regular by placing on enhanced scale after a probation period of 2 years. Dearness allowance is raised once a year. Canteen, recreation and physical fitness facilities are made available in the College. The non-teaching staff are given financial assistance from Rector's Charity Fund, Arrupe Fund- Loan without interest, ESI Medical Facility and Provident Fund (PF). Lady staff members are provided 6 months paid maternity leave. Faculty development programmes are conducted every year. The members of the administrative staff of the College are given training to use the office software. The staff members are motivated to apply for and complete minor/major research projects. An annual picnic is arranged for the staff both teaching and non-teaching to create a forum for bonding and rapport building. A get-together is arranged at the end of every academic year for the management, staff and well-wishers of the College.

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: 37.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	5	12	10

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

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

Response: 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	3	1	4

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

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

Response: 23.14

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	2	1	12

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

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

Response:

The St Aloysius Evening College has a Performance Appraisal System for teaching and non-teaching staff. The staff members annually submit the self-appraisal reports to the Principal.

The pro-forma of the self-assessment of the functioning by the teacher/employee is provided by the office of the Joint Director, Collegiate Education in the administrative language Kannada.

In the first part, the employee has to furnish details regarding service, pre-dated service, designation, qualification prior to the recruitment and qualification attained thereafter, leave details etc.

In the second part of the pro-forma, the employee has to provide the details of the self-assigned effective targets, targets which could not be achieved, achievements etc. Information is also sought on the aspects which are achieved above the desired target level, the problems faced, if any, while achieving the targets including the opinion and suggestions of the employees and solutions in this regard.

The third part of the pro-forma seeks information from the representative of the Management regarding the authenticity of the self-information provided by the employee about the various aspects of functioning of the employee, the time frame of the duties assigned, the expected performance level, competence level etc.

It also provides information about the employees' role in the following: empowering the students belonging to the scheduled classes, public relations, presentation skills, proficiency in using Kannada as the administrative language, team work, resourcefulness, inter-personal relationship with colleagues and officers, ability to take decisions, efficiency in duties, ability to manage extenuating circumstances, motivational skills, delegation of duties and reflection.

The filled pro-forma counter signed by the representative of the management is verified and approved by the Joint Director, Collegiate Education.

The final part of the appraisal report consists of the educational qualification of the employee with the data of the seminars, workshops, conferences etc. that he/she has attended during the year, contributions to academics, evaluation, books/articles written, counselling, etc. It also elicits information about the employee's contribution to National Integration, Secularism, Citizenship, Socialism, Humanism, World Peace, Scientific Temper, help rendered during floods and droughts and family planning. It also provides information about the different positions held by the employee in national schemes like NCC, NSS etc. The appraisal report ends with a listing of the extra-curricular activities, contribution to campus life, students' welfare and discipline and role played in educational, professional and nation building committees.

The appraisal reports are reviewed and suggestions are given to the staff for further improvement in the different facets of their duties and responsibilities. Members of the teaching staff are encouraged to do higher studies (M.Phil or Ph.D). Quality enhancement programmes are conducted by inviting competent resource persons to conduct faculty improvement programmes. The staff members are given personal counselling by the Principal who guides them to improve their overall performance. The staff members are encouraged to render consultancy services in their areas of expertise.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

All the statutory audits are conducted in the College periodically according to official requirements. A firm of Chartered Accountants conducts statutory audits of the different schemes offered in the College. The Management audit is conducted by the Advisor to the Provincial. The Departmental audit from the Government of Karnataka is conducted specifically for the government fees collected. The co-operative audit of SACTCC Society, AEH Society, SAC Co operative Stores and MJES is done annually by the department. Internal auditing is conducted once in 6 months by the designated Chartered Accountant. External auditing is done by Chartered Accountants at the end of every Financial Year.

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

Response: 6.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.2	1.84	1.82	0	1.15

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:

Though SAEC is a grant-in-aid institution many of its recent courses are self-financed. The salaries of aided teaching/administrative staff are paid by the state government while the other staff are paid by the Management. The College has been recognised under the 2 (f) category of the UGC since 1981 and has been receiving UGC grants under the General Development Scheme (Mention the Categories). However the Management of the College also bears the expenses of the non-grant courses like BBM (upto 2016) and M.Com.

The Mangalore Jesuit Educational Society (MJES) manages both SAEC and St Aloysius College (Autonomous) and hence both the sister institutions share many infrastructural and logistical facilities. Thus the staff and students of the Evening College have access to all the state of the art facilities available to the staff and students of St Aloysius College (Autonomous). This enables the Institution to make an optimal utilisation of the available resources. In addition to this, the resource mobilisation policy of the College is to supplement its finances by offering Diploma and Certificate Courses to the paying public in the evenings.

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:

1. One Rupee Revolution:

In keeping with the Jesuit principles of special option for the poor, the IQAC of SAEC initiated 'One Rupee Revolution' (ORR), an innovative outreach programme, during the golden jubilee celebrations of the College in the academic year 2015-16. Under the guidance of the IQAC, the framework for ORR was formulated in its meeting held on 12th June 2016 by putting into place appropriate quality assurance

strategies. It was decided that all the stakeholders of the Institution, the Management, students, staff, parents, alumni and friends of the College would be included in the outreach programme. They would donate Re 1 every day, throughout the year and the proceeds would be used for the outreach activities of the College. What makes the modus operandi novel is that the revolution is aimed at generating funds without burdening anyone.

The staff and students of St Aloysius Evening College had their first outreach programme on 6 February 2016. A team of staff members and students visited the De Mercede, an orphanage for small children, established by the Ursuline Franciscan Sisters of Mangalore at Panir, Deralakatte. The students entertained the children with games and cultural programmes. Rupees 10,000 was donated to the orphanage towards the construction of their new building from the outreach fund generated by donating rupee 1 every day. Refreshments were also provided to the inmates. The outreach gave the students a golden opportunity to interact with the children and empathise with them. Another outreach under the banner of the 'One Rupee Revolution' is the financial help extended to 5 students belonging to the lower income group to pay their tuition fees. The ORR outreach is an opportunity for the students and faculty to imbibe qualities of empathy and giving and work together for the uplift of the under privileged and marginalized sections of society.

Another important offshoot of the ORR is the 'Evening Snacks' programme initiated by the College keeping in mind a vast percentage of its students who work during the day and come directly to the College in the evenings for their studies. While students who belong to the very low income groups are provided the snacks free of cost, others, are provided snacks at subsidised rates. The College also periodically uses the ORR funds to provide snacks free of cost to the entire student body.

(The Management, staff, students and benefactors from among the public have contributed their mite towards this noble endeavour. Altogether Rs 133000 (Benefactors: Rs 43000, Management: Rs 30000, Faculty: Rs 50000, Students: Rs 10000) was collected during 2016-17 and was used for different outreach activities (Fees of 10 BA students, Evening snacks for 25 students at rate of Rs 21 per student, Donation to old age home: Rs 10000, Christmas Fruits for patients of Wenlock Hospital: Rs 5000)

The success of the ORR can be measured by the renewed zest and enthusiasm shown by all the stakeholders of the College during the second academic year of its existence and has encouraged the College to make it an important annual activity.

2. Providing financial help to deserving students:

The Evening College offers a very important service to the city of Mangaluru and its neighbouring areas by becoming a haven to hundreds of men and women of this city and neighbourhood, who would otherwise be denied the opportunity of collegiate education. While the College boasts of students drawn from various regions, languages, religions and economic backgrounds, it must be noted that most of our students work during the day. Some of them are even the sole bread-winners of their families and others are first generation learners. Even though they are faced with many challenges, a majority of them have shown the enthusiasm and drive to learn while they earn. Appreciating the zeal and industry of the students and realizing that poverty is a major stumbling block to the dreams of higher education of a vast percentage of students, the IQAC was asked to put into place a student-friendly process with appropriate strategies to help such students. After an exhaustive discussion in the IQAC meeting dated 12th June 2015, the institution decided to offer various management scholarships/fee concessions to enable students from the lower income groups to pay their fees and continue their education.

Through the intervention of the IQAC, the Management has gone out of its way to help students hailing from the lower income groups by giving fee concessions and in many cases fee waivers. In addition to this, the College has helped many students to procure the government scholarship for Minorities, Arrupe scholarships, OBC scholarships and SC/ST scholarships. In the IQAC meeting dated 7th October 2015, a new initiative was introduced as part of the Golden Jubilee Year (2015-16) initiatives. The Udaya Holla Scholarship was instituted by the management exclusively to help meritorious students who are in dire poverty and cannot continue their studies due to lack of funds. So far 47 students have benefited from this fund.

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:

1. **Remedial Education:**

The St Aloysius Evening College offers three programmes of three years duration affiliated to the Mangalore University – B.A., B.Com. & M.Com. The syllabi of all the three programmes is prescribed by the BOS set up by the Mangalore University periodically. The BOS also prescribes the texts to be taught and suggests the reference books. It prepares and decides the pattern of marks and the model question paper. The IQAC of the College lays down the guidelines for all the teaching staff to introduce their papers by giving the scope and importance of the paper with its current relevance, course objectives and probable outcomes at the very beginning of the academic year. A review of the outcome also takes place when the teacher revises the chapter/lessons he/she has taught in the classes periodically. Since the IQAC also has a mechanism of taking student feedback on the syllabus annually, this also acts as an evaluation of the PSOs and COs.

The IQAC asks all the departments to prepare a teaching-learning/evaluation scheme in accordance with the University calendar. Every department/teacher also prepares the methodology of teaching which includes: Work load distribution, plan of action for curricular and co-curricular activities, hours of work and methodology. A comprehensive plan is also prepared for tutorial classes such as remedial teaching for slow learners and advanced learners etc. A schedule for co-curricular activities is made which includes class assignments, class seminars, guest lectures, student research/project work etc. Every teacher provides learning material to the students and assists the students to find sources of information in the library. Some of the modes of evaluation used include class tests, subject quiz, seminars, internal assessment examinations, assignments, etc. The dates of the two examinations conducted to decide the internal assessment marks of the students are fixed well in advance in the IQAC meetings and evaluated answer scripts and feedback are given to the students.

The performance of the students in the internal examinations and end-semester examinations is the basis upon which the teachers plan the remedial classes which are offered specifically for the slow learners and the advanced learners. The slow learners are given extra-coaching in the areas they find difficult through regular assignments and unitised tests which are evaluated and analysed with suggestions for improvement. The advanced learners are identified and encouraged to excel further by taking a proactive part in peer group learning, given tips to enhance presentation skills and are guided to use internet resources to improve the quality of answers. The College has a mentoring system comprising of class guides for every class who

are responsible for the overall development of the students assigned to them. This helps the students to plan their studies effectively. In addition to this, students' study habits and study skills are honed through timely inputs by resource persons and class guides. The College organizes annual parent-teacher meetings where parents are familiarized with important aspects regarding academics and examinations.

2. Annual Review Meeting:

The IQAC conducts an annual review meeting at the end of every academic year where the teaching-learning/evaluation scheme, work load distribution, plan of action for curricular and co-curricular activities, hours of work and methodology are reviewed objectively. The outcomes of the tutorial classes and remedial teaching for slow learners and advanced learners are also analysed and suggestions for further improvement are solicited. The performance of the students in the internal examinations and end-semester examinations is reviewed. The working of the mentoring system comprising of class guides is also reviewed. After comprehensive discussion and analysis of the academic year, suggestions for the improvement in the teaching learning evaluation areas are recorded by the IQAC and goals are set to be implemented during the next academic year.

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

Response: 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	3	1	4

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

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

Response:

- Based on the suggestions of the NAAC Peer Team during the second cycle of reaccreditation, the IQAC has introduced 5 new certificate courses for the general public. These courses have also been offered to the students of SAEC as add-on courses free of cost. The certificate course in entrepreneurship has been offered as add-on course for B.Com students while the certificate course in Basic and Advanced Communication Skills has been offered as an add-on course for B.A students
- Keeping in mind the latest trends and societal needs, the IQAC not only introduced its first PG programme M.Com degree course in the year 2013 but also has the proud distinction of being the first Evening College under the Mangalore University to offer M.Com.
- Taking advantage of the Golden Jubilee Year of SAEC (2015-16), the IQAC initiated many new projects tailor-made to cater to the needs of the students of St Aloysius Evening College, most of whom work during the day and hail from low income families. The One Rupee Revolution outreach (ORR) is one such endeavour which has now become institutionalised. The benefits of ORR include fee concessions for needy students, finances for outreach activities like visits to old age homes, orphanages, etc., and funding for the evening snacks programme.
- The IQAC has made the student grievance mechanism more effective, systematised the remedial and mentoring system to improve the quality of education in the College.
- The Library has been further updated by the addition of more books, journals, e-journals, INFLIBNET, the use of latest software and has become more user friendly. The library timings has been adjusted for the convenience of the working students and is kept open throughout the day during examinations. The College offers free internet facility to the staff and students.
- The College has been further strengthened technologically through the IQAC by the use of updated versions of genuine windows software, LAN, subsidised broadband internet, inter-com connectivity, ample facility of photocopiers, LCD projectors for ICT learning etc.
- Another recent development is the sharing of the new state of the art facilities both infrastructural and technological by St Aloysius College (Autonomous) through the MJES. This has provided access to the staff and students of SAEC to the newly added sophisticated auditoria, swimming pool, local Wi-Fi network etc.
- The teaching and support staff are encouraged to constantly update their knowledge and skills by

attending workshops, seminars, etc., and presenting papers, contributing articles to journals, books, etc. The IQAC regularly guides and motivates the teaching staff to go for higher studies, apply for MRPs etc.

- The IQAC directs the staff and students to involve themselves proactively in environment, gender, cleanliness related programmes and initiatives through the associations and by joining hands with the sister institution St Aloysius College (Autonomous). Green Audit, Rain Water Harvesting, Vanamahotsava etc., are some of the joint ventures undertaken by the two institutions which share the campus and infrastructure.

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: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	2	1

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
   1. **Safety and Security**
   2. **Counselling**
   3. **Common Room**

Response:

St Aloysius Evening College believes strongly in gender equity and has been constantly making proactive efforts to achieve gender balance amongst its students and staff.

No discrimination is made at the time of admission on the basis of gender. Staff members are recruited without any gender bias. The post of Joint Secretary of the Students' Council is reserved for a lady candidate.

The Women's Forum organises talks/workshops for students and staff. It also looks into gender-related issues, if any, and tries to resolve them. A compulsory course on Gender Equity for all UG programmes prescribed by the Mangalore University is being conducted. Regular feedback is taken from lady students/staff on gender-related issues. Relevant articles are displayed on the notice board to sensitise students on gender-related issues. Staff members attend seminars/workshops on gender sensitisation organised by the University and other Institutions. Sessions providing inputs on women's empowerment are organised.

Feedback from lady students about the infrastructural facilities and their comfort level emphasises the fact

that most of the students are happy with the facilities provided in the College. During Staff appointment attempt is made to keep gender balance. Lady staff members are offered maternity leave with salary. Lady staff members feel comfortable in the Institution in all respects. The Women's Forum of the College provides a platform for students to discuss issues related to women. A number of gender sensitization programmes are conducted through the Women's Forum.

Classes on topics related to Gender Equity are conducted for the first semester UG students as part of the University syllabus. On behalf of the Management, the Principal and the Rector make it a point to encourage all members of the staff to be sensitive towards staff members of the other gender during the orientation programmes conducted at the beginning of every academic year. A programme on POSH and POCSO was organised by the management for all the staff members. All the staff members are required to compulsorily sign the form with the guidelines pertaining to those acts. Closed circuit cameras are installed in the campus, especially near the Ladies Room and the College veranda. Lady students with personal problems are referred to a professional counsellor at the listening centre in the College. During College functions special care is taken by the staff members towards the safety and security of lady students. Provision for a separate ladies room has been made in the College with facilities for rest in case of sickness. Sexual Harassment cell and Ladies Grievances cells function in the College.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 8000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 1.69

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

Response: 135

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 8000

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

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

St Aloysius Evening College is very conscious and committed to environmental issues with regard to the protection, conservation and sustenance of natural resources. The faculty and the students are sensitised towards environmental issues through continuous orientation programmes. The Institution promotes conservation of natural resources by implementing different strategies with reference to utilisation and conservation of greenery, water and energy. Three principles of management influence waste management and conservation of resources in the campus. They are to reduce, reuse and recycle. Provision is made for the disposal of e- waste. The College has a specific e- waste collection centre from where the e-waste is transported to the local pollution control office Baikampady, Mangalore, for further processing. Organic waste is managed efficiently through Vermi Technology programme which has been practised for more than a decade by the Department of Zoology (At Aloysius College (Autonomous). A Vermibin is designed for conversion of organic waste into fertilizers. Organic manure from the Vermibin unit is used in the College garden. Segregation of plastic waste is being done with an aim of recycling the plastic. Realizing the harm of using plastic bags, the faculty and the students use only eco friendly cloth bags.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Large scale rain water harvesting technology is practised at the Boys' Hostel of the main campus. Water from the roof is collected, processed and let into a huge well and is used throughout the year for all general purposes. In the Arrupe block of the main campus, flowing rain water is directed through pipes into a huge well to elevate the water table in and around the campus. NSS students have conducted water harvesting shramadhans by digging pits in different places of the campus which facilitate maintenance of the water table. Provision for water harvesting is also made in the new building projects and in hostels.

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 College is blessed with a lot of green cover in the form of natural and cultivated plants and trees, green hedges, flower gardens etc. which are well-maintained by gardeners. Some of the main green areas are 'Alvana', a micro forest in the main campus; spread over 1.5 acres with a history of over 100 years. It is maintained with all its natural flora and fauna including 30 endangered species of Western Ghats and is hence called mini Western Ghats. The greenery of the main campus is maintained with more than 500 flowering and shade trees. Tissue culture saplings obtained through tissue culture, from the laboratory of Applied Biology (St Aloysius College (Autonomous), have grown into full-fledged trees. All the 8 Co-curricular and Extra-curricular associations, sometimes jointly with others, conduct at least one eco-friendly activity per year. A compulsory Environmental Science paper is offered to the UG students in one of the semesters. This helps the students to be more aware about environmental issues. Staff and students are encouraged to attend seminars and workshops conducted on environmental issues.

The campus has been subjected to determination analysis of carbon dioxide at various regions. Analysis was conducted by National Institute of Technology Karnataka, Surathkal empanelled by Karnataka State Pollution Control Board, Bangalore (Reg. No. PCB/668(40) COC/2013-2014/173.Ref.No.ChE/T&C/0016/2014-2015). Efforts are made to control carbon dioxide level by maintaining clear, green, pollution free campus.

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

Response: 0

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)

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendlines 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: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document]
Any additional information	[View Document]

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

Response: 13

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	4	1	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]

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

Response: 13

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	4	1	3

File Description	Document
Details of initiatives taken to engage with local community during the last five years	[View Document]

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document]

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document]

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document]

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

Response: No

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

Response: Yes

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: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	2	1	0

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

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

Response:

National festivals like Independence Day, Gandhi Jayanthi, Republic Day and important festivals like Christmas, etc., are celebrated in the traditional way to preserve the cultural values and heritage of our nation. The birth and death anniversaries of the great Indian personalities like Swami Vivekananda, Dr B.R. Ambedkar etc., are observed by conducting various competitions for students. The Institution conducts value education classes for all the students. The regular classes begin with a prayer. The National Anthem is sung at the end of all important programmes to instill patriotism in the student community. The Founder's day and Teacher's day are celebrated meaningfully. Competitions on patriotic songs and cultural programmes on national themes are conducted to promote devotion to our country and culture. Students are encouraged to join the National Service Scheme (N.S.S.) and to render service to the society by organizing camps like blood donation, water conservation programmes and by participating in programmes like Aids Awareness programmes, literacy programmes, keep the city clean programmes etc., to create awareness among the people in the society. Students are encouraged to conduct activities like visiting patients in the hospitals, ashrams or poor homes which make them realize the value of life. The

photographs of the father of the nation Mahatma Gandhi, architect of the Indian constitution, Dr B.R. Ambedkar, are kept in the principal's office as a mark of respect for them. Photographs of Jnanapith awardees in Hindi and Kannada literature are displayed in the department of languages for the benefit of students. The Sadbhavana Day is observed to foster religious unity and communal harmony. Awareness is created among the students regarding the importance of universal adult franchise by administering the oath.

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

Response:

The courses offered by the College are well published. The College follows an open and transparent admission process. The College makes conscious efforts in making the information known about the courses during the time of admission through its website, banners, local FM radio channels etc. Posters are displayed in several Colleges within and outside the district. In addition to displaying information about the admission process in the College Notice Board, staff members visit neighbouring PU colleges and give talks regarding the prospects available in SAEC, especially for working students. Information is also uploaded in well known social media sites like face book. Letters are written to heads of institutions about the courses and facilities offered. The College prospectus provides detailed information of the existing courses, combinations, fee structure, eligibility criteria, etc. Transparency is ensured by following an open system with enough information inputs at each stage of the admission process. The data related to the admission process is computerized. The staff members are regularly updated about the details of admissions. The course structure and syllabus is made available in every department. The College calendar provided by the College contains information about the regulations and the course requirements. Students are given information through orientation, the Class Guide/Mentoring system and in each class by their respective teachers. Transparency is ensured by educating the students with adequate knowledge about the course content, rules & regulations and examination system. The College website is updated regularly.

7.2 Best Practices

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

Response:

The two unique best practices of SAEC

Best practice 1:

'Decentralization of Governance and Development of an Effective Support System'

1. Title: 'Decentralization of governance and Development of an Effective Support System'

2. Objectives:

The main objectives and intended outcomes of the system are:

- Effective implementation of the Vision and Mission of the College.
- Enhancement of efficiency and pace of administration.
- Building a better rapport among the Management, faculty and the other stake holders.
- Facilitating the overall growth of the staff and students.
- Providing prompt and effective solutions to the grievances of students and the staff.
- Promoting collective leadership and democratic approach in decision making and its implementation
- Creating men and women for others.

3. Context:

St Aloysius Evening College (SAEC), Mangaluru, is a 51 year old institution of higher education guided by its motto '**Lucet et ardet**' which means **'Shine to Enkindle'.** It has the distinction of being the first evening college in the undivided Dakshina Kannada district of Karnataka. It has been providing quality education to the youngsters of Mangalore and its vicinity especially focusing on those who work during the day. Having a large section of students drawn from the bottom of the pyramid entails its own challenges and needs a College which is willing to transform and equip itself with special skills and facilities. Decentralisation of administration affords the College with a student-friendly system which is simultaneously accessible and inclusive. To make this a reality, there was a need to create a system which closely monitors the various aspects of governance in the College by introducing collective leadership.

4. The Practice:

Since the present higher education system is in a transitional phase with many new concepts trying to replace the old traditional models, SAEC has been trying out many novel experiments. One of such attempts to fine tune the administrative setup and make it more effective is the decentralisation of administration in the College. The main objective of this exercise is to benefit all the stakeholders of the College, especially the students by making the teaching-learning process more participatory and democratic.

The administrative structure of the College to perform its regular activities is given below:

Administrator:

- The Administrator is appointed by the Management and acts as a liaison between the Management and the College. He is a member of the Governing Council and a representative of the Management in the IQAC and oversees all major policy matters.

Principal:

- The Principal exercises all administrative and academic powers in consultation with Administrator and the Staff Council. The Principal as the Head of the institution plans, executes duties, and supervises other duties connected with admission, appointments, infrastructure, finance, and exercises powers as prescribed by the regulations.

Vice Principal and Deans:

- There is a Vice Principal and two Deans. They are responsible for the maintenance of discipline and academic matters of the students and the staff in the respective faculties.

Heads of the Department and Staff Council:

- The Heads of the Department assist the Principal in the administrative and academic matters of the departments. They are also responsible in matters regarding the syllabi, workload, remedial education, co-curricular activities etc.
- The Principal, Vice Principal, Deans, Heads of Departments, members of the teaching staff and the librarian form the Staff Council of the College. All the major curricular, co-curricular, extra-curricular and other important decisions are taken in the Staff Council

Support System:

- For the smooth administrative and academic functioning of the institution, several support systems function with specific designations, powers and responsibilities

Internal Quality Assurance Cell:

- The IQAC takes stock of the quality improvement in the College by monitoring the quality of the academic and extension activities like faculty development, review of departmental activities, remedial education, outreach, Minor Research Projects, academic/green/financial audits, schedule of activities etc.

Class Guide and Mentoring System:

- Staff members are assigned as Class Guides for each class to interact with the students about the overall discipline and academic performance.
- A Mentoring System is in place where every faculty is a Mentor, assigned to a class to whom he or she is a friend, philosopher and guide.

Student Welfare Officer/Director, Students' Council:

- The Student Welfare Officer/Director, Students' Council looks into the welfare issues related to students like financial assistance in the form of scholarships, fee concessions, education loan, evening snacks, counselling facilities, anti-ragging, information about career opportunities, placement, training programmes, etc.

Students' Council:

- The Students' Council members come together and discuss issues, innovative ideas related to the growth and welfare of the student community and the institution. They are also the partners in organizing various student and campus activities like College Day, Council Day, Sports Day, Fests etc.

St Aloysius Business Institute (SABI):

- Functioning under a director, SABI conducts evening Diploma/Certificate courses which are well

accepted in the industry circles.

Evidence of Success:

- Ever since the College made a positive attempt to decentralise its administration, the College has started a PG programme in Commerce (M.Com) and 5 Certificate Programmes in the last 5 years.
- The College annual 'Sandhyadeepa' has won laurels in the University level (first place once and second place twice).
- The students are the latest beneficiaries of the decentralisation since this has given them many fora to air their grievances, display their talents, exercise their leadership skills and get exposure through participation in different activities. The mentoring/class guide system and the Students' Council have enabled the staff members/SWO to identify the students from the lower income group who qualify for fee concessions/scholarships etc. This has also enabled a strong relationship between staff and students which has rendered remedial education more effective.
- The College has entered into working MoUs with different agencies like CREDAI, KCCI, DCI, MCC, Colaco & Aranha etc, who associate themselves with the College in providing expertise for the various Diploma/Certificate/Add on courses offered by the College.
- Perhaps the most spectacular success of the decentralisation is seen in the various activities conducted by the College during the Golden Jubilee year. All the stakeholders of the College played a proactive role in the novel initiatives taken during the Golden Jubilee. One example would be the One Rupee Revolution outreach which has now become institutionalised.

Problems Encountered and Resources Required:

- Being an aided college affiliated to the Mangalore University the College is limited by its jurisdiction in preparing its own syllabi for various courses and to offer new combinations and optional subjects, especially in the arts stream.
- Getting approval and sanction of new aided posts by the government is not easy
- Updating of infrastructure, smart boards, online teaching in tune with the modernized education system.
- Financial resources for extended academic activities of the students and the staff.
- There is a felt need to develop Humanities and Language labs.

1. **Notes:**

A unique feature of St Aloysius Evening College, especially in the past few years, has been the introduction of many industry-oriented Diploma and Certificate courses and the College is a role model to other affiliated Colleges of the University, as it gives exposure to the students to enhance their personality, their qualification and hence better their employment prospects.

Best Practice 2:

'Social Concern and Commitment'

1. Title of the Practice:

'Sensitizing Staff and Students through Outreach Programmes – One Rupee Revolution'

2. Objectives of the Practice:

- To foster social responsibility among staff and students.
- To sensitize the staff and the students on social responsibilities contributing to their holistic development.
- To instil empathetic values in all stakeholders of the College and motivate them to outreach
- To enable and empower young working students who cannot afford higher education.

1. **Context:**

The Evening College offers a very important service to the city of Mangaluru and its neighbouring areas by becoming a haven to hundreds of men and women of this city and neighbourhood, who work during the day and would otherwise be denied the opportunity of collegiate education. Some of them are even the sole bread-winners of their families and others are first generation learners. Even though they are faced with many challenges, a majority of them have shown the enthusiasm and drive to learn while they earn.

A good part of education at SAEC, the broadening of horizons, inculcation of values, training in relating to and dealing with others, empathizing with and accompanying others who are challenged in various ways, happens mainly through outreach activities. The focus of all aspects of education at SAEC has been not only to create an ambience conducive to empowerment but also to inculcate in the students the attitude of giving and helping others.

In the present day society, a section of our students brought up in nuclear families are unaware of social problems and issues. They are not aware of sufferings of the deprived sections. The other, larger section of our students, who work during the day are too busy earning their livelihood and in some cases supporting their families providing the only source of income and don't find the time nor the inclination to outreach. Hence to give them a first-hand experience in working with the underprivileged and train them to empathize with and grow through mutual give and take, the College has introduced a novel initiative for outreach the 'One Rupee Revolution (ORR)', through which the College encourages and sensitizes the youth to be aware of social issues and concern of the society and stimulate them to extend their voluntary services.

3. Practice:

In keeping with the Jesuit principles of special option for the poor, the IQAC of SAEC initiated the 'One Rupee Revolution' (ORR), an innovative outreach programme, during the golden jubilee celebrations of the College in the academic year 2015-16. Under the guidance of the IQAC, the framework for ORR was formulated in its meeting held on 12th June 2016 by putting into place appropriate quality assurance strategies. It was decided that all the stakeholders of the Institution, the management, students, staff, parents, alumni and friends of the College would be included in the outreach programme. They would donate Re 1 every day, throughout the year and the proceeds would be used for the outreach activities of the College. What makes the outreach special is that the ORR is aimed at generating funds without burdening anyone. The staff and students of SAEC had their first outreach programme on 6 February 2016. A team of staff members and students visited the De Mercede, an orphanage for small children, established by the Ursuline Franciscan Sisters of Mangalore at Panir, Deralakatte. The students entertained the children with games and cultural programmes. ?10,000 was donated to the orphanage towards the construction of

their new building from the outreach fund. Refreshments were also provided to the inmates. The outreach gave the students a golden opportunity to interact with the children and empathise with them. Another outreach under the banner of the 'One Rupee Revolution' is the financial help extended to 5 students belonging to the lower income group to pay their tuition fees.

Another important offshoot of the ORR is the 'Evening Snacks' programme initiated by the College keeping in mind a vast percentage of its students who work during the day and come directly to the College in the evenings for their studies. While students who belong to the very low income groups are provided the snacks free of cost, others, are provided snacks at subsidised rates. The College also periodically uses the ORR funds to provide snacks free of cost to the entire student body the most deserving students.

This programme not only enables our youth to experience life at the grass root level but also develops societal concern. It also gives an opportunity for the inmates of the ashrams and homes to interact with our students. The success of the ORR has encouraged the College to make it an important annual activity.

4. Evidence of Success:

- The students of SAEC interact with the elderly of the homes for the aged, the children of orphanages and entertain them. Hence the inmates and the institutions remember their voluntary services and request them to come back every year.
- The students of SAEC celebrated Christmas Day with the inmates of the government Wenlock Hospital by distributing sweets and fruits on 25th December 2016, thus creating hope in the poor and the destitute patients.
- The donations made to the building fund of the homes for the aged/orphanages have helped SAEC build a good rapport with the local NGOs who run these institutions/homes/hospitals.
- Students are motivated and look forward to such visits during the semester holidays and free time. Our regular visits to the institutions have created a sense of belonging both our students and the inmates.
- The students who are beneficiaries of the fee concessions/scholarships are enabled to earn a degree which not only ensures career advancement but also stands them in good stead as they climb the social ladder of success.
- The 'Evening Snacks Initiative' funded by the ORR which provides hot refreshments to working students who come to the College after a gruelling day's work, has gone a long way in improving regularity of attendance, alertness in classes, performance in examinations and the overall wellness of students.

5. Problems Encountered and Resources Required:

- As the student strength is large and availability of time in the Evening College is limited, conducting such activities becomes rather challenging.
- As most of the students of SAEC work during the day and during the vacations, fixing a suitable time slot for the outreach programmes is problematic.
- As SAEC is a College with limited staff members, accompanying the students during outreach is difficult since invariably classes have to be held simultaneously.
- The expenses for the outreach activities has to be borne by the College. Since the ORR builds up its fund through collection of small amounts from the staff and student community in small instalments, the resources mobilised are not adequate to cater to the needs of a larger number of beneficiaries.

6. **Notes:**

The initiation of the ORR outreach has brought the College closer to the society. These programmes have helped the College in realizing its vision and mission, thus making the students men and women for others.

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 Aloysius Evening College (SAEC), Mangaluru, is a Jesuit institution of higher education which is on the verge of completing its 52nd year in the service of the students of Mangalore guided by its motto '**Lucet et ardet**' which means **'Shine to Enkindle'.** Most of the students studying in SAEC earn during the day and learn in the evenings. Since its inception in 1966, SAEC has been a beacon of light to the hundreds of men and women who would otherwise be denied the opportunity of collegiate education.

In keeping with the traditions of the Society of Jesus which runs the College and the vision and mission of the College which is to empower the youth to shape a better future for mankind by forming them into effective and responsive individuals and to foster professionalism through commitment, co-operation, creativity and innovation without distinction of caste or creed, but decidedly with a slant in favour of the marginalized by providing opportunities, the SAEC admits all those who apply without any discrimination based on caste, creed, language or economic status. Women students are also admitted on par with their male counterparts. Whenever differently abled students apply they are given all the support and extra facilities they need including shifting the classrooms to make them more accessible, arranging scribes for the visually impaired and even making the necessary arrangements for transport for those with multiple disabilities.

Appreciating the zeal and industry of the students and realizing that poverty is a major stumbling block to the dreams of higher education of a vast percentage of students, appropriate strategies have been put in place to help such students. The College offers various management scholarships/fee concessions to enable students from the lower income groups to pay their fees and continue their education. In fact the Management has gone out of its way to help students hailing from the lower income groups by giving fee concessions and in many cases fee waivers. In addition to this, the College has helped many students to procure the government scholarship for Minorities, Arrupe scholarships, OBC scholarships and SC/ST scholarships. The Udaya Holla Scholarship is a new initiative instituted by the Management as part of the Golden Jubilee Year (2015-16) exclusively to help meritorious students who are in dire poverty and cannot continue their studies due to lack of funds. The College conducts remedial classes for the academically weaker students. Students who fail in the internal exams and slow learners who require additional classes are called to attend remedial classes regularly and are monitored by subject teachers through extra classes, tests/assignments /group discussions.

Serving the cause of social justice, ensuring equity and increasing access to higher education are some of the ways by which the College contributes to National Development. All the activities of the College are oriented towards the realisation of the mission with added incentives to toppers, cash awards and suitable

financial incentives for needy students etc.

5. CONCLUSION

Additional Information :

The SAEC plays a very important role in the educational arena of Mangaluru and so is committed to enhancing and sustaining quality parameters in order to ensure that the working students receive the best possible learning experience. The College is a hub of meaningful learning through sharing and caring for one another. Peer-bondage is a strong point both among students and the faculty. Developing a strong self-concept is one of the aims of the College in its curricular and co-curricular activities. While the evening is to relax or return home after work, for us at St Aloysius Evening College, it is a quality time spent in resource-augmentation and absorption for development. Our mission is to make this development sustainable.

Concluding Remarks :

The Institution, with a clear vision to become an Institution with a difference, is willing to attempt any effort in its onward journey towards academic excellence. It renews its commitment to maintain and sustain quality in education thus participating in the process of nation building, working for social change and ensuring justice and equality in all aspects of its educational mission. The young men and women, working students, who leave the portals of this College, will be people who are deeply rooted in the core values and ethos which uphold the noble traditions of the nation yet open to new vistas of knowledge and thus become the true agents of social transformation.