



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SACRED HEART COLLEGE

SACRED HEART COLLEGE (AUTONOMOUS) THEVARA

682013

www.shcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sacred Heart College (Autonomous), Thevara, Kochi is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. **The College is managed by the Carmelites of Mary Immaculate (CMI)**, a Christian religious congregation founded by St. Kuriakose Elias Chavara, the first Christian saint of Kerala. **The CMI Congregation manages a network of over 500 institutions in India and abroad**, including more than 250 schools, **about 50 arts and science colleges, 1 University, 1 Medical college, 5 Engineering Colleges, 12 Technical colleges, 18 non-formal educational institutions, 17 cultural centres etc.**

The College was established in 1944 as a higher educational institute for men on the basis of the minority rights. It started admitting girls in 1975 and serves all sections of the society without any discrimination of caste or creed. The college offers 16 UG, 16 PG, 3 MPhil programmes and 7 Doctoral programmes. **The current student strength of the College is 2413, with 64% constituted by girls.** There are 125 faculty members and 52 administrative staff besides, 28 adjunct/part-time teachers, in the institution.

Accreditations, Rankings and Recognitions

- Sacred Heart College was one among the pioneers to seek assessment and accreditation by NAAC and was accredited with **Five-Star status in 2000**. In the subsequent accreditations the College was accorded **A+** and **A Grade** in 2007 and 2013 respectively.
- Granted **Autonomous status** by UGC in 2014
- Granted **partner institute status by EDCIL of MHRD** in 2017
- Selected for **RUSA** in 2018
- In the NIRF ranking, the college was ranked **28 among the Best Colleges in India** by MHRD in **2017, 41 in 2018 and 57 in 2019**.
- The College with **Potential for Excellence (CPE) in 2004** and the status was extended in **2009 and 2014 respectively**.
- Elevated as a **Mentor College under Paramarsh Scheme in 2018**.
- Granted **DST-FIST fund** in 2009 and 2018
- Granted **Unnat Bharat Abhiyan** scheme in 2018
- The College has been rated **the Best College in the State** and one **among the first 30 colleges in India** in Arts, Science and Commerce by **India Today** and **The Week Magazines** since 2014
- **An ISO 21001 certified institution**

Vision

The vision of the College stems from the CMI vision of education that aims at the formation of holistic individuals who would champion the cause of justice, love, truth and peace. Sacred Heart College envisions the **“Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God.”** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook and united by the

principle of equity.

Mission

To provide an environment that

- facilitates the **holistic** development of the individual
- enables the students to play a vital role in the **nation-building** process and contribute to the **progress of humanity**
- **disseminates knowledge** even beyond the academia
- instils in the students a feel for the **frontier disciplines**, and
- cultivates a concern for the **environment**

by setting lofty standards in the ever evolving teacher-learner interface.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **A premier institute with rich legacy**
- **Good reputation/brand value/social accreditation**
- Located in the business capital of Kerala
- **Stable leadership with clear vision, mission and values**
- Highly skilled, qualified and dedicated faculty
- **Autonomous status** to design curriculum, introduce innovation/frontier areas and cross cutting issues
- **Choice Based Credit and Semester System (CBCSS)**
- **Implemented of Outcome Based Education (OBE)**
- Academically brilliant and disciplined students
- Timely scheduled examinations and result publications
- Service minded supporting staff
- Adequate infrastructure with modern facilities
- **CPE status from UGC (2004-2019)**
- **ISO 21001 certified**
- **Partner college with EDCIL (MHRD)**
- **DST - FIST supported** science departments
- **PARAMARSH** scheme for NAAC mentoring
- **RUSA funding** for infrastructure augmentation
- **Unnat Bharat Abhiyan (UBA)** Scheme
- International exchange programme
- **Seven PhD research centres**
- **ICT** enabled teaching
- **Research and consultancy** culture with well-defined policies
- Notable achievement in NET/SET/JRF exams
- Major/Minor research projects
- **Strong community orientation:** Age Friendly campus, environment and sustainability

- Two major extension centres: Mithradham and SHCOOB
- Value addition through value-added/add-on courses
- Continuous institutional learning through faculty training - ICT (MOODLE) and RBPT
- Green, eco-friendly campus with focus on biodiversity
- Peaceful campus with perfect ambience for teaching, learning and research
- Student representations from local/state/national/international community
- **Well planned** teaching-learning and evaluation process with bridge courses
- 100% classrooms equipped with LCD projectors and web connectivity
- Divyangjan/SC/ST/OBC/LGBT friendly campus
- Effective mentoring
- Scholarships and free-ships by government/college
- Career Counselling & training
- Free meal for the needy
- Personal Counselling
- Entrepreneurial training and leadership training
- Medical aid and life-skill sessions
- Active and supportive alumni and PTA
- Scholar Support Programme for weak students
- Walk With a Scholar programme for advanced learners
- Effective feedback system
- Eminent Alumni in politics/academics/administration
- National/international seminars/invited talks
- State-of-the-art A/c Conference halls
- 200 Mbps high speed broadband connectivity
- Fully Wi-Fi enabled campus
- Separate hostel facility for boys and girls
- Active Career Guidance and Placement Cell
- INFLIBNET/NLIST access to all faculty and students
- Sports infrastructure accessible to the local community
- Automated, spacious library with more than 91000 books
- E-governance system with ERP
- 100% non- conventional energy (solar, wind and biogas) run campus
- Civil Service coaching institute on the campus

Institutional Weakness

- Government restrictions on filling regular faculty/staff positions
- Low visibility of the college outside the state
- Inability to implement CBCSS in its full-fledged cafeteria mode due to government/ university restrictions
- Lack of an exclusive reserach wing
- Lack of interdisciplinary mobility of students, and movement of students from self-financing programmes to aided programmes and vice-versa
- Infrastructure expansion is limited due to government restrictions
- Students and faculty from other states and countries are limited
- Patents and major start-ups on the campus are limited
- Revenue generation through consultancy needs to be improved

- CSR based resource mobilization is to be improved
- Performance in Civil Service Examinations
- The approved plans of sports complex with indoor stadium and swimming pool yet to be realised

Institutional Opportunity

- High reputation and social accreditation of the institution.
- High demand ratio
- Potential to emerge as a meritorious national educational institution
- potential to become a University/Deemed-to-be university
- Semi-urban location and proximity to industries
- 95% young faculty providing greater opportunity for ICT application in teaching–learning process
- Greater opportunity for research and start-ups through dedicated centres of reserach and incubation centre
- Strong alumni network and their enhanced engagement in academic and research projects
- International collaborations for faculty-student exchange
- MoUs with EDCIL (MHRD) and foreign universities provide the possibility of attracting international students and offering international programmes.
- Possibility of entrepreneurship development, incubation, start-ups and digitization
- Participation of the fine arts and sports teams in national and international events/competitions
- Inter-disciplinary research and collaboration among the faculty
- Opportunities for internships in industries
- Scope for funded faculty-research projects at national and international levels via better academia industry collaboration
- Increased interest among the students for fundamental sciences, social sciences. humanities and commerce

Institutional Challenge

- Faculty and student exchange with premier Indian institutes and foreign universities
- Developing a substantial number of learning modules and implementing full-fledged LMS
- Creating and sustaining a research culture and innovation eco-system
- Filing patents and producing high quality research publications
- Enhancing the student and faculty diversity on the campus
- Industry-academia collaboration for curriculum development and placement
- Resource mobilization from other agencies apart from government and UGC
- State/University restrictions on restructuring existing programmes and beginning new generation programmes.
- Maintaining institutional ranking
- Systematic documentation of academic and non-academic activities
- Continued budget reductions by government agencies for education
- Mobilization of adequate fund to organize various curricular and co-curricular events.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college, on its elevation to an autonomous college in 2014, formed **curriculum revision committees at the department level and statutory committees at the institutional level**. The college **introduced 8 programmes** and opened a **research centre in English** during 2014-19. The college revised the curricula and syllabi of all the UG and PG programmes and introduced **844** new courses which is **57.81%** of the total courses. The college curriculum was revised taking into consideration the **vision and mission of the college, the national and international standards, and addressing the local, regional, national and international needs**. **The structured feedback on curriculum** collected from all the stakeholders and their analysis played a significant role in the curriculum revision. All the programmes follow **Outcome Based Education with Programme Outcomes, Programme Specific Outcomes and Course Outcomes**. **The College has developed its own software to measure the POs, PSOs and COs attainment and to generate the attainment reports**. An average number of **796** courses are offered in the institution every year.

All the undergraduate programmes follow **Choice Based Credit and Semester System (CBCSS)** and all the postgraduate programmes follow **Elective System**. **Field visits, industrial visits, service learning, local/national/international internships and projects** are part of the curriculum. They **increase employability, skill development, and entrepreneurship development** potential of the students. The College offers **91 value-added courses** outside the curriculum to develop and augment the subject specific, technical and communication skills. **More than 80%** of the students attend such courses and these courses add to their career and personal development. **Cross cutting issues such as gender, environment and sustainability, human values and professional ethics** are incorporated in the curricula and in the co-curricular activities of the College. The **Annual Planning Meeting** reviews the curriculum and feedback every year during April/May.

Teaching-learning and Evaluation

Teaching, learning and evaluation is a **dynamic, student-centred activity** of the institution and is carried out with **transparency and accuracy** in a systematic and time-bound fashion using ICT enabled platforms.

Teaching and Learning

- The average **demand ratio of the courses** is **1:19**
- The average **enrolment percentage of the Programmes** is **89.56**
- **Teacher–student ratio** is **1:19**
- Admission process is completely **automated since 2014**
- The institution strictly **adheres to the reservation policy** of the government
- **One week induction programme and bridge-course**
- **Fast learners** and slow learners are identified through tests and writing exercises
- **Slow learners** are offered tutorials, remedial, student support programme and motivation classes
- **Fast learners** participate in ‘Walk With a Scholar’ programme, Civil Service classes and NPTEL/Swayam online certificate courses of their choice
- **Student-centred and experiential learning** through field trips, internships, industrial visits, study tours, farming, service learning, discussion, debate, presentations, quizzes and group work
- **All teachers use ICT** tools for teaching, learning and evaluation
- A strong mentoring system with a **mentor-mentee ratio of 1:20** is in place
- A **full-time counsellor** and a **fulltime nurse** are available on the campus

- **Full time teachers** against sanctioned posts are **100%** with an **average experience of 11.76 years**
- **68 faculty members are PhDs and 30 are registered research guides**

Evaluation Process and Reforms

- **The semester results are usually released within 25 days** after the completion of the exams.
- **Internal assessment is carried out in a transparent and objective manner.** Internal marks are uploaded online and published on the notice boards. **The students get 10 days to submit their grievances**
- **IT- integration** in examination includes question paper generation from question bank, mark entry, e-hall tickets, barcodes in answer sheets and online publication of results through indigenously developed software.
- Attainment of programme outcomes and course outcomes are measured by conducting two internal examinations, seminars, quizzes, assignments and viva-voce.
- **Indigenously developed software to calculate CO, PO and PSO attainment**
- **Average pass percentage is 91.03**

Research, Innovations and Extension

The College distinguishes itself through consistent research and engagements in extension and outreach activities. Through the promotion of research-oriented internships and projects, the college has tried to integrate research into the everyday experience of the faculty and students. Cutting-edge research in diverse areas of science and humanities is promoted by the institution.

Research and Innovation

- The college has a well-defined **Research policy with stated code of ethics**
- The members of the **faculty are provided with required infrastructure facilities** such as computers, separate labs for specialized researches and Central Instrumentation Centre
- **Special research bays for research in Arachnology, Space Research, Water Analysis, Computational Chemistry and Neurobiology of Ageing**
- The institution provides remote access to a vast collection of **research Databases and Networks like N-List-INFLIBNET, and DELNET**
- **Seven** departments of the college are active **Research Centres**
- **16 teachers** have been awarded international and national research fellowships
- **Rs 375 lakh research grant** from government and non-government agencies
- **164 research and academic events** including seminars, conferences, workshops and skill development programmes
- **30 Research Guides** are registered with the institution
- **28 PhD scholars** from the College's Research Centres were **awarded doctoral degrees** during the assessment period
- **64 Scholars** are currently pursuing research in the institution
- **37 individual research projects**
- **181 publications** in UGC approved International or National publications of repute
- **62 publications** in the form of books and chapters in edited volumes by faculty
- **Bibliometrics is 3.1746**
- **H-index 9.5**

- Institution provides **seed money to faculty for undertaking major and minor research projects**
- **Incentives for publication** in indexed journals
- **Incubation Centre** by the College for students to develop their entrepreneurial skill.

Consultancy

- **Rs 32.24 lakh generated** from consultancy during 2014-19
- **Rs. 31.80 lakh** spent on developing consultancy related activities in the institution

Extension and Collaboration

- **48 functional MoUs** between the college and other academic and industry-based organizations
- **192 extension and outreach** activities under HEAL - NSS, NCC, Red Cross, Bhoomithrasena and SADAS
- **98 Awards and recognitions** from the Government and other recognized bodies
- **270 collaborative** activities per year, including faculty and student exchange, internships, projects and research collaborations.

Infrastructure and Learning Resources

The infrastructure and learning resources of the College are planned with a clear vision to meet the requirements for holistic development of the students.

- **The college functions in three campuses** - Main campus, East campus and School of Communication - spanning 32352.82 m² to accommodate 2500 students.
- **Construction of 28,500 m²** as part of Platinum Jubilee to accommodate self-financing programmes is underway.
- **82 classrooms and 12 seminar halls** (with LCD and Wi-Fi/LAN facilities)
- **Central instrumentation facility and science laboratories** with equipment and instruments funded by UGC, CPE and DST-FIST.
- Zoology and Botany museums with rare animal and plant specimens from India and abroad
- **396 computers, seven computer labs, an ICT centre and one language lab.**
- **Browsing facility** to staff and students through 200 Mbps internet connectivity and 76 controlled Wi-Fi access points
- **Digital studio** for e-content development
- **Spacious library with 91,000 books**, 36 print journals, 60 magazines, 10 kindles and a collection of rare Sanskrit books
- **Main Auditorium, Marian Hall, Hadrian Hall, Open Air Stage, Amphitheatre, Melesius Hall Archangel Hall and Platinum Piazza** provide venue for cultural/orientation programmes, competitions, exhibitions, placements and University examinations
- **College has 30,000 m² multipurpose playground**
- **One Open-Air Stage, Amphitheatre, Chapel, Yoga Centre and a Guest Room**
- Infrastructure facilities and training in basketball, volleyball, athletics, football, cricket, ball badminton, shuttle badminton, yoga, wrestling, judo, table tennis, power lifting, bodybuilding etc.
- **State of the art health club** available to students (SHAPE) and public (B-FIT)
- Walkers' lane and sports facilities are open to public
- Exclusive music room for college orchestra with necessary equipment and well-equipped audio system

- **Shooting range** for training and practice of NCC cadets
- **Ramps, lift, toilets, JAWS software and human assistance for Divyangjan**
- Dedicated rooms for student counselling and skill training
- **Fully solar powered campus with 155Kw** wheeled to the KSEB grid
- **Transformer and one generator (66 KVA)** installed for fluctuation free voltage and uninterrupted power supply under CPE
- **One hostel each for men and women** accommodating 198 students
- **The college spent Rs 1730 lakh** during the assessment period for infrastructure augmentation and construction.

Student Support and Progression

The college firmly believes that its social accreditation and status depend on the quality, progression and success of the students. The college has implemented an array of diverse curricular and co-curricular programmes and activities to provide holistic education as visualized in the vision and mission of the institution.

- **51% of the students were provided with government and non-government scholarships during the period 2014-19**
- Inclusion of all categories, particularly, SC/ST/OBC/OEC/Divyangjan and minority students
- **6039 students received scholarships to the tune of Rs 5, 42, 39,936/-** under various schemes during the assessment period.
- **College Policy: No student shall be deprived of education because of the inability to pay fees**
- **Provision for capacity building and skill development** in soft skills, communication skills, life skills and awareness of trends in technology
- **84.81% students were benefitted** by career guidance/counselling and coaching for competitive examinations
- **A systematic Grievance Redressal Mechanism** at four-levels
- A duly constituted **Internal Complaints Committee** is in place to deal with sexual harassment
- **Anti-Ragging & Ethics Committee** ensures a ragging-free campus
- **670 students secured employment** through campus placements
- **206 students qualified** various competitive examinations including **JRF/NET**
- **388 students are pursuing higher studies** after their graduation in 2018-19
- **Active and vibrant Student Council**, elected democratically by a well-established process. Its office bearers are members of various administrative and academic bodies
- The council organizes events/celebrations, cultural fests, sports competitions, days of importance, flash mobs on social awareness, medical/eye/blood donation camps, etc.
- **Clubs and fora for talent and leadership development and public service**
- **Ample opportunities for co-curricular activities** for developing various skills and competencies and foster holistic development.
- Intra and inter-departmental activities supplement quality teaching, leadership training and personality development of students
- Students participate in state, national and international programmes through NCC/NSS/sports/cultural activities and competitions.
- **133 students secured awards, medals for outstanding performance in sports/cultural activities** at the inter-university/state/national/international events
- **The alumni association(AASH) generously supports** the college in instituting scholarships,

organising lectures and providing financial/logistic support to various programmes.

- The alumni association has **contributed Rs 19, 72,501/-** during 2014-19.

Governance, Leadership and Management

The Governance, Leadership and Management of the college is **characterized by effective leadership with participatory management and decentralized decision-making at all levels.**

- **The institution has a flat organization structure**
- **36 committees/bodies** with participation of all stakeholders
- Regular stakeholder meetings – **routine department meetings, College Council meetings, monthly general staff meetings, biannual Governing Body and Academic Council meetings, Annual Planning Meeting** and other meetings convened for decision-making and implementation of action plans
- The college has a **strong perspective/strategic plan built on 6 strategic plan goals:** Educational Leadership, Student Support and Progression, Faculty Selection/Development, Expansion of the Horizon of Knowledge Base, Strengthening Research/Consultancy Activities and Infrastructure Expansion
- Good governance through **transparency, participation and accountability from the stakeholders**
- Well-defined **HR policy looks into the recruitment, selection and career progression** of the teaching and non-teaching staff.
- The college has an **effective welfare mechanism for its stakeholders** which takes care of the medical, educational/career and financial needs of the staff.
- **47.09% of the faculty were provided with financial support** to attend conferences, workshops and to obtain membership in professional bodies
- **The College has conducted on an average 11.72 administrative and professional development programmes** over the last five years for the teaching and non-teaching staff
- **45.62% of the faculty attended online/face to face FDP** during last five years.
- Apart from government grants, **the College received Rs.1070 Lakhs as grant from non-government bodies, philanthropists and individuals**
- Finance and accounting standards of the College are laid down in the **Finance and Accounting Manual.**
- The College conducts **financial audits at three levels - internal, external and government**
- The main quality initiatives institutionalized by the IQAC are **the introduction of OBE, coordination of extension and outreach activities activities (HEAL), academic/ administrative/ energy/environment/ green/gender/ safety audits, result analysis, curriculum feedback analysis and implementation of E-governance, etc.**
- IQAC prepares an action plan report based on the review of the teaching learning process and the academic/administrative audit.
- The major reforms initiated are: **increase in the use of Learning Management System -MOODLE, effective feedback system, participation in NIRF/India Today/The Week ranking, ISO certification and collaborative activities with other institutions.**

Institutional Values and Best Practices

The institution is committed to **‘Sustainable Environment, Sustainable Development, and Sustainable**

Education and aims at preserving social values and the planet through the following initiatives.

- **Gender sensitivity facilities and Gender equity promotion** programmes, based on an annual action plan, to achieve **GOAL-5** (Gender Equity) of the United Nations Sustainable Development Goals (UNSDG)
- **Use of solar energy (155 kW electricity wheeled to the KSEB grid)**, biogas plants, LED fittings and sensor-based energy conservation equipment.
- **Rainwater harvesting facilities** with capacity to store up to 6 lakh litres of rainwater, bore-well/open well recharging, tanks and bunds, and water bodies
- **Well-structured water conservation and waste management policies/facilities**, and MoU with a recognized agency for the disposal of e-waste.
- **Green campus initiatives with focus on gardens** - butterfly, spice, herbal, fruit and vegetable, landscaping, plastic-free campus, zero-waste plan, and hygienic waste management practices and awareness campaigns.
- **Divyangjan-friendly campus** with resources, providing a disabled-friendly, barrier free environment.
- **Quality audits** such as Green Audits, Energy Audits, Environment Audits, safety audit and awards for green initiatives
- Serious efforts to **organize programmes for inclusive environment, national/international days** and for sensitization to **constitutional obligations**.
- Well-prepared student and faculty (teaching/non-teaching and administrators) **handbook/code-of conduct and annual awareness programmes** for the same.
- **Best Practice 1 – Service Learning:** With emphasis on four core values - holistic development, nation building, progress of humanity, and the dissemination of knowledge, **the best practice** titled **Service Learning** was conceived as a sensitising project where all undergraduates should do a mandatory minimum of 40 hours of social service to complete their programme.
- **Best Practice 2 – SHARE and Research Incubation.** Sacred Heart Advanced Research Endeavour (SHARE), a forum for the promotion of research in the institution through its project “research incubation” has promoted a serious culture of research among the UG and PG students.
- Institutional Distinctiveness - **Sustainable Environment: Dissemination of a Sustainable Lifestyle:** Continued effort to be a centre-par-excellence, relentlessly focussing on ‘**Sustainable Environment, Sustainable Development, and Sustainable Education**’ through the dissemination of sustainable environmental initiatives in academics and society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SACRED HEART COLLEGE
Address	Sacred Heart College (Autonomous) Thevara
City	Kochi
State	Kerala
Pin	682013
Website	www.shcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jose John	0484-2870501	9447433901	0484-2663813	iqac@shcollege.ac.in
IQAC / CIQA coordinator	Johnson K M	0484-2870577	9447187501	-	kmjohnson@shcollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status SHC.PDF
If Yes, Specify minority status	
Religious	Roman Catholic
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	16-06-1944
Date of grant of 'Autonomy' to the College by UGC	13-06-2014

University to which the college is affiliated		
State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-03-1956	View Document
12B of UGC	03-03-1956	View Document

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	02-09-2004
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	08-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sacred Heart College (Autonomous) Thevara	Urban	19.1574	32352.82

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	Plus Two	English	66	65
UG	BA,English	36	Plus Two	English	30	28
UG	BA,Sociology	36	Plus Two	English	38	37
UG	BA,Communication	36	Plus Two	English	40	40
UG	BCom,Commerce	36	Plus Two	English	50	50
UG	BCom,Commerce	36	Plus Two	English	66	64
UG	BCom,Commerce	36	Plus Two	English	50	48

UG	BBA,Commerce	36	Plus two	English	38	34
UG	BCom,Commerce	36	Plus Two	English	66	65
UG	BSc,Botany	36	Plus Two	English	50	46
UG	BSc,Chemistry	36	Plus Two	English	58	49
UG	BSc,Computer Science	36	Plus Two	English	38	37
UG	BCA,Computer Science	36	Plus Two	English	38	28
UG	BSc,Mathematics	36	Plus Two	English	40	31
UG	BSc,Physics	36	Plus Two	English	58	50
UG	BSc,Zoology	36	Plus Two	English	58	51
PG	MA,Economics	24	Degree	English	25	23
PG	MA,English	24	Degree	English	19	17
PG	MA,Sociology	24	Degree	English	15	12
PG	MA,Communication	24	Degree	English	14	10
PG	MA,Communication	24	Degree	English	12	3
PG	MA,Communication	24	Degree	English	12	9
PG	MA,Communication	24	Degree	English	15	15
PG	MCom,Commerce	24	Degree	English	25	24
PG	MSc,Botany	24	Degree	English	12	12
PG	MSc,Chemistry	24	Degree	English	12	11
PG	MSc,Chemistry	24	Degree	English	23	20

PG	MSc,Mathematics	24	Degree	English	15	13
PG	MSc,Physics	24	Degree	English	14	14
PG	MSc,Zoology	24	Degree	English	13	10
PG	MSc,Aquaculture	24	Degree	English	20	20
PG	MSc,Environmental Studies	24	Degree	English	15	14
Doctoral (Ph.D)	PhD or DPhil,Economics	60	Post Graduation	English	12	10
Doctoral (Ph.D)	PhD or DPhil,English	60	Post Graduation	English	10	9
Doctoral (Ph.D)	PhD or DPhil,Commerce	60	Post Graduation	English	13	9
Doctoral (Ph.D)	PhD or DPhil,Botany	60	Post Graduation	English	15	12
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	Post Graduation	English	14	7
Doctoral (Ph.D)	PhD or DPhil,Physics	60	Post Graduation	English	6	2
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	Post Graduation	English	12	12
Pre Doctoral (M.Phil)	MPhil,Economics	12	Post Graduation	English	10	8
Pre Doctoral (M.Phil)	MPhil,Commerce	12	Post Graduation	English	10	9
Pre Doctoral (M.Phil)	MPhil,Physics	12	Post Graduation	English	10	5

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				21				70			
Recruited	0	0	0	0	20	1	0	21	46	24	0	70
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				13				19			
Recruited	1	1	0	2	13	0	0	13	6	13	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	16	2	0	18
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	23	11	0	34
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	24	1	0	24	15	0	66
M.Phil.	0	0	0	6	0	0	7	2	0	15
PG	0	0	0	2	0	0	20	7	0	29

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	11	0	11

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	1	0	1
PG	0	0	0	0	0	0	9	18	0	27

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	9	2	0		11

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	765	11	0	1	777
	Female	1195	18	0	0	1213
	Others	0	0	0	0	0
PG	Male	88	1	0	2	91
	Female	303	4	0	3	310
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	7	0	0	0	7
	Female	15	0	0	0	15
	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	38	25	36	26
	Female	50	52	51	54
	Others	0	0	0	0
ST	Male	3	7	4	0
	Female	13	14	7	9
	Others	0	0	0	0
OBC	Male	15	19	23	15
	Female	28	21	22	17
	Others	0	0	0	0
General	Male	116	132	129	137
	Female	329	286	312	327
	Others	0	0	0	0
Others	Male	156	124	154	123
	Female	224	181	203	196
	Others	0	0	0	0
Total		972	861	941	904

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Aquaculture	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Communication	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Environmental Studies	View Document
Mathematics	View Document
Physics	View Document
Sociology	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
35	35	35	32	28

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 13

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2413	2382	2436	2367	2201

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
814	850	820	817	714

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
2338	2301	2330	2336	2177
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
125	98	102	71	36

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
796	774	718	660	616
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
125	122	122	112	111
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
125	122	122	112	111
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
21220	20574	18178	14164	13419
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
274	243	272	244	235
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 94

4.4

Total number of computers in the campus for academic purpose

Response: 289

4.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1562	967	720	427	492

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Sacred Heart College has always been at the forefront of higher education arena in the country, offering courses, catering to the needs of the society, industry and the nation. **The institution assessed the educational requirements at the local, national and global level** on the basis of the feedback of the various stakeholders and prepared the curriculum accordingly. Curriculum design and development was **carried out in congruence with the vision and mission of the institution. The motto of the college – ‘Cor Rectum Inquiri Scientiam’ (A Righteous Heart Seeks after Wisdom)** played a pivotal role in shaping the academic activities of the institution. **The structured feedback collected from students, teachers, parents, alumni and employers** helped in adopting a need-based approach in curriculum design and implementation.

Relevance of Curricula to Local Needs

- **Focus on Sustainable Development Goals (SDG)**, organic cultivation, ecotourism, entrepreneurship development etc.
- **MSc in Aquaculture and Fish Processing** for the economically and educationally backward students of the fishermen community of the locality.
- **Focus on research and social/environment/gender sensitization.**
- **Integration of research projects, field visits/ study trips, internships, community projects like Age friendly Programme.**
- **Service Learning** for social well-being.
- Integration of activities like Water Quality Testing, Cancer Awareness and Survey, Flood Relief, Blood Donation, Organ Donation Campaign etc.
- **Value added courses** in Mushroom Cultivation, Quail Culture, Fish Culture, Vermiculture, Beekeeping, Plant Tissue Culture, Business Communication in English etc. to meet local needs.

Relevance to National Needs

- Curricula are designed **according to UGC and CBCSS regulations**
- Curricula suited for national level tests like **JAM, JRF/NET, GATE, GMAT, CAT, Civil Services etc.**
- Equip students to **secure admission in national/international institutions and research centres**
- Integrated with internships/projects at the national/regional levels, entrepreneurship, business/industrial laws, IPR, tourism, management etc.
- **Industry/skill oriented programmes** such as BA English Copy Editor, BSc Computer Applications, MSc Aquaculture, B Com Finance & Taxation, B Com Travel & Tourism, BBA, BCA, MCJ, BA Animation & Graphic Design, MA Digital Animation, MA Cinema & Television

and MA Graphic Design.

Relevance to Global Needs

- **Emphasis on critical thinking** and deep domain knowledge, innovation, gender sensitisation, professional ethics, conservation of environment, sustainable development and global citizenship.
- **Inclusion of the current technological advances** like Android, Python, Software Design etc.
- **Incorporation of frontier areas** of research in the PG curricula to stay abreast of global advancements.
- **Industry/foreign university collaboration/exchange**
- **Value added courses** in 3D Architectural Modelling, Web Designing, VFX in Film Making, Visual Designing etc.
- **MSc Environmental Science** to train professionals to safeguard environment/promote sustainable environment.

Mapping of POs, PSOs, and COs in the Curricula

- The college **developed its POs, PSOs and COs after due consultations and training by experts** and created a framework where the knowledge levels, skill based competencies and ethical/social skills are aligned with each other. A consolidated list of POs, PSOs and COs of all programmes is available at <https://www.shcollege.ac.in/academics/>. The college has also developed its own software to calculate the CO and PO attainment.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 35

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 35

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 97.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
780	758	700	643	604

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Link for Additional Information	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: 57.81

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

Response: 844	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.	
Response: 1460	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).	
Response: 100	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 35	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

<p>1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</p> <p>Response:</p> <p>Professional Ethics, Gender, Human Values and Environment and Sustainability are highly valued by the College as they form part of the vision, mission and core values of the institution. The institution has consciously integrated these issues into the day-to-day administration, approved curricula, value-added courses and co-curricular activities of the College.</p> <p>Professional Ethics</p> <ul style="list-style-type: none"> • The POs of both UG and PG programmes outline the College’s commitment to ethical values,
--

and environment and sustainability

- **89 courses in the approved Curricula** specifically deal with Professional Ethics and ethical issues in the respective disciplines.
- **Plagiarism check report** is made mandatory for the submission of all PG dissertations.
- **Code of conduct and Ethics committee**

Gender

- **63.74% female presence** in the student community
- **40 courses in the approved curricula address issues related to Gender**, women empowerment, women entrepreneurship and gender-specific welfare measures
- **Gender audit** by the institution
- **Discussions and debates on gender issues** by different fora of the college
- **SWASTI, the Women's Cell organizes** various programmes to sensitize students to the problems faced by women, as well as opportunities available to them.
- Women are **assigned administrative responsibilities such as HoDs, Dean of Studies, Council members and Academic Council members.**

Human Values

- **81 courses in the Curricula** deal with human values.
- **Value education** is conducted periodically for all the students to inculcate human, social and ethical values in them.
- The **College umbrella body HEAL** (Heartian Extended Arm for Life) and **DAYA** ensure student participation in social service.
- **UG students engage in Service Learning programme for 40 hours** at various places such as the General Hospital, Home for Destitute etc.

Environment and Sustainability

- **82 courses in the approved curricula** have environment and sustainability as their thrust area.
- **Introduced Environmental Studies course in all the UG programmes in 2015**, being the first institution in the state to do the same.
- **Started MSc Environmental Science** to train personnel to undertake environment related professions
- **Courses offered with a view to foster awareness in environment and sustainability are:** Ecology and Literature, Ecology - Principles and Practice, Environmental Science - Concepts and Approaches, Secularism and Sustainable Environment, Environmental Pollution and Toxicology, Environment Management and Development, Environmental Economics, Environment and Society, Ecology of Culture Systems and Aquatic Biology, Energy and Environmental Studies, Environmental Science and Ecotourism, Environmental Biology, Toxicology and Disaster Management.
- **Green, Environment and Energy audits**
- Regular programmes by **Primrose Nature Club and Bhoomithra Sena Club**, with the **financial assistance of KSCSTE and the DECC** create awareness regarding ecological preservation and sustainability.
- **The 'Go Green Grow Green' initiative aims at retaining the college as a plastic free zone.**
- **Promotes the manufacturing of cloth bags, paper pens and the use of recycled papers.**

- **Flex banners are banned** on the campus and LED screens are installed for displays.
- DIET, the College canteen uses ceramic and steel utensils and gives discount to students who buy parcels in their own food boxes.
- **The NCC and NSS volunteers engage in regular cleaning activities**, especially in locales of tourist importance like Fort Kochi.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 91

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	18	17	21	17

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 81.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
2131	2031	2065	2156	1259

File Description	Document
List of students enrolled	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 81.31

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1962

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 90.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
972	861	941	904	867

2.1.1.2 Number of sanctioned seats year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1084	929	1093	998	923

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Link for Additional Information

[View Document](#)

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

Response: 80.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
216	196	211	191	203

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

2.2 Catering to Student Diversity

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

Response:

The assessment of the learning levels of students immediately after their admission is an important aspect of the teaching-learning process in the college. While science and social science departments assess logical reasoning and basic knowledge of subjects, the humanities departments assess the language level and writing skills of the students through detailed self-introduction and writing tests. Departments of Computer Science, Communication and Botany conduct the assessment through structured question papers while other departments make these assessments to identify the slow learners and the fast learners.

The slow learners are identified on the bases of:

- The learning potential through tests and internal exams
- Marks of qualifying exam
- Competency in English language
- Competency in logical reasoning

Slow learners

- Remedial Programme after the first internal assessment test
- Mentoring system with a ratio of 1:20 to help both slow-learners and fast learners
- Tutoring system to provide individual attention and care
- Peer learning to give individual attention
- Earn while Learn programme
- Communication skill development through language lab
- LSRW based common course for all UG programmes
- Personality development sessions
- Life skill training
- PTA meeting to update parents about the progress of their wards
- Student Support Programme (SSP), an initiative of the Govt. of Kerala to support the slow-learners, where 20 sessions are offered for each subject to all the slow learners under this programme.

Fast learners

- Walk With a Scholar (WWS) programme to create self-confidence, improved communication skills, better academic performance, increased awareness regarding higher studies and career

options in one's academic field and improved interpersonal functioning.

- Attend national level examinations like UGC/NET/JRF, JAM, GATE etc.
- Attend civil service coaching and appear for civil service examination
- Attend courses with SWAYAM, NPTEL, MOOC and other online platforms
- Attend national and international seminars, present papers and publish articles in UGC-CARE listed journals.
- Participate in the student exchange programme with Juniata College, Pennsylvania; Concordia College, New York and other universities.
- Refer books and resources for advanced learning
- Interact with eminent personalities in various fields
- Participate in career advancement programmes
- Undertake internships and on-the-job trainings in reputed industries and institutions
- Attend interview and group discussion training

Level playing field (common to both Advanced and Slow Learners)

- **Induction and bridge course to all the UG students, irrespective of their learning abilities to:**
 - Introduce them to new subject domains
 - Develop their communication skills, self- motivation and self-confidence
 - Reduce their conceptual gap, if any.
- **Career-guidance sessions**
- **Language competency**
 - Language proficiency sessions for different levels of students administered through the language lab
 - Rigorous training on language standardization, accent neutralization and Listening, Speaking, Reading, and Writing (LSRW) skills
- **Improving Employability**
 - Training in interview and group discussion skills
 - Etiquette grooming
 - Personality development sessions carried out by life skill trainers and personality development trainers
 - Career counselling by the placement cell
 - Value Added Courses

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 19:1

File Description

Document

Link for Additional Information

[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Sacred Heart College is known for its academic instruction and focus on student-centred and experiential learning. It is all the more reaffirmed with **the status of autonomy** as it has provided the institution with the opportunity **to introduce core courses, open courses, elective courses, add-on and value added courses, OBE model and ICT integrated learning.** CBCSS system adopted by the college has provided the students with the opportunity to choose their electives. **The faculty follows student-centric and participative teaching methods in the classroom.** This is achieved through debates, group discussions, role plays, seminars, quizzes, question-answer sessions etc. Teachers use several structural approaches, such as inductive-deductive approach, heuristic approach, discussion method, project and problem solving methods, concept mapping and constructivist approach and traditional methods. **The lecture method is supplemented by audio-visual presentations, which include PPTs, Videos, models, webinars, Skype presentations, MOODLE, online courses** etc. Internship and field visits are mandatory for most of the programmes. All the UG and PG programmes have project work during their final semesters. The laboratory practical sessions, practical records and procedural charts enable the science students to have experiential learning and hands-on training in their disciplines. Invited talks, workshops, seminars of different levels – regional, national and international – memorial lectures, endowment talks, and association related activities provide the students exposure and knowledge about the latest trends in their subjects. They create personal involvement, collaborative and participatory learning, and means of addressing the pressing issues of the society. The faculty adopts the following methods to ensure experiential, participative and problem-solving learning strategies:

Experiential Learning:

- **Mandatory projects in all UG and PG programmes**
- **RBPT methods of learning**
- **Service learning**
- Age friendly initiatives (University of Third Age)
- Seminars and assignments for students
- **Laboratory sessions** with the discussion of each experiment before the starting of every cycle
- Marks for each experiment based on their performance
- Business environments where students resolve the problems.
- **Internships** in many departments
- **Community outreach** programmes
- **Educational field and industry visits**
- **Audio-visual** learning in classrooms

- **Poster presentations** and exhibitions
- Inter-collegiate **festivals and celebrations**
- Movie making
- Campus biennale
- Agriculture – paddy cultivation
- Bird watching (The College has an ornithology centre -SHCOOB)
- **Museum making**
- Clubs

Participative Learning:

- **Group discussion** to conceptualize; cultivate problem solving and reflective thinking.
- **Group projects** and assignments
- **Field/ industry** visits, study tours
- **Seminars** on Career opportunities
- Training by Corporates and prospective recruiters
- **Expert lectures** and workshops
- Mock interviews
- **Panel discussions**
- Soft skill training
- **Role plays** for clarity of concepts and participative learning
- **Peer learning** groups
- Guided library work
- **Surveys** – socio-economic
- **Workshops/seminars** for skill development, entrepreneurship development, research methodology and intellectual property rights

Problem Solving

- **Case studies**
- **Developing apps and software**
- Developing models
- **Project oriented** learning
- **Start-ups**
- **Training in logical reasoning**
- **Brainstorming** sessions
- **Data mining**
- Workshops

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Academic instruction at Sacred Heart College takes advantage of a plethora of ICT tools and technology enabled solutions to carry out the teaching, learning and evaluation processes. The faculty makes use of smart classrooms to enhance their lecture with multimedia content and dynamic presentations. The college has 289 computers for students' use and the computer-student ratio is 1:8

- **Class rooms are ICT-enabled** with high quality projector and Wi-Fi
- **A Learning Management System (LMS) on MOODLE** is being used to coordinate learning activities and as a robust platform for sharing digital content with students
- **Learning materials, assignments and projects** are frequently exchanged and valued through paperless means using the college's LMS
- Teachers develop lessons, manage courses, and interact with other teachers and students using this platform
- The faculty members make use of **Google Classroom and Google Meet** for academic transactions

- **D-Space**, a digital repository is in place
- **Teachers make multimedia rich PowerPoint presentations** to enrich their lessons
- **Lectures are recorded and preserved** as e-resources and accessed by students online and offline
- Dedicated institutional **G-suite email addresses with unlimited cloud storage** available on Google platform
- **200Mbps leased line** connection
- **Dedicated studio** for the creation of learning resources such as video lectures, documentaries, interviews and news reports. These are hosted on the college's online platforms for easy access by learners and the general public
- **Gigabit optical fibre network infrastructure** in the college enables live streaming, teleconferencing and other network intensive programmes
- Generous financial support for faculty and students to do MOOC courses
- **Computer labs, with audio-video facilities** for availing online content within the College
- **The College is an NPTEL chapter**
- On-campus students use digital resources available in the library and the campus-wide Wi-Fi network
- Digital copies of lecture notes and presentations are distributed as PDF and PPT files
- The students submit their assignments in the form of videos
- Students of **Physics use GNU Octave software** for numerical computing
- Students of Zoology use simulation software for laboratory experiments
- **Language Lab with a capacity of 40 students** ensure hassle-free learning environment
- Teachers make use of the language lab to foster language learning- Listening, Speaking, Reading, and Writing (LSRW) - through specific software
- The Language Lab allows students to polish their communication skills with real-time feedback and correction. Students can also record voice-notes using the facility.
- Academic resources available on **the N-LIST platform** are freely accessible over the campus intranet and remotely.
- **Recordings and public lectures by eminent scholars** through social media channels
- Provides access to specific hardware and software to hone various skills of students
- Additional **software solutions to automate day-to-day academic activities** such as marking and tabulation of student attendance, internal assessment marks, exam conduct and the certification process

- **Curriculum feedback and progression** are facilitated through online portals
- Dispatches important notices and information to the student and parent community via SMS
- Has an active online presence on the college's website and social media platforms

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 125

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The teaching-learning process in the College is meticulously organized in a participatory manner both in the **Annual Planning Meeting as well as in the Department level meeting**. The manifold curricular and co-curricular activities are charted out in accordance with a **detailed Academic Calendar**, which is prepared after a comprehensive discussion among the entire faculty. The annual Academic Calendar is finalized after the annual plan presentations by the respective academic departments in the Annual Plan Meeting. The Annual Plan meetings take place during April/May.

Academic Calendar Preparation:

- **The Academic Calendar committee consisting of the Principal, Vice Principal, IQAC**

Coordinator etc. collect the details of all the department level programmes and align them with the major programmes of the college.

- **The department level programmes are national/international seminars, workshops, invited talks, association activities, alumni activities, placement activities, department fests and PTA meetings.**
- The Committee also **prepare the list of national/international days of commemoration** as well as the state and central government holidays and other events.
- **The Examination committee** which includes the Principal, Vice Principals, IQAC Coordinator, the Controller of Examinations, Deputy Controller, additional Chief Superintendent of exams etc. **prepare the schedule of various examinations for the academic year.**
- The departments, **various student bodies, staff and management prepare the schedule of arts and sports programmes,** department fests, cultural events, and University Youth Festival.
- **The College makes sure that the total number of days allocated for regular academic classes are not disrupted by other activities** and that the academic calendar is strictly followed.

Teaching Plan:

- **The teaching plans/course plans for an academic semester are prepared by individual faculty/faculty members who share a course.** The course plans of a particular programme are consolidated by the class teacher. After the consolidation by the class teacher, it is reviewed by the Head of the Department.
- **As the mapping of the COs with Programme Outcomes and Programme Specific Outcomes are necessary since 2018,** the Head of the Department convenes meeting of all course coordinators and completes the process of course plan preparation.
- The consolidated course plans with the mapping are presented in the department meeting before they are sent to IQAC.

Adherence to Teaching and Academic plan:

- **The Academic departments evaluate the progress of the course plans** every month in its meeting, where each faculty member reports to the department the progress of the course.
- **The Heads of the Departments, in turn, presents a report in the College Council regarding the progress of the syllabus,** assessment status of the internal examinations and the process of CO, PO and PSO mapping in different courses and its possible outcomes and benefits.
- **The Head of Department collects feedback** from students periodically about the course completion and informs the faculty about the need to adhere to the academic calendar.
- **The Principal collects the teacher evaluation feedback** at the end of every semester.
- **The Principal and the college council recommend suggestions to ensure qualitative improvement of the teaching-learning process.**

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for Additional Information	View Document

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(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 51.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
68	64	62	56	53

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 11.76

2.4.3.1 Total experience of full-time teachers

Response: 1470

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

2.5 Evaluation Process and Reforms

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

Response: 23.34

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

2018-19	2017-18	2016-17	2015-16	2014-15
12.571	24.254	25.516	29.679	24.693

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 3.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
125	98	102	71	36

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Being new to self-governed examination management processes, the creation and fine-tuning of the examination procedures and processes in the last five years have been essentially a quest for perfection. The Office of the Controller of Examinations (CoE) is a fully automated facility with nearly all the procedures related to the examinations right from admission to the award of mark sheets are done through the centralized Examination Management System. Initially, the college adopted Examination Management software readily available, however, for the sake of security and efficiency, the college has created a separate wing for software development and EMS maintenance. The team constantly upgrades the system for improved efficiency, accuracy and user-friendliness.

Sl.	Reform	Impact
1	Online Application: Submission of application and fee payment for the various programmes are done online	This has reduced the trouble of physically being present on the campus to apply for a programme. One significant impact of this is the dramatic increase in the number of students, especially meritorious students, from distant parts of the state and outside the state applying for various programmes.
2	System based application processing	Since the application processing is based chiefly on merit basis, the computerized system generates the merit list very quickly. This avoids the delay in publishing the rank list.
3	Admission Process through EMS	Since all required data related to the candidate is available in the system, admission process becomes less cumbersome and the entire process gets over in a few minutes.
4	Attendance Marking: Once a student is enrolled, the system generates student lists and attendance is marked through the EMS. Faculty members are also provided with a mobile app to make the process time saving and	This has eased the task of the faculty in marking the attendance besides saving time taken for marking attendance. The students can verify their attendance each day through the student login provided to them and parents can monitor the attendance of their children on an hourly basis. This has helped in a significant reduction in truancy rates.

	efficient.	
5	Continuous Internal Assessment: Online entry of marks	This allows the students and parents to see the marks obtained for each of the components as and when the assessment is done.
6	Online Registration for Semester Examination	This has eased the process of registration of applications and the payment of fees.
7	Hall ticket issued online	Allows the students to download their hall tickets. This avoids the collection of hall tickets from the college office before the examinations. This has significantly reduced the trouble of the students coming to the college to collect the hall ticket during their study holidays.
8	Pseudocoding system introduced instead of register numbers on answer scripts	This has increased the secrecy of the identity of the candidate and has helped the easy processing of data through the use of barcode scanners.
9	Notional Registration	Students who have fulfilled all academic requirements for promotion to the succeeding semester except registering for semester examinations are given an opportunity to register notionally for the next semester.
10	SAY (save a year) Examination for 5th semester UG students	Following the MG University decision, the college also has adopted a student-friendly measure of Save-a-Year Examination which provides an opportunity for those students who failed in a course in the 5th semester to write a supplementary examination soon after the 6th semester examinations.
11	Project Journal: All UG/PG students are expected to maintain a project journal containing the details of the progress of the work. Each entry is countersigned by the supervisor.	This has significantly reduced the number of grievances regarding the awarding of internal marks for project work which focuses on the research process rather than the product.
12	Early preparation of the Examination Calendar	Those who intend to do internship find it very helpful in planning their internship. It has also helped students plan their vacation accordingly.
13	Oral Examination for UG Common Course: Since the course focuses on listening and speaking skills, an oral component is added to the examination	This has created the opportunity to evaluate the oral communication skills of the students besides initiating the students into speaking in English.
14	Online applications related to examination	All kinds of applications like exam improvement, supplementary examinations, revaluation and challenge valuation are done online.
15	Online exam fee payment	Students can pay the examination fee and other academic fees online.
16	Certificate printing	All semester marks cards are printed using software.

The Examination Committee of the college meets periodically to evaluate the examination processes and make recommendations for efficient, transparent, objective and speedy processing of the various examination related activities, early redressal of exam related grievances and early publication of results.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

PO, PSO, CO Communication to Stakeholders

Students/Faculty

- **Orientation** about POs, PSOs and COs
- **CO mapping** with PSOs and POs, assessment tools and their attainment during induction
- **Orientation programmes** for faculty on designing, mapping and attainment of POs, PSOs and COs
- **Display** of POs and PSOs **in the respective classrooms**
- **Display** of POs, PSOs and COs **on the college website** for other stakeholders

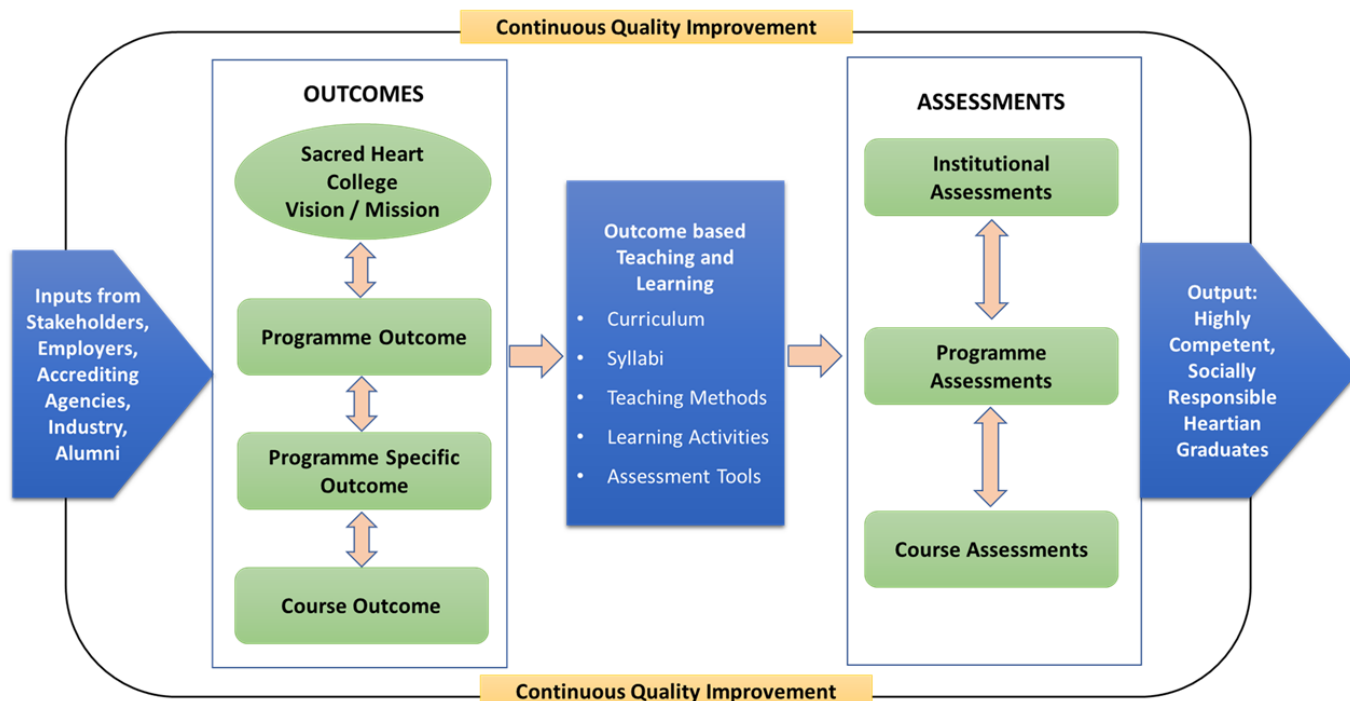
Faculty Involvement

Formation of Programme Outcomes and Programme Specific Outcomes in alignment with the Mission and Vision of the college

The POs and PSOs are determined by:

- The vision and mission of the College
- Developed by IQAC in consultation with experts and College Council and reviewed by the faculty in staff meeting
- The key competencies, which each programme provides to students, are termed as PSOs
- The list of POs and PSOs and COs are available on www.shcollege.ac.in/academics

SACRED HEART COLLEGE OBE FRAMEWORK



STEP 1: Curriculum alignment with POs, PSOs and COs

The syllabus of all programmes are mapped with POs, PSOs and Cos. In the curriculum mapping, the COs which are formulated across courses and co-curricular activities are mapped to the POs and PSOs. The mapping provides clear evidence that the students will have ample opportunities to attain the expected outcomes.

STEP 2: Benchmarks

Benchmarks are determined by the course teachers and the department for each course and each programme taking into consideration various factors such as the cut off marks at the entry, the track record of the department and the current academic benchmarking of the institution.

The department should decide the criteria of success or performance standard of PSO. Its acceptability is decided on the basis of the internal performance benchmark established by the department.

STEP 3: Identification of Assessment Methods and Measures

Student learning is measured using:

Direct Measures

In the direct measures students are required to demonstrate their knowledge and skills. Under the rubric-based measures, students' works such as assignments/seminars/ presentations/tests are a part of both assessment and evaluation.

Indirect measures

The learning objectives need to be measured directly wherever impossible. However, assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, or employers' opinions are indirect measures. These include: student surveys, student entry and exit surveys, alumni surveys, employer surveys.

STEP 4: Attainment Report Generation

In the attainment report generation, the individual faculty and the report assessment committee should play their role. Apart from detailed assessment record, faculty taking the course will make the final mapping entry in the computer and will send the report in the prescribed format to the assessment committee.

STEP 5: Using Attainment Report for Continuous Improvement

- To improve the Programme on the basis of the insights from the assessment data
- To effect necessary changes in the Programme Architecture and delivery of the course
- To effect required actions in the subsequent academic year
- To present the programme level assessment report and proposed action plan in the Faculty Council at the end of every academic year for further improvement.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The attainment of POs, PSOs and COs of a programme are measured using different methods, which include both direct and indirect measures. The indirect measures are used to supplement direct measurements. Indirect measurements are used when it is impossible to measure the learning objective directly. The POs, PSOs and COs are measured directly through course-embedded assessment method.



Course Embedded Assessment

- It is incorporated into regular class activities
- It is a technique used in the classroom context to assess the learning level of the students, as individuals and as groups

Two types of embedded assessments

- Embedded Questions
- Rubric-Based Measurements

Embedded Questions (EQ) in Examinations process

- The college has selected only certain programmes and courses for the CO assessment using embedded questions and rubric based measurements. It implied:
- Assigning the appropriate Section of Continuous Assessment Examination II (CIA – II) as embedded questions for the select courses

- Including the information of embedded question on assessment and examination on the grading structure section of the course plan
- Preparing 2 sets of questions papers with EQ in Section C by the faculty who teach the assessed course

The HoDs concerned check and approve the EQ questions to ensure that it measures the intended PSO. Moreover, the course teacher should prepare marks of the embedded question and its summary in prescribed format and should send it to the assessment committee within prescribed time limit.

Rubric based measurement Process

- In the rubric-based measures, students' work shall be assessed on the basis of rubrics
- Students' assignments/presentations etc. are part of both assessment and evaluation
- Faculty to give marks twice - **for evaluation as a part of CIA** (Continuous Internal Assessment) and based on rubrics **for assessing the PSO**
- A committee shall develop holistic and analytic rubrics
- All PSO assessments other than Embedded Questions are to follow rubrics of the respective PSO
- The marks of rubrics and assessment summary in prescribed format should be sent to assessment committees

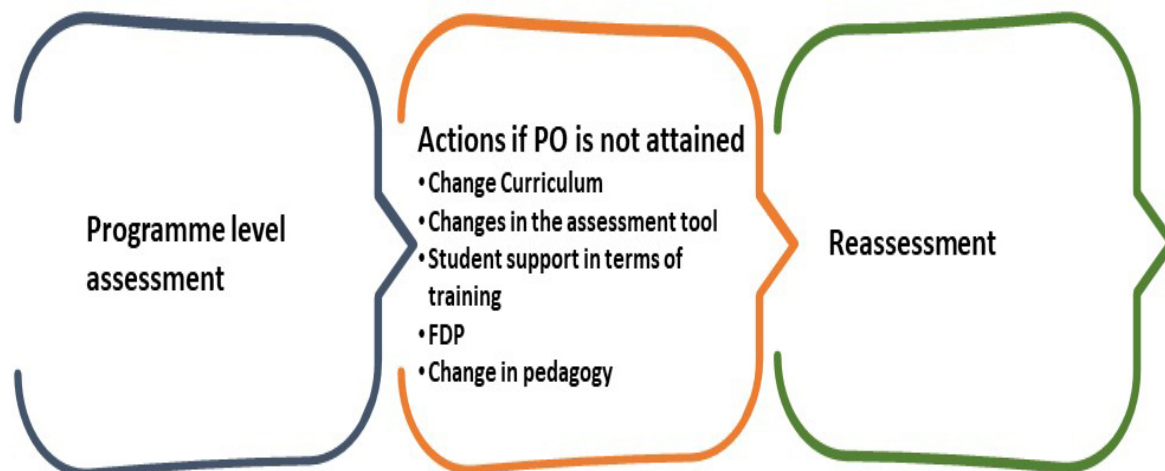
Indirect Measures

- Indirect measures are assessments of students' /graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions
- Indirect measures supplement direct measures of learning by providing information about how and why learning is occurring
- Indirect measures include, student surveys about instruction, student entry and exit surveys, focus groups, alumni surveys, employer surveys etc.

Closing the Loop based on attainment report

The purpose of assessment is to improve the programme. Depending upon the assessment data, necessary changes are made in the programme architecture and delivery of the course.

The process can be represented as follows:



At the end of every academic year, programme level assessment report and action plan on it should be presented before the college council. The findings of the consolidated report and actions required are to be implemented only in the subsequent year.

Actions can be taken with regard to:

1. Changes in curriculum
2. Changes in assessment instrument
3. Student training or student support
4. Faculty development programmes
5. Changes in Pedagogy

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 91.03	
2.6.3.1 Total number of final year students who passed the examination conducted by Institution.	
Response: 741	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.	
Response: 814	
File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.79	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Sacred Heart College has always realized the significance of research and has **developed a rigorous research culture on the campus. It has evolved appropriate policies and practices** and promoted the research involvement of the faculty, students and research scholars. As a result, the college has **made considerable improvement in the development of research infrastructure in terms of space, equipment and support facilities resulting in more research output.** The major research facilities available on the campus are:

- **7 Recognized Research Centres of Mahatma Gandhi University for Doctoral Research**
- **Special laboratories for:**
 - **Space Research**
 - **Arachnology Research**
 - **Biotechnology**
 - **Computational Chemistry**
 - **Biochemistry**
 - **Optoelectronics**
 - **Material Science**
- **Fr. Berchmans Central Instrumentation Lab** with sophisticated instruments like High Performance Liquid Chromatography (HPLC), Lyophiliser, UV spectrometer and Fluorescent Microscope.
- **Water Analysis Lab**
- **Desk Space and Cubicles with internet connectivity for researchers to work independently**
- **Separate Research Rooms for common classes and workshops**

Besides these, **the UG and PG students have spacious laboratories** equipped with modern instruments purchased with the **financial assistance of UGC-CPE and FIST.**

The **UG and PG research promotion** is one of the best practices of the college and is carried out under the aegis of **SHARE – Sacred Heart Advanced Research Endeavour.**

The research centres of the college play a pivotal role in undertaking Government and Non–Government funded research projects. **The institution encourages faculty members to carry out research projects funded by UGC, ICSSR, DST, MoEFCC, NGOs and other agencies.**

- The fully automated library is equipped with **Wi-Fi -200 Mbps leased line**
- Access to **6293** reputed Journals of **UGC-INFLIBNET–NLIST**
- Access to **3160809** books of **UGC-INFIBNET–NLIST.**
- The library gives training on **Mendeley - Reference Management System, and on research methodology** for faculty and students
- Subscription to **Turnitin plagiarism checker**

- **Extended working hours of the library from 8AM to 8PM**

Research Promotion Policy

The College has a **well-defined research promotion policy** to motivate its faculty members and researchers to undertake scientifically and socially significant research work. The policy **has a stated code of ethics for maintaining the integrity and authenticity of research**. The policy is implemented by the **Research Ethics Committee and the Dean of Research**. The policy has:

- Provision for faculty to avail **seed money for minor and major research** projects from the institution.
- Provision to **receive incentives to the tune of INR 2000/- and INR 1000/-** for the first and second authors for publication in **Scopus/Google scholar/UGC listed journals**.
- Provision for **Two Major Research Projects worth INR 5,00,000/- (2.5 Lakh each) and Five Minor Research Projects worth INR 2, 50,000/- (50,000/- each)**.
- **Promotes innovation by encouraging interdisciplinary research** and joint/individual research projects.
- Encourages **research collaboration** with other R&D institutes.
- **Provides research facilities to the postgraduate students of other institutions** to carry out their research projects.
- **Gives access and training to the faculty of other academic institutions**.
- Demonstrates quality by maintaining integrity and ethics in research.
- **Encourages and facilitates publications in recognized National/International journals**.

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

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 3.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.76	4.398	1.25	2.58	1.58

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

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

Response: 2.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	7	1	2

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 375.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
79.591	70.254	11.395	21.12	192.74

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 6.25

3.2.2.1 Number of teachers having research projects during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	2	4	25

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 24

3.2.3.1 Number of teachers recognized as research guides

Response: 30

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 33.97

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	2	3	10

3.2.4.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	13	12	12

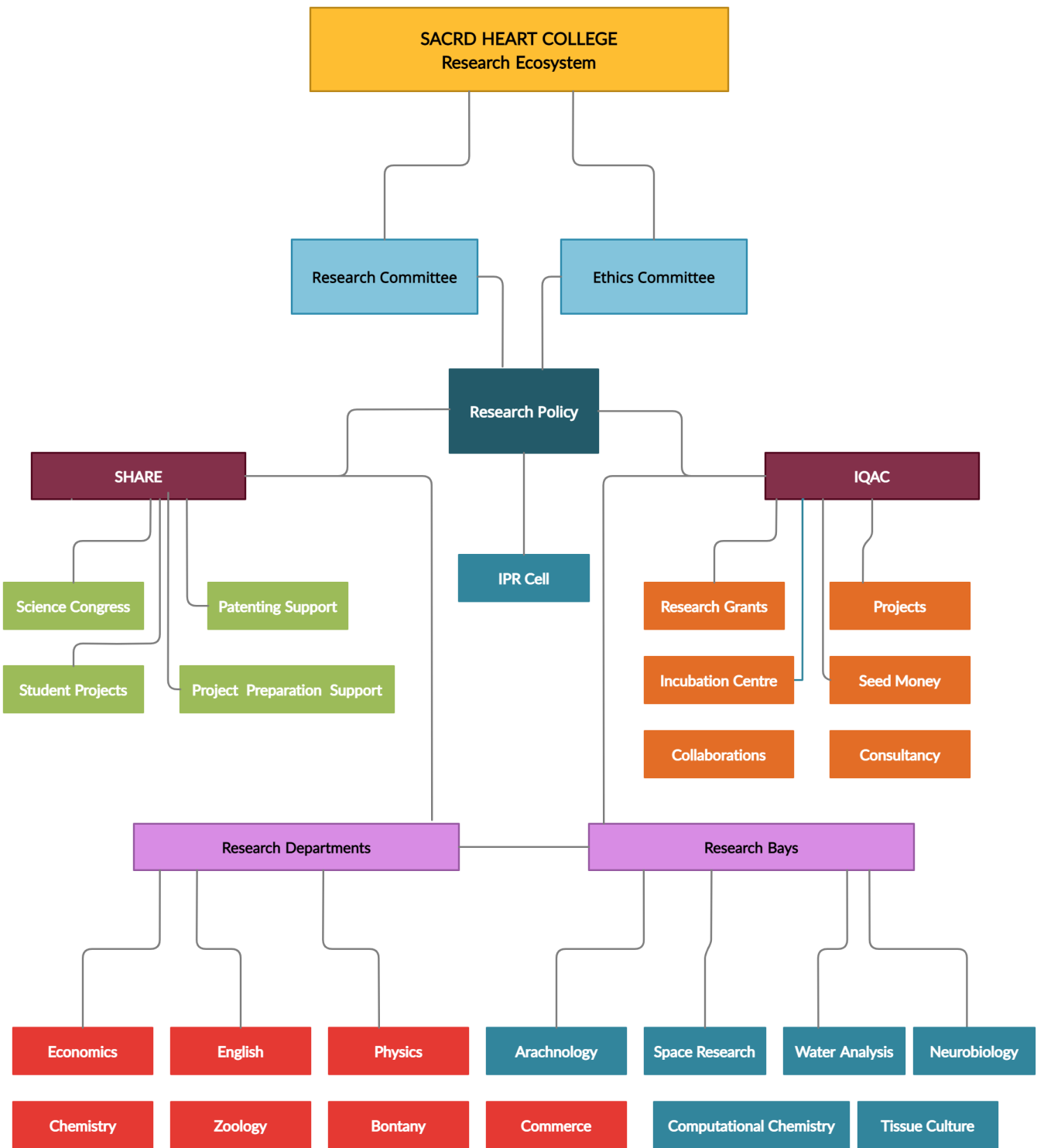
File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Sacred Heart College aims at imparting a spirit of innovation and entrepreneurship in the students by developing a scientific temperament and an innovative atmosphere. In order to achieve this end, the college has **created an ecosystem for innovation, creation and transfer of knowledge through dedicated centres of research, entrepreneurship, community orientation and incubation.**



Dedicated Centres of Research

- **Space Research** (Physics)
- **Division of Arachnology and its research** (Zoology)
- **Biotechnology** (Chemistry and Botany)
- **Plant Tissue Culture** (Botany)
- **Computational Chemistry**
- **Biochemistry**
- **Material Science**
- **Optoelectronics**
- **Water Quality Analysis** (Chemistry)

These Centres have facilitated the creation and transfer of knowledge in cutting-edge scientific arenas. **The arachnology research centre of the college is the second best in South Asia. Mithradham, the renewable energy centre** – the extension centre of the college, is a unique and the first of its kind in the country in the production and use of green energy.

Entrepreneurship Development Club

The Entrepreneurship Development Club **promotes an entrepreneurial culture among students by organising exhibitions, workshops, trade fairs and talks by entrepreneurs.** The club initiated the following in the college:

- **Fungi culture** (mushroom cultivation)
- **Apiculture**
- **Pisciculture**
- **Quail culture**
- **Hamster rearing**
- **Cuniculture** (rabbit rearing)
- **Vermiculture and vermicomposting**
- **Orchid cultivation through tissue culture**
- **Raising and selling of seedlings and saplings**
- Cage fishing in collaboration with Central Marine Fisheries Research Institute.

Community Orientation

The College sustains a **unique practice of organic paddy cultivation at its farm and extension centre at Arayankavu.** The agricultural products (organic rice and rice powder) are turned into value-added products and made available in markets within the institution and in the local community under unique brand names. Another extension centre, **Mithradham**, functions as a concrete model for sustainable living and development **by providing an institutional structure for demonstration, education and training in environment and renewable energy**

The college has pioneered the use of **bio-bouquets** to greet guests and dignitaries instead of non-biodegradable memorabilia as a novel approach to spread the concept of sustainability. **A bio-bouquet consists of a hand-painted earthenware pot, with a live sapling within.** Another initiative of making **paper pens and paper bags as a sustainable alternative to plastic pens and plastic carry-bags** is aimed at orienting the students and society towards the responsibility of protecting the environment. **The**

students also learn the dignity of labour and “earn while they learn”.

Incubation Centre

The college has an incubation centre which coordinates the small-scale start-ups initiated by the students. The incubation centre provides students with **hands-on experience in innovation in:**

- **Assembling, marketing and repairing products such as LED lamps**
- **Making soap and cleaning products** (detergent, vegetable cleanser, liquid hand-wash, floor cleaner, toilet cleaner, and lotions) that are environment friendly and these products are marketed under the brand name ‘**Purgo**’.
- Pen making using waste paper and sale under the brand name ‘**PerPen**’
- **Ornamental fish breeding and sale**
- **Cage fish farming**
- **Paper and cloth bag making**
- **Wick irrigation**

The college has registered in **the Young innovators programme of Kerala Government** and has submitted projects for approval.

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 164

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
27	35	42	35	25

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 3.76

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 64

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 17

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	2	5	2	5

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

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

Response: 0.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	14	11	5	18

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 2.37

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 8

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 32.24

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2018-19	2017-18	2016-17	2015-16	2014-15
18.25	1.56	1.40	2.81	8.22

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 31.8

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
13.08	4.57	8.00	5.01	1.14

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Sacred Heart College, with its vision and mission of providing an environment that facilitates ‘the **holistic development** of the individual, who can play a vital role in the nation building process and contribute to the progress of humanity’, has striven hard to translate the mission into practice during the last 75 years. The college over the years **has developed socially committed, professionally competent and intellectually contributing individuals** for the development of the country. The extension/outreach programmes, which the college carried out in the neighbourhood and in its adopted villages (UBA) in the past, **sensitized the students to social issues and helped them to create a sense of empathy and concern for the fellow human beings**. The college always made sure that all the students were **exposed to social issues** and were given the opportunity to participate at least in one extension or outreach programme during their college days. Moreover, participation in the Outreach programme is an integral part of the curriculum and is mandatory for all students to complete a 40 hour Social Service Learning to complete the degree programme.

Heartian Extended Arm for Life (HEAL)

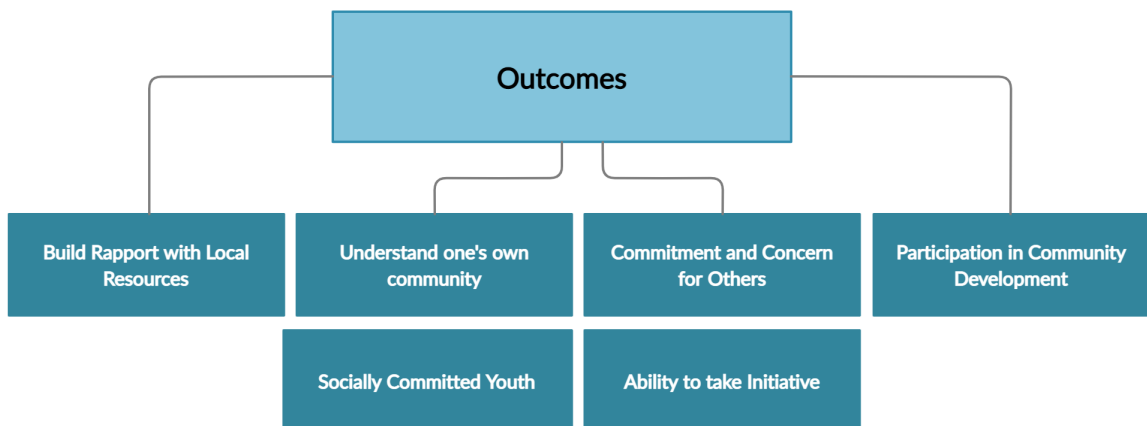
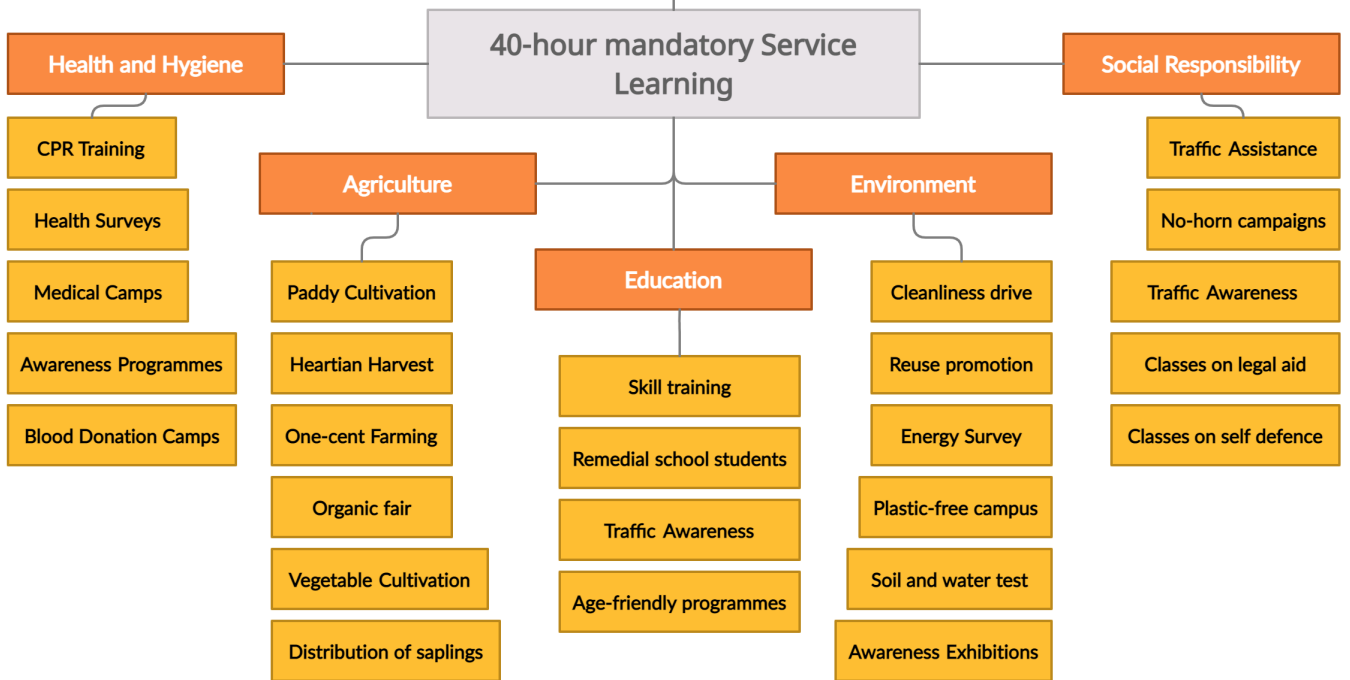
HEAL is the primary arm under which the extension and outreach programmes of the college are carried out. The two extension centres – SHCOOB and Mithradham – provide the platform for organising the extension/outreach programmes. College organised 192 outreach/extension programmes during the last five years under the banner of HEAL, NCC, NSSS, YRC, RED CROSS, SWASTI (Women’s Cell) etc.

Heartian Extended Arm for Life HEAL

An Extension and Outreach initiative by IQAC

OBJECTIVES

To provide the students opportunities to develop life skills, managerial skills and creativity
 To familiarize and engage themselves with rural and urban communities,
 To sensitize them to the living conditions of the people in the community.



The major outreach/extension activities were:

- Social survey for women's empowerment by SWASTI
- SH Bhavana Padhati – construction of houses for the cleaning staff of the college
- Terrace Garden/Farming to make the students conscious of the value of farming and cultivation
- Early cancer detection and prevention programme in three wards of Kochi Corporation in collaboration with Lakeshore hospital
- Community awareness programmes on energy conservation by Urjkiran and Encon Club
- Lifestyle disease detection and awareness by HEAL in association with Social Justice Department, Government of Kerala
- Age friendly programme/ The University of Third Age for community education
- Tuition for school children
- Green audit and plant survey by college Green Audit Team
- Recycling of used pens
- Energy survey
- Paper bag making
- Fort Kochi beach cleaning
- Lake view beautification
- Medical camps and mammogram test
- No horn campaigns and traffic awareness programmes
- General hospital visit
- Pulses day
- Soil Day
- Blind Day awareness programme
- Museum exhibition for school children
- INSPIRE Science Camps for school children
- Food packet collection and distribution in orphanages and destitute houses
- Training in vermicomposting to Kudumbasree members

The Impact of Extension Activities

The extension programmes in the neighbourhood had tremendous impact on the students and the people of neighbourhood communities. It has sensitised the students to the social issues and has even created in some of them the desire to become social entrepreneurs. The extension/outreach programmes have taught the students that the college should extend/ reach out to the community.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 98

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	34	14	8	6

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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

Response: 192

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

2018-19	2017-18	2016-17	2015-16	2014-15
73	56	34	14	15

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 77.98

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
2413	2382	2436	1055	998

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 270.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2018-19	2017-18	2016-17	2015-16	2014-15
535	399	323	46	48

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 48

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	7	3	6	13

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sacred Heart College has developed adequate infrastructure facilities for supporting teaching – learning process on the campus. The management in its relentless attempt for excellence has created state-of-the-art infrastructural facilities for the holistic development of students. **A twelve storied building with 28500m²** is being completed for offering more programmes in frontier disciplines and enhancing the infrastructure facilities for teaching –learning process.

Campus

- **Spread over three campuses** -Main campus, East Campus and School of Communication
- It is well-maintained with lush green layout with **an area of 19.15 acres** and a total built-up area for teaching and learning facility of **32352.82m² which is sufficient to accommodate more than 2500 students.**
- **Extension centres** at Arayankavu (SHOOB) and Aluva (Mithradham) for imparting service learning, biodiversity studies and renewable energy.

Class Rooms

- **81 well-planned and spacious classrooms and 12 spacious Seminar Halls** enabled with ICT facilities for innovative teaching and learning
- **7 computer centres** with an average sitting capacity of 40 students is available for eLearning, online registration, faculty feedback and other academic facilities.
- **6 multipurpose auditoriums**, for conference, board meetings, group activity, training and workshop conducted for students and faculty members.
- **Spectacular Zoology and Botany Museums** for providing experiential learning for life science students
- **92 LCD projectors, 12 Smartboards, 7 LED TVs, Media Lab** and recording studio and e-content development facilities are available.
- **76 Wi-Fi access points and 200 Mbps** Internet leased line facilities are available to enable high speed network connectivity.
- Separate rooms for NSS, NCC, Career Guidance, Student Development Office, GYM, International Affairs

Library

- Spacious library with 2 reading rooms and a confab which can occupy a total of 25 students.
- **A collection of 91000 books, 96 journals** and periodicals, online databases, and digital library.
- **Subscription to e-resources** including Turnitin Plagiarism checking software
- **Library is fully computerized** and is made accessible for students with automated **library management system (KOHA)**

- **The library works from 8 AM to 8 PM** to provide the maximum service to the stakeholders

Laboratories

- Well-equipped laboratories with advanced equipment for cutting edge research and experiments in all Science Departments
- **Language lab with 40** computers and software
- **DST-FIST funded Central Instrumentation Facility**
- Separate laboratories for UG, PG & Research students.
- **Specialized laboratories** are set up for Space Research, Arachnology, Computational Chemistry and Biochemistry.
- **The 7 research departments** are equipped with advanced research facilities

Computing equipment and Facilities

- **200 MBPS leased connection**, fully Wi-Fi campus
- **396 computers, 289 Computers** for students' access
- **76 Wi-Fi access points.**
- **4 LED display boards**

Other Campus Infrastructure facilities

- **Fully CCTV** enabled campus
- **Fully solar powered campus**
- **Divyangjan** friendly campus with lift, ramp, wheel chair, human assistance etc.
- **Full Time Health Service, Counsellor, Student Development Officer,** Ladies rest room, Women's cell
- **Lift, generator, gym, canteen,** cafeterias, stores
- **Cricket pitch, football field,** practice field, experienced trainers
- **Transformer** with the permission of KSEB and a **66 KV Generator**
- **Audio-video studio** with Nuendo-3 audio recording systems and Adobe Premier Pro with MAC editing system
- Full-fledged **ERP and Examination Automation System.**

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

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

Response:

With the vision and mission of achieving the “integral development of the individual persons” the **College**

has developed adequate facilities on the campus for cultural activities, games, yoga and sports.

Cultural Activities

- Sacred Heart College has been **the champions in the MG University Youth festival since 2016**
- **Main auditorium** with a large stage and green room
- State-of-the-art, fully air-conditioned auditoriums like **Marian Hall and Melesius Hall**
- **Students' Centre**
- **Fr. Archangel Hall**
- **The Amphitheatre** for celebrations like Onam, Ramadhan, Christmas, Holi
- **College courtyard** for activities like teasers, flash mobs, street plays, dramas, mimes etc.
- **The Students' Council** takes the responsibility of organizing University/inter/national Youth Festivals
- One open-air stage (**Platinum Piazza - multipurpose**) and Back Stage
- **Lakeview grounds** for organizing large-scale cultural events
- Students are trained to participate in University Youth festivals, intra and inter-collegiate competitions in the auditorium/green room
- **The College orchestra has an exclusive music room** with necessary equipment and a well-equipped audio system
- Hridayasargasangamam - College Youth Festival

Yoga

- Yoga was introduced in the College in 2013 as a co-curricular activity
- **Yoga is offered as an add-on course**
- **Provides an in-depth theoretical knowledge of yoga** and offers training to all the students on special occasions
- **International Day of Yoga celebrations since 2015**
- The College team participated in the Mahatma Gandhi University and had been selected for **Intercollegiate Yoga Championship**
- The School of communication produced videos of Yoga and uploaded in the **SH Vision YouTube Channel**

Sports and Games

The College is credited with infrastructure facilities for

- 1 basketball, 32.0x20.0 Mts
- 2 volleyball, outdoor 24.0x 15.0 Mts and indoor- 40x20 Mts
- 1 athletics, 200x150mts (1.22x 7 lanes)
- 1 football (100 x65mts)
- 1 cricket, centre wicket (20.12X2.64M)
- 3 cricket nets (4.88 X 1.02Mts)
- 1 shuttle badminton (13.41 X5.18M)
- 1 yoga, wrestling, judo (10.8 X 6.27M)
- 1 table tennis (9.28X4.73M)
- 1 Kabbadi (13X10 Mts)
- 1 handball (40X20mts)

- 1 fencing (106 Class Room)
- 1 lawn tennis (23.7 X8.23M)
- 1 softball (100 x65mts)
- 1 baseball (100 x65mts)
- 1 roll ball (Basketball Court)
- 1 chess (Class Room)
- 1 tug of war (100 x65mts)
- The College is **one among the first five in sports and games** in Mahatma Gandhi University.
- Fr. Bartholomew Memorial inter-collegiate tournaments with unbroken succession since 1945
- The Physical Education Department provided the venue for conducting Mahatma Gandhi University North Zone Basketball (2018), Volleyball Championship (2015), World Kurash Championship (2016), National Jiu Jitsu Championship (2018), Inter-zone Handball and Baseball Championship (2019)
- The College health club B-Fit added additional facilities recently.
- ‘Promote Fitness’ (ProFit) is a unique project, which extends the health club facilities to the public as well
- **Summer coaching camp is a children’s programme** organized by the Physical Education Department every year for basketball, yoga and cricket for children under 15
- The College **runs a cricket and football academy for children under 13**
- The Volleyball and Basketball courts are flood-lit
- Sports persons are provided with performance based scholarship in mess fees and tuition fees to the tune of Rs. 8 lakh per year

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 94

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response: 32.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
948	407	264	10	101

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Sacred Heart College Library, named after the founder of the college, Rev Fr Francis Sales, with a **collection of 91000 books and subscription to 152 journals and magazines** is completely automated using integrated library management system. It has a **spacious reference section besides 220 cubicles** and research bay for students to sit comfortably and study. The **college spent 53.25 lakhs** on books and journals during the last 5 years. The vantage position of the library at the centre of the main block with imposing wide doors easily catches the attention of all wisdom seekers and is sufficiently airy and properly lighted. The books are well arranged within the library with magazines and newspapers displayed on the shelves. **The Departmental Book Selection Committees recommend the purchase of books and subscription of journals.**

Automation Software

- **Name of the ILMS Software: Koha**
- **Nature of automation: Fully**
- **Version: 18.11.04**
- **Year of Automation: 2013**
- **Library OPAC can be accessed through the link <http://117.211.100.147:8001/>**

Digital Database and Electronic Resources

- **UGC-NLIST membership, login ID and password for all members**
- **RFID entry** system enabled
- **D-Space software** installed for building institutional repository
- **Fully automated** library supported by Koha,
- Opensource Software and OS are in operation eg: **Koha, D Space, Ubuntu, Debian, Mint-Linux, etc.**
- Complete CCTV surveillance
- **Completely Wi-Fi enabled** and networked
- **22 Desktops for free and fast browsing**
- **Moodle LMS** managed through the library.
- **10 kindles** for e-book lovers
- **Archive** of previous question papers
- **Archive** of flood related documents
- **200 Mbps leased line** network connectivity

Library Facilities

- Library follows an **open access system**
- **DDC (Dewey Decimal Classification)** system
- New arrivals displayed biweekly
- Special display on special occasions, birthdays and death of authors, awards, Booker Prize, etc
- **Orientation to all newcomers and research scholars on classification, cataloguing, indexing and bibliography** preparation.
- **Extended working time: 8AM to 8PM**
- **Turnitin plagiarism checker**
- **Researchers bay** for Ph D, M Phil scholars and faculty
- **Cubicle facility** for privacy and serious learning.
- **Scanning and reprographic facility** available
- Document delivery service
- Overnight book issue (reference books) system in place
- **Unique Competitive examination and Civil service bay** for students
- **Mendeley Reference Manager and Research Methodology training** for students and faculty members.
- **Air-conditioned ICT enabled Library seminar hall** with a seating capacity of 30
- **72 Rare Sanskrit books published before 1930**
- **JAWS software**
- **Book bank** facility
- **PG, MPhil and Doctoral thesis** collection facility

The **browsing centre has an audio facility** to help learning for the visually challenged. Located on the ground floor, the library provides easy access to the PWDs. **RISO- MZ7700-Dual Color Printing machine** is also available in the library.

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

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 10.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
17.69	9.24	10.63	4.14	11.55

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 31.28

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

Response: 794

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 has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

Sacred Heart College has sophisticated IT infrastructure developed and updated regularly, which comprises of computing equipment, server, software and high-speed Internet connectivity. The Institution has taken positive steps in providing state-of-the-art IT infrastructure with periodic assessment of the efficiency of existing facility.

IT Policy

- Ensures and secures all healthy and legal aspects for the usage of the IT Infrastructure from all the stakeholders.
- Makes aware all the stakeholders to follow the ethical usage of the IT Infrastructure and Copyright, Cyber Security, bullying, official email usage etc.
- Covers Hardware Installation Policy, Network Usage Policy, CCTV Policy, Official Email Usage Policy, Website Hosting Policy, Database Usage Policy and responsibilities of the different departments,
- Insists the need for an IT Committee with adequate powers and insists to meet twice a year.
- Covers all IT-related equipment like computing system, servers, software and hardware, facilities like Wi-Fi and CCTV
- Provides instructions and procedures for the usage of hardware, software, Internet and email.

IT Policy Covers areas including:

IT facility

- The policy clearly articulates the provisions for the purchase of IT-related equipment like computing system, server, software and hardware and facilities like Wi-Fi, cyber-security, etc.
- Provides instruction and procedure for equipment/internet /software and email usage policy

Computing facility and Wi-Fi Facility

- The policy has defined the standards for the usage of internet facilities by stakeholders and standards against the misuse of internet browsing facility.

- Guides a well-defined procedure for regular assessment and replacement of computing system.
- 396 computing systems with high-end operating systems are available.
- 76 Wi-Fi access points with 200 Mbps internet leased line facility is available on campus
- 11 Jio Wi-fi hotspots are set for metered connection, 1GB can be used per user per day.
- All the Internet Switches are inter-connected with OFC for experiencing high-speed internet.
- Fully Wi-Fi enabled campus

Cyber-Security

- Microsoft Campus licences for Windows software
- FORTINET firewall is installed for securing connectivity
- Maintaining server logs, Server Backups
- Round the clock CCTV monitoring of Server Room
- Use of Secure Protocols (HTTPS, SSH)
- Use of Official Email Address for communications
- Secure Database for Exam Purposes – Question Paper Bank Database is Encrypted
- Secure login portal for ERP Software
- Individual Login Credentials for Staff and Students
- Licensed Software and Policy to Promote Free and Open-Source Software

Software

- The IT policy insists that the College should follow the developers' software usage instructions
- The Policy promotes Free and Open-Source (FOSS) software
- Microsoft, Autodesk, Adobe, SPSS, etc are licenced packages; Moodle, Koha, DSPACE, Octave, etc come under the FOSS category

E-Governance

Developed ERP software for proper e-governance:

- Included all the activities from student admissions to TC issue.
- Monitoring students' academic progression
- Included exam module and certificate printing
- Question bank automation and Question Paper generation.
- Academic administration module and account management with online payment facility.

Upgrading IT Infrastructure

- IT policy ensures the functional maintenance and upgradation of the IT infrastructure
- Promotes the usage of latest version of software on computers
- Computer systems are upgraded periodically and software, antivirus packages are installed and systems are updated.

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

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

Response: 8:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic

support facilities excluding salary component during the last five years

Response: 48.26

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)

2018-19	2017-18	2016-17	2015-16	2014-15
441	400	349	297	264

File Description	Document
Upload any additional information	View 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:

A well-established infrastructure policy, designed, developed and revised in accordance with the statutory requirements, technological developments, and infrastructure requirements is being implemented in the college under the guidance of the **Governing Council**. A systematic procedure is followed for maintaining and utilizing physical, academic and support facility for providing better teaching and learning environment.

Infrastructure Maintenance Committee

- **The Infrastructure Maintenance Committee** of the College is headed by the Principal; however, the **Bursar** is primarily responsible for providing and maintaining the infrastructure. His responsibility is often shared by the **Vice Principal** and **HoDs** of the institution.
- **The Committee** assesses the general requirements and plan for the upgradation of the infrastructure and is empowered to deal with all the matters pertaining to the acquisition, upkeep and disposal of campus infrastructure.
- **The committee** advises the finance committee to prepare the budget and take into account all possible construction and maintenance requirements for the academic year.
- At the beginning of every academic year, the Principal instructs the departments to prepare a budget and submit to the infrastructure and finance committee.

Maintenance of Campus Infrastructure

- The maintenance activities are overseen by a full time **Supervisor** under the Bursar and is assisted

by **10 support staff**.

- The **HoDs are required to seek the advice and consent of the Principal/Bursar** on matters involving infrastructure.
- **Complaints regarding infrastructure** are recorded in a register maintained in the College office by the **Senior Superintendent**.
- **Out-pass issued by the Bursar is essential for moving the physical assets** out of the campus. He also looks after the day-to-day maintenance of the entire college campus.
- The staff under **Senior Superintendent** performs classroom maintenance, campus cleaning, gardening, plumbing, repairs and maintenance of electrical appliances and hall upkeep, painting and carpentry etc.
- **Three full-time security guards** are responsible for campus security.
- **77 CCTV cameras:** campus is under surveillance to ensure protection for students and faculty.
- All electrical and electronic repairs are attended by the in-house staff.

Maintenance of Academic Facility

Laboratory Facility

- The **HoDs coordinate the upkeep of instruments and equipment in the laboratories** with the assistance of the **Lab Assistant**. They maintain a **stock register** for the equipment used in the Laboratories and submit the same to the Bursar for scrutiny.
- The equipment and instruments are maintained by the lab assistant with the advice of HoD
- Instruments are calibrated and serviced routinely.
- Periodic reporting on requirements of repairs and maintenance are submitted by the HoDs to the Bursar
- **Sophisticated instruments and equipment are under Annual Maintenance Contracts (AMC).**

Classroom Facility

- The HODs are assigned with the responsibility of the smooth functioning of classrooms. **The classroom furniture is checked/ repaired regularly.**
- As **all classrooms are ICT enabled** and technical problems are registered in the **complaint register**.
- When emergency arises, a technical person from AMC team takes care of the problem on real time basis without disturbing the classes.
- The **general maintenance** problems are raised in a complaint register and they are rectified within 24 hrs.
- During vacations, classroom ICT system and general facilities are evaluated and maintained.
- The college has a **well-set mechanism to perform auditing of materials** in different departments, library and instrumentation centre.

Information Technology Facility

- The **IT policy** of the college is meant to support and facilitate all the functions of the college **providing Wi-Fi, Cyber security, Database management and recovery techniques** along with licensed software and highly refined servers for better performance and flexibility.
- The **Lab assistants** under the supervision of the System administrators maintain the computers and related accessories in labs, classrooms and administrative areas.

- **Proper inspection** and verification of stock take place at the end of every year.
- **Annual maintenance** of the hardware and software is carried out meticulously every year.
- The **Website committee** looks after the website. The Webmaster attends to all the issues related to website and is assisted by an external agency.
- The **Central Workshop** takes care of the general maintenance.

Sports Facility

- The **Physical Education Faculty** looks after the various courts and sports complexes on the campus.
- **Periodic reporting** on requirements of repairs/maintenance of all things can be submitted by students/faculty in the **maintenance request-register**.
- Sports equipment is **periodically repaired**.
- **First-aid kits** are always available for any emergency in store room.

Library Facility

- The **library advisory committee and the librarian** look after the maintenance of the libraries.
- Annual stock of books, shelves, computers, and other belongings in the library are monitored and maintained in the library stock register.
- **Library committee** is working for maintaining the optimal functioning and improvement of facilities provided by library to different stakeholders.
- The **regular upgrade** of journals, e-books, books, databases and other facilities are undertaken by library committee from time to time.
- There is a **regular assessment of IT facilities** in the library.

Other facilities

- **Water tanks** are available and maintained for clean drinking water.
- **Fully solar powered campus with 165 KV energy** wheeled to the grid.
- The **Green Cover** of the campus is well maintained. **Gardening and watering of plants are systematically looked after by workers appointed for the purpose.**
- The college maintains healthy ambience through eco-awareness displays like **Plastic Free Campus and Litter-Free Area**.
- **Electricians and plumbers** maintain all electronic and electrical equipment such as lights, fan, AC, Generator, UPS, lifts, intercoms and Batteries.
- **The generator, fire extinguishers and UPS are serviced regularly with internal and external experts.**
- The college has **supply agreement, building insurance plan, insurance against burglary and housebreaking, standard fire and special perils policy (Material Damage) and students' safety package insurance.**

Canteen Facility

- The canteen is maintained by an **external entity** which is on lease but regular checking of canteen facilities and fixing of prices are supervised by the canteen committee.
- The complaints regarding canteen maintenance is registered with **Bursar and Principal**.

Water and Waste Management

- **Operative solid, liquid and waste management systems** available on campus
- **Adequate dustbin facilities** with colour distinctions for the segregation of bio-degradable and non-degradable waste.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 28.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
647	648	665	691	737

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View 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 benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 22.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
584	515	541	521	490

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 84.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
2302	2310	1817	1810	1774

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 16.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	104	163	210	73

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View 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: 47.67

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 388

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
95	43	43	11	14

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

2018-19	2017-18	2016-17	2015-16	2014-15
95	43	43	11	14

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 133

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	29	24	22	19

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

The College Union/Student Council

The College Union/Student Council is an elected body, which is empowered to promote and facilitate all the co-curricular and extra-curricular activities of the college and provide opportunities for the training of students as good citizens.

- **Election to the College Union is held democratically** in conformity with the guidelines and procedures laid down by the College in accordance **with the recommendations of Lyngdoh Committee and MG University for forming student councils.**
- **Election follows the parliamentary system** under the leadership of a senior faculty, appointed as the Returning Officer.
- **The council of class representatives (Student parliament),** formed with two class representatives from each class (one boy and one girl) is constituted every year. This council elects the College Union for that year.
- **Union consists of a Chairperson, Vice-Chairperson** (Female), General Secretary, Magazine Editor, Two University Union Councillors, Two Lady Representatives, Arts Club Secretary, Class Representatives and a nominated Sports Secretary.
- **The elected Union is mentored and guided by Dean of Student Affairs** and two staff advisors, in organizing festivals and conducting Arts and Sports competitions.
- **The council of class representatives meets regularly and share students' ideas, interests and**

concerns with teachers and the management.

- **The Student Council meets once in a month and plans their activities.** Principal and faculty will be observers of the meeting.

The Union organizes various activities like:

- **College Arts Festival “Hridya Sarga Sangamam”**
- Inter-departmental sports competitions
- **Teachers' Day**
- Freshers' day
- **Inter-Religious festivals like Onam, Christmas, Ramzan, Holi etc**
- **Celebrating National or International days of importance.**
- **Flash mobs and awareness rallies on themes of national and social importance**
- Free eye check-ups, blood donation camps, medical camps etc.
- **Preparing the college team for University Youth Festival**

Student Representations

- **Student bodies of each department, and the department Associations organize** various events of the associations. They also prepare the students for inter-collegiate competitions and also hosts inter-collegiate fests and Intra-collegiate competitions. **The inter-collegiate competitions organized under the leadership of Department Associations include:**
- **Tandav** (Commerce Fest)
- **Boom** (Economics Fest)
- **Meraki** (English Fest)
- **Genysys** (Zoology Fest)
- **Flora** (Botany Fest)
- **Ripples** (Sociology Fest)
- **ChemiFest** (Chemistry Fest)
- **Blitzkrieg** (Computer Science Fest)
- **Comhar** (Communications Fest)
- **L'aurora** (French Fest)
- **KANAKEECIA** (Mathematics Fest)
- **Fusion** (Physics Fest)

Representations in Academic and Administrative bodies/ Committees of the institution

Members of the College Union play a vital role in the various administrative and academic bodies of the College:

- **Union Chairman** is a member of Anti-ragging & Ethics Committee, IQAC advisory Committee, Canteen committee, Environment Committee, Exam committee and Library committee
- **General Secretary** is a member of Anti-ragging & Ethics committee.
- **Arts Club Secretary** is a member of arts and cultural & youth festival committees.
- **Union representatives** are members of Internal Complaints Committee, Anti-ragging Committee, Students' Welfare Committee and various clubs.
- **Union members share the dais with the dignitaries during important events in the college.**
- **Students' nominees offer constructive feedback on curriculum, course content, teaching**

learning and evaluation systems etc. in department meetings.

- **Union members bring student grievances to the notice of the college administration.**

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 5

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
6	4	5	4	6

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / 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 other support services.

Response:

The Alumni Association of Sacred Heart College (AASH) functions as a nodal agency for maintaining liaison with the alumni and including them in the development and growth of the institution. It operates through its full-fledged web portal, <http://aashheartians.fourthambit.com> and creates networking opportunities through various activities to foster relationship among alumni, students, faculty and management.

- **Has more than 5000 registered members, spread all over the world**
- Promotes the College vision and mission of “fashioning an enlightened society” and the “holistic

development of the individual”

- **Has international chapters in North America and Middle East, as well as national chapters in New Delhi, Bangalore, Chennai and North East India.**
- Has active alumni groups of sports students, as well as NSS volunteers.
- **An Elected Executive Committee coordinates** various activities of the association.
- **Celebrates the third Saturday of January of every year as “Heartifest” – the Alumni Homecoming Day**

Alumni Contributions

Financial

- **Helped the College in instituting scholarships**, endowments and organizing invited lectures, national/international seminars
- **Offered financial and logistic support** for various programmes and activities
- Raised fund for the annual alumni homecoming day and cultural festival “Heartifest”
- **Contributed Rs 19,72,501/-** during the last five years for various activities, including construction of “Building Space for Excellence (BSE),” the Platinum Jubilee building project of the college.
- **Donated 10 computers, one server and 10 Amazon Kindles** to the college library.
- **Donated books to the college library.**
- **Flood rescue and relief and activities** under the leadership of NSS alumni - SHCNAF (Sacred Heart College NSS Alumni Fraternity). The group was able to mobilize 40 lakhs for relief and rescue activities.
- **Sponsored a lift for the college**

Non-financial Support

Alumni play a significant role in **providing constructive feedback** on various programmes offered by the college:

- their effectiveness and the expectations of the industry
- **the trajectory of advanced research**

Noted alumni are the members of the Board of Studies in various departments and contribute significantly to the curriculum review and revision:

- **to address cross cutting issues** like gender, human values, environment and sustainability,
- **to increase skill development, entrepreneurship development and employability**

Other notable activities/contributions of AASH (2014-2019)

- **Cancer awareness and prevention initiatives** in collaboration with Heal SH (Heartian Extended Arm for Life).
- **Organized an Education and IT Expo** in connection with Heartifest 2016.
- Served as ‘Resource Persons’ in “Alumni Lecture Series”, on soft skill and holistic education.
- Practicing professionals from Alumni group conducted Pre-placement orientation and corporate etiquette training for students.
- **Organized gender sensitization programmes - Genderly Speaking**

- Instituted various scholarships and endowments for needy/meritorious students
- **Launched a Music Band – “Hridayaragam Orchestra”**, first of its kind, under the leadership of **Mr. Jolly Abraham**, alumnus and playback singer.
- **Prepared a Master Plan for the Comprehensive Development of Thevara with Delhi Metro Rail Corporation (DMRC).**
- Other activities undertaken in connection with flood relief:
 1. **‘Stitching Dreams, Stitching Lives’** – an initiative for installing stitching machines & collecting books for children’s libraries.
 2. **‘Oru Kutty, Oru Paathram, Oru Kuttipaathram’**– an initiative for donating kitchen vessels in flood-hit areas in Idukki district.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the institution is reflective of an efficient leadership in tune with the vision and mission of the institution.

Sacred Heart College, Kochi, founded on the CMI vision of education, focusses on the integral development of the individual who can contribute to the nation building process and progress of humanity. The leadership of the College is dynamic and proactive; it designates and delegates responsibilities to the stakeholders for the successful implementation of its educational mission.

Vision

Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God

Mission

To provide an environment that facilitates the holistic development of the individual that enables the students to play a vital role in the nation building process and contributes to the progress of humanity that disseminates knowledge even beyond the academia that instils in the students, a feel for frontier disciplines and cultivates a concern for the environment by setting lofty standards in the ever evolving teacher-learner interface.

The Nature of Governance

A strong leadership, which governs the institution with well-defined systems and organizational structure.

The Management Council

The Management Council meets twice in a year to discuss the important matters of administrative planning and execution and gives effective leadership in implementing them.

Governing Council

The Governing Council is the **highest statutory decision-making body** of the college. The Governing Council meets twice in a year; holds discussions and decides the strategic areas for the development of the college.

Academic Council

The Academic Council is the **highest body which takes the final decision on all academic matters**

particularly on curriculum design and implementation. The Academic Council meets twice a year and reviews curriculum and approves the decisions taken by the Boards of Studies.

College Council

The College council meets frequently to consider important matters and take appropriate decisions.

Staff Council and Departments

They meet regularly to discuss academic and other matters and take appropriate decisions.

Finance Committee

The Finance Committee looks into the financial matters of the College and approves the purchases of the college.

IQAC

IQAC committee takes care of the different qualitative initiatives of the college based on stakeholders' feedback.

Participation of the Teachers

Decentralization of administration is ensured through faculty **representation in the apex bodies like Governing Body, Academic Council and College Council**. Participative administration is evident in **committees like Discipline, ICC, Grievance Redressal, Anti-Ragging, Minority, Sexual Harassment prevention etc.** The nominated members are part of decision-making bodies and involve in developing various policies and procedures.

Perspective Plans

- **The long term and short term strategic plans** of the college are in alignment with the vision and mission of the college.
- **The strategic goals are:** Strengthening Research Activities, Faculty Development & Consultancy, Student Support and Progression, Educational Leadership, Expansion of the Horizon of Knowledge Base and Infrastructure Expansion.
- Both the horizontal and the vertical perspective plans constitute the core of the strategic plan of the institution.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization

and participative management.

Response:

The effective leadership of the college is reflected in the institutional practices such as decentralization and participative management.

The college effectively carries out its administration through a decentralized mechanism. The inclusive and participatory approach in administration promotes an environment of accord and mutual respect which ensures the smooth functioning and development of the institution. **The participative management** enabled the formulation of directives and guidelines which are always in alignment with the academic, and administrative domains.

- **The Management Council** is the apex body which formulates the policies for the College
- **The Academic Council** oversees the implementation of curriculum and syllabus
- **The College Council** implements the policies and looks after the day to day life of the college.
- **The Heads of departments** are empowered to manage the day to day functioning of the department in consultation with the members of the department.
- **The staff members** are included in the decision making process by regular staff meeting.
- **Stakeholder feedback** is collected to make them part of decision making process
- **Inclusion of students** in the governance of the institution through student council and various clubs/associations.

Case Study: Introduction of New Programmes

Objective

In order to effectively make use of the autonomous status for achieving the status of a degree granting autonomous college and one among the best 25 colleges in India by 2024, the institution decided to increase the number of programmes, design new programmes which address the national/international requirements, increase the student size and enhance the infrastructure facilities.

The Process of Implementation

- Discussion at different levels to introduce new programmes in MA Sociology, MSc Environmental Science – 2014.
- Discussions to introduce three new MPhil programmes in Physics, Economics and Commerce – 2015.
- Decision to introduce BBA programme in Management, BCA, and MA in Digital Animation – 2015.
- Introduction of MPhil programmes with new syllabus and curriculum designed in the institution
- Introduction of MA Sociology, MSc Environment Science, BBA, BCA, MA Digital Animation with the revised syllabus of the university.

Participative Management

- **Committees** to examine the possibility of introducing **Three M Phil Programmes** with the syllabi devised by the college; **MA Sociology, MSc Environment Science, BBA, BCA and MA Digital**

Animation with revised syllabi of MG university.

- Inputs from various stakeholders of the college
- **Feedback from industry experts**
- Presentation of draft syllabi in the **concerned departments/BoS.**
- Discussion in the **College Council** and approval
- Approval in the **Academic Council** and forwarding to **Governing Council and University for ratification.**

Decentralization

- The **Management Council under Bursar** developed the infrastructure facilities and recruitment of staff
- **The Library committee** under the leadership of Librarian looked into developing library facilities
- **The IT Department** developed full-fledged computer labs
- **The finance committee** raised finance for the development of academic and infrastructure facilities.

Outcomes

- **8 new programmes addressing local/regional/ national/international needs**
- Introduced field visits, internships, projects, case studies etc.
- OBE course plans to measure course attainment
- Development of infrastructure resources like ICT enabled classrooms, computer lab, examination halls, etc.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Towards the fulfilment of its mission, the college has evolved a mechanism to plan and implement the various programmes and projects. The developmental agenda of the college covers the academic, the administrative and infrastructural aspects and it is drawn through participatory management and implemented with the support of all its stakeholders.

A major challenge in fulfilling the developmental goals of the college has been the lack of space.

Building Space for Excellence (BSE)

With the objective of building more space with state of the art facilities, a project called BSE was launched in 2012. The proposal was to construct a new campus with a built-up area of 2.8 lakh sq. ft. (approx.), to house all innovative and self-financed programmes. Due to coastal zone regulations, the permissions for the construction were delayed by 6 years. The work on the building started in 2018 according to the new perspective plan: vision 2030, and three floors (74,000 sq. ft.) were completed by late 2019.

Planning and Implementation Process

The Core Committee: The Management Council of the college acted as the core committee for the development of the project. The committee made a pilot study by visiting different institutions of excellence. The report was presented before the experts in this area and a master plan was prepared. The committee was also in charge of the selection and approval of the architects and the construction contractors.

Finance Committee: Based on the proposal, a budget was prepared and the finance committee undertook the responsibility of identifying the different sources for financing the project. The committee drew a plan for raising resources with the support of parents, alumni, teachers and other well-wishers. It also studied the proposals of various lenders and selected a banking agency as the chief lender after working out a realistic plan for the repayment of the loan.

Technical Committees: For each aspect of the building and infrastructure facilities suggestions were sought from the stakeholders and professionals. While some were paid consultants, others did yeoman service for the college. Their suggestions were incorporated in the overall design of various facilities.

Outcome: Effectiveness of the project

The combined effort of the stakeholders and the clear vision and planning of the management has resulted in the completion of **phase I** of the project. The new building houses:

- a state-of-the-art 10,000 sq. ft. AC library space, with reading area, research bay,

e-resource centre, browsing centre

- 24 well-appointed class rooms (completed)
- faculty rooms on each floor (completed)
- space for a conference room
- Space for a psychology lab
- Space for administrative offices
- spacious food court (completed)
- modern restrooms on all floors (completed)

Phase II of the building which includes the following facilities is in progress.

- An air-conditioned mini-theatre with a capacity of 260 seats
- Space for two computer labs with a capacity for 150 workstations
- 59 class rooms

- An AC conference hall
- Incubation centre
- Board room.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

The college has a well-defined system to plan and implement its policies and programmes for its smooth and efficient functioning. It consists of **statutory and non-statutory** bodies that **function in accordance with the statues, manuals and policies laid down by the government, the parent university and the governing body of the college.**

The Organization Structure and functions

Management Council consists of members of the trust that runs the college. The council elects one of its members as the manager who appoints the Principal and other staff members of the college. **The Principal is the head of the institution and is responsible for administrative and academic activities.** The management council takes decisions on the strategic planning on the recommendations of the Governing Body and the IQAC.

Governing body, College Council and Staff Council are statutory bodies that take decisions on new programmes, examinations, results, fee structure, scholarships and facilitation of co-curricular activities. **The Staff Council meets once in a month** and takes decisions on the day-to-day administration of the college.

Academic Council and Boards of Studies (Statutory) meet at least twice a year to **prepare/approve the curriculum and syllabus** for new programmes or review the existing programmes, and recommend methodologies for innovative teaching, learning and evaluation.

Internal Quality Assurance Cell advises the Governing Body on matters related to **strategic planning, quality initiatives, infrastructure development, and framing of various policies.** It also takes initiatives in FDP, research and innovations in teaching, learning and evaluation. RUSA board works in tandem with IQAC.

Finance Committee and Purchase Committee (Statutory) prepare the budget for the utilisation of the plan fund for infrastructure development and for obtaining teaching learning resources.

In addition to the above, there are various committees such as the Discipline committee, Consultancy committee, PTA and Alumni Association, SC/ST welfare committee and various clubs and fora. The college has also a special wing for extension and outreach work.

NAAC

COLLEGE BODY	FUNCTIONALITY	OUTCOME
Management Council	Governance, Leadership and Management	<ul style="list-style-type: none"> • Strategic Plan Development • Framing HR and Staff Welfare Policy
	Infrastructure and Learning Resources	<ul style="list-style-type: none"> • Framing Infrastructure Development and Maintenance Policy
	Institutional Values and Best Practices	<ul style="list-style-type: none"> • Framing Environment Policy
Governing Body	Curricular Aspects	<ul style="list-style-type: none"> • Approval of New Courses • Feedback Analysis
	Teaching-Learning and Evaluation	<ul style="list-style-type: none"> • Approval of Projects & Programmes
Administrative Council	Governance, Leadership and Management	<ul style="list-style-type: none"> • Day-to-day Administration
		<ul style="list-style-type: none"> • Review of Activities
Academic Council	Curricular Aspects	<ul style="list-style-type: none"> • Review of Curriculum and Syllabus & Recommendation of new programmes
Board of Studies		<ul style="list-style-type: none"> • Feedback Analysis
		<ul style="list-style-type: none"> • Recommendation of new courses
		<ul style="list-style-type: none"> • Feedback analysis
		<ul style="list-style-type: none"> • Review of Curriculum and Syllabus
Admission Committee		<ul style="list-style-type: none"> • Prospectus for Admission
Examination Committee	Teaching-Learning and Evaluation	<ul style="list-style-type: none"> • Preparation of the Academic Calendar • Examination Manual
Grievance Redressal Cell	Student Support and Progression	<ul style="list-style-type: none"> • Grievance Redressal
IQAC	Governance, Leadership and Management	<ul style="list-style-type: none"> • Quality Policy
		<ul style="list-style-type: none"> • Feedback analysis
		<ul style="list-style-type: none"> • Research & Publication Policy
		<ul style="list-style-type: none"> • Strategic Plan Development
Deanery	Teaching, Learning and Evaluation	<ul style="list-style-type: none"> • Interdisciplinary coordination
Research & Ethics Committee		<ul style="list-style-type: none"> • Research & Publication Policy
Library Committee	Infrastructure and Learning Resources	<ul style="list-style-type: none"> • Development of learning resources & Infrastructure
Finance Committee	Governance, Leadership and Management	<ul style="list-style-type: none"> • Strategic Plan Development
		<ul style="list-style-type: none"> • Infrastructure Development and Maintenance Policy
		<ul style="list-style-type: none"> • Financial Audits
IT Committee		<ul style="list-style-type: none"> • IT Policy
Anti-ragging Committee	Student Support and Progression	<ul style="list-style-type: none"> • Anti-ragging policy
Student Council		<ul style="list-style-type: none"> • Leadership in Student Welfare
Placement & Career Guidance Cell		<ul style="list-style-type: none"> • Student Support Activities
Welfare Committee	Institutional Values and Best Practices	<ul style="list-style-type: none"> • Equity Policy
Internal Compliance Committee (ICC)		<ul style="list-style-type: none"> • Anti-sexual harassment
Environment Committee		<ul style="list-style-type: none"> • Gender Policy
		<ul style="list-style-type: none"> • Environment Policy
Service Learning Wing		<ul style="list-style-type: none"> • Extension Activities

Appointment of the staff

Human resource planning is done annually for both the aided and the unaided sections. The staff for the aided section is appointed **in compliance with the guidelines of the government, and their service conditions laid down in the KER and KSR**. For the teaching faculty, there are three levels of entry into service viz., **Assistant Professor, Associate Professor and Professor**. The non-teaching staff has five different levels and the selection to each level is based on the qualification required and the performance appraisal. **The selection, promotion and the appraisal of the unaided staff are in accordance with the HR policy of the college.**

Policies

The college has well-articulated **policies on Quality, Research, Infrastructure Development and Maintenance, HR and Staff Welfare, Student Support, Environment, Research and Publication, Equity, Gender and Anti-ragging etc.** The policies are published on the college website.

Feedback and Review

The college has a **structured mechanism for collecting feedback from all stakeholders**. The feedback collected is **analysed and used for the review** of existing policies and practises.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The College has effective welfare measures for the faculty and non-teaching staff and avenues for career development. Besides promoting intellectual and professional development, it also offers financial and health support for its employees. Professional development is ensured through periodic training/workshops/seminars. The faculty is encouraged to make academic advancement and supporting staff are encouraged to update their administrative skill to optimize their potential.

Welfare Schemes

Education

- Preference to children of teaching and non-teaching staff for admission in Management Quota.
- Educational assistance to children of economically weak non-teaching staff
- Scholarship to the meritorious children of staff

Avenues for career development/progression

- Incentives up to Rs 2000/- for research publication in peer reviewed and H/Indexed journals.
- Encouragement to aided faculty for FDP/UGC Research Fellowships
- Freedom to attend/organize national/international workshops/conferences
- Leave to attend Summer School Programmes/workshops/Seminars/Conferences in national and International Universities
- Seed money for research
- Financial assistance to attend conferences/workshops/seminars
- Leave for attending an academic programme abroad in a year
- Paid leave for attending one academic programme in a semester
- Paid leave not exceeding two months for completion of Ph.D. for self-financing faculty and staff.
- Paid vacation for two weeks during summer, all holidays including, Onam and Christmas.
- Computers, laboratories, and dedicated space for research.
- Leave to engage in extension and community work.
- One training programme/seminar/workshop not exceeding Rs. 5000.

- Autonomy in academic matters
- Computerized Digital Lab to enhance the use of Digitized Platforms
- Technical training to familiarize with Management Software System

Medical

- Group Insurance for self- financing faculty and staff
- Medical assistance for hospitalization
- Maternity Benefits for women employees.

Financial assistance

- Interest free Loans to faculty and staff to meet emergency situations
- College Credit Society loans up to Rs. 500000/
- Financial support for the construction of houses

Financial Incentives

- Gratuity cum insurance for self- financing faculty and staff
- Benefit Fund for staff members who have been given a permanent tenure.
- Festival allowance of Rs. 1000 yearly
- Annual trip allowance of Rs. 1000 for common trip
- UGC norms in the promotion of Self-financing faculty
- Annual staff picnics, and common celebration of festivals.
- Terminal Benefits in terms of redeployment
- Jobs on compassionate grounds to family members of the non-teaching staff

Other Benefits/Facilities

- Awareness programmes for Non-Teaching Staff
- Free Wi-Fi and email addresses using the institutional domain name
- Staff Hostel
- Post office
- Annual retreat and orientation for teaching and non- teaching every year.
- Gymnasium
- Canteen facility at subsidized rates
- Banking and ATM facility
- Day-care facility for staff children
- Celebration of festivals and National days

Teaching Staff

- The five grades – Tutor/Senior Tutor, Assistant Professor, Associate Professor and Professor & Adjunct Professor
- Promotion based on API based PBAS system
- Performance appraisal for career progression in place

Non-Teaching Staff

- The selection of an employee to a particular grade is decided on the basis of one's qualification, performance and work experience.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 45.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
62	69	47	47	46

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

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

Response: 13.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	13	12	15	15

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

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

Response: 41.14

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
54	64	38	46	42

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college **conducts a systematic internal and external audit every year** to monitor its financial aspects relating to academic and non-academic activities. **Internal audit is held twice in a year, by a committee constituted by the Management Council** for a period of 3 years. The College keeps up the proper internal auditing to fully guarantee that the institutional funds are used carefully. Every department maintains a systematic record of their resources. As a result, inspection of the records is done frequently in person at department level and the suggestions are brought to the authority to rectify them timely. **The Internal audit committee audits all financial transactions of the college, though; they come under the general audit held annually by external agencies.**

EXTERNAL AUDIT

The external audit is **conducted regularly by Chartered Accountants, Deputy Director of Collegiate Education and Accountant General's office.** Financial audits are conducted regularly and separately for the following accounts:

1. Personal Deposit Account

PD Account is regularly audited by the Office Superintendent, its custodians and external auditor according to the provisions laid down in the Kerala State Service Rules for PD Account. The recommendations and changes suggested by the committee are incorporated before the mandatory external audit conducted by the DD Office at the end of financial year.

2. Autonomy Grant

The College internal audit team monitors the effective utilization of the grant. The finance committee of the autonomous grant has an MG University representative (the university to which the college is affiliated) who can monitor the allocation and utilization of the autonomy grant. Moreover, **the external audit report is mandatory for UGC to release the autonomy fund.**

3. CPE Fund

The Planning Board and the Purchase Committee of the college monitor the effective utilization of CPE fund and it is subjected to internal and external audit. **UGC committee also visits the college to physically verify the utilization of the CPE fund** and to issue satisfaction report.

4. XII Plan General Development Grant:

The general development grant was **audited by external Chartered accountant** and was submitted to UGC. The utilization of the grant had been monitored by the internal audit committee.

5. DST-FIST Fund

The utilization of the allocated fund is released through the PFMS system of Central Plan Scheme Monitoring System (CPSMS) and is managed by the committee for the DST – FIST fund. For government funds, audits are conducted as per their norms. **The utilization certificates are verified and audited by the authorized Chartered Accountants.** Audit clarifications/objections if any are resolved immediately and anomalies are cleared with utmost care. There is a transparent and proper utilization of all allocated funds by the college as indicated by the Audit Reports received in the last five years. No audit report has ever raised any major objections to the utilization of funds under any scheme.

6. Jubilee Trust Fund

This is the corpus fund of the college and is used for the purpose of infrastructure development. This fund is **audited by external and internal auditors.**

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 1070.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
334.78	204.97	188.28	176.60	166.25

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Sacred Heart College follows a comprehensive strategy for mobilising funds for its varied developmental goals and to ensure the optimal utilisation of funds generated from various sources.

The college has a mechanism to forecast its financial requirements through annual budgeting; **a well-defined policy on the mobilisation of funds and a system to monitor its efficient utilisation of them.** Based on the budgetary requirements of the various departments and other bodies, an annual institutional budget is drafted by the finance section and is submitted to the finance committee. After proper scrutiny, the committee (composed of the Principal, a representative from Parent University, a nominee of the governing body and a senior faculty member) places it before the governing body and the management council for approval. The management council gives the final approval.

Mobilisation of funds

The college relies on multiple sources for funding its endeavours.

1. **Earned Income (Fixed)** – A major source of income under this category is the fees collected from students. The hostel fee also becomes a major part of the funds earned.

2. **Earned Income (Variable)** – The College raises funds for various activities through manifold sources.

The main sources are:

(b) **Sponsorships** - Various student initiatives including fests are supported by sponsors

(c) **Consultancy services** undertaken by the faculty which include workshops and seminars, training programmes for the students and faculty of other colleges including NET coaching, Business English etc.

(d) **Alumni contributions** also form part of the fund raising strategy

(e) **Rental Income** – The college infrastructure facilities such as the Playground, Computer Lab and Examination Halls are given for conducting examinations, online tests, and recruitment drives by government and public sector agencies on holidays; location for shooting films

(f) **Contributions from individuals and philanthropists** is also a major source of fund and the college has received **INR 1070.88 lakh**

3. **Funding from Government Sources** - Being an aided institution, the college receives financial support from the state and the central governments under various heads. Funds from the state government include the salary of the faculty (aided section), library and maintenance funds. The funds from the central agencies include UGC fund under the **scheme “College with Potential of Excellence”, RUSA fund and Autonomous grant, PG and UG grants, project grants from UGC, ICAR, and ICSSR as well as Research grants from DST** . These funds are mainly for infrastructure development, research.

4. **Other Sources**: include **loans from banks for infrastructure development**. Funds are also raised from corporates, through the endowments and **under the CSR schemes**.

Utilization and Audit

The funds from each of these sources are routed through the finance department and **is audited by finance management bodies mentioned above** to ensure that they are properly and for the purpose for which they are mobilised. **The surplus, if any, is ploughed back into the institutional corpus fund** for providing welfare measures and high-quality academic amenities for the students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

During the post-accreditation period, especially after the grant of autonomy for the college in 2014, **the IQAC has contributed significantly to the institutionalisation of many quality initiatives, and quality strategies and processes.**

Practice I: Faculty and Staff Development Programmes

One major step of IQAC in the direction of ensuring academic quality has been the organisation of professional development and administrative training for faculty and administrative staff of the college. **The IQAC has meticulously planned and completed 69 such training programmes** on varied subjects during the last five years. The programmes had significant impact on the development of subject knowledge, teaching skills and technical skills. The programmes covered areas like research and analysis, outcome based education, social skills, computer skills - word processing, excel, administrative software, office automation, examination software, Python, SPSS, “R” etc. - research methodology, curriculum development, philosophy of autonomy, equity and inclusiveness, research paper writing, intellectual property rights, ICT enabled teaching, mentoring, research protocol and plagiarism, NAAC reaccreditation process – criterion-wise questions and their philosophy, documentation processes and benchmarking – mental health fitness, trauma care, communication skills etc. The IQAC, knowing the significance of these quality initiatives, has institutionalized the practice of offering the FDPs every year.

Practice II Coordination of Extension/Outreach Programmes and Introduction of Service Learning

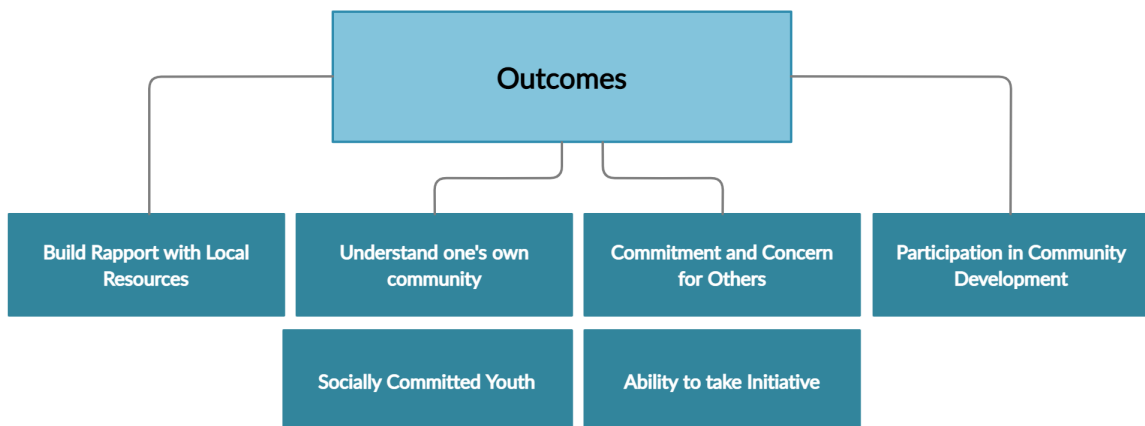
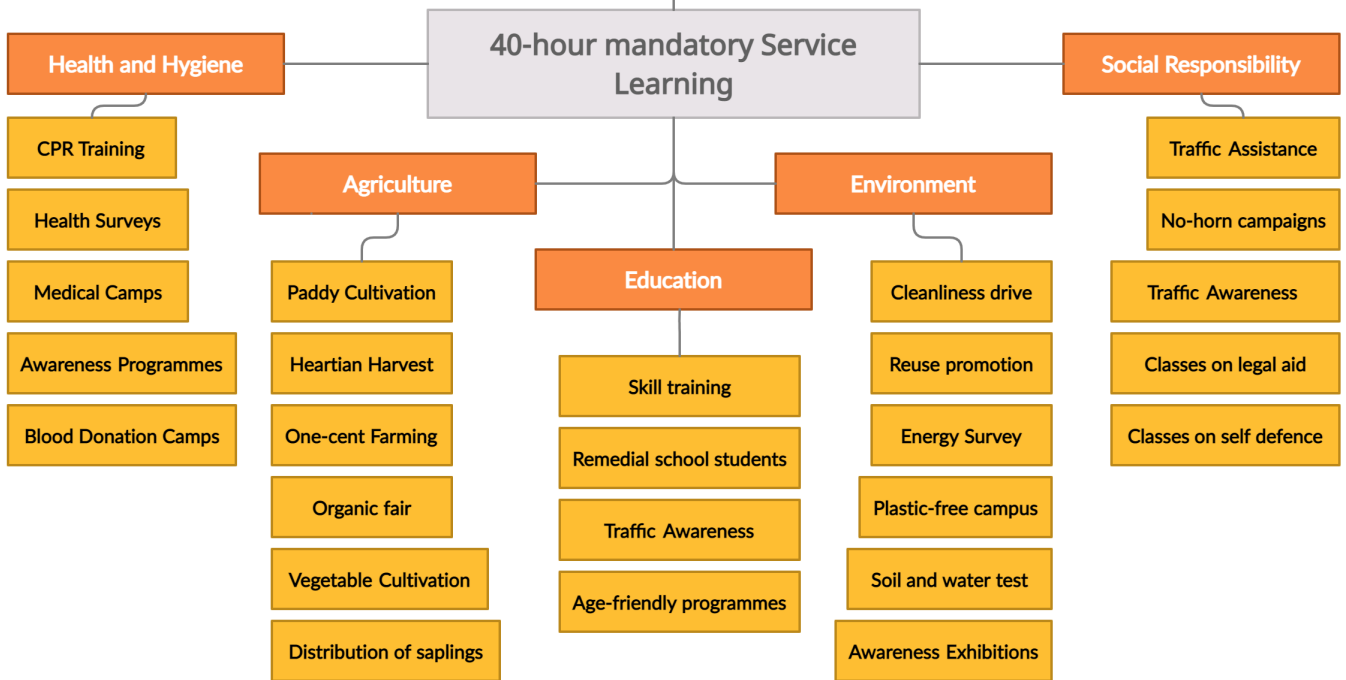
Sacred Heart College’s mission of equipping its students for nation building and serving humanity is clearly evident in its extension and outreach activities. The IQAC has been coordinating the extension and outreach programmes of the college for the past several years. It resulted in the **introduction of 40 hours of compulsory Service Learning** for every UG student. The IQAC coordination enabled the college to carry out hundreds of activities and win several awards from the state government and from other agencies. **HEAL, the umbrella organisation** encompassing - NSS, NCC, YRC, REDCROSS and SWASTI (Women Cell) - and coordinated by IQAC has organised 192 extension/outreach programmes during the last five years. The College won the prestigious Kerala State **Biodiversity Award** for its extension/green initiatives in 2018 and won **Parithisthi Mithra Award** two times. The College has been selected the **Best College, Best Principal, Best Programme Officer, Best Voluntary Secretary**, for its NSS related outreach activities of MG university in 2018. It received the **Encon Energy Conservation Award** twice and the Energy Management Cell received fund for organizing energy awareness programmes in the College.

Heartian Extended Arm for Life HEAL

An Extension and Outreach initiative by IQAC

OBJECTIVES

To provide the students opportunities to develop life skills, managerial skills and creativity
 To familiarize and engage themselves with rural and urban communities,
 To sensitize them to the living conditions of the people in the community.



File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

In order to review the teaching-learning and evaluation process, to examine the structures and methodologies of operations and to redefine the learning outcomes, the IQAC conducted **two Academic Audits** with experts from outside, **five Annual Planning** meetings, supervised **four syllabus revisions**, conducted **three OBE workshops** and **two SWOC analysis** besides several other seminars, workshops and audits.

1.Syllabus Revision and Introduction of OBE

Sacred Heart College with its newly granted autonomous status in 2014, started designing its own curriculum and syllabus keeping the vision and mission of the College at the centre. The IQAC organized several round of in-house discussions and workshops before undertaking the curriculum and syllabus revision. IQAC conducted a two day workshop on **“The Philosophical Framework of Curriculum Design, Evaluation and Academic Mentoring”** with the support of Kerala State Higher Education Council on 19-20 June, 2015 to enhance the capacity of the faculty to frame the syllabi and curriculum. When NAAC and UGC introduced the Outcome Based Education (OBE) in the manual and educational policy, the IQAC organized a **Two Day workshop on “Outcome Based Education”** on 24 & 25 January 2018 and initiated the framing of POs, PSOs and COs. Later IQAC organized a **Two Day workshop on “Outcome Based Education: RBT Model”** with experts from Gnanam School of Business on 26 & 27 October 2018 and started the curriculum revision in the OBE model. Again on May 3&4, 2019, IQAC organized another **“Two Day national seminar on Outcome Based Education”** with the help of the Higher Education Council of Kerala. The IQAC articulated the graduate outcome and listed the core competencies and instructed every department to frame their syllabus according to the Revised Blooms Taxonomy (RBT). The articulation of outcomes and core competencies for each module has been able to bring about a qualitative change in the curriculum and syllabi of both UG and PG programmes.

1.Academic Audit:

The IQAC conducted two internal and two external academic audits during the last five years to institutionalize its quality initiatives. The audits were also meant to ensure academic accountability, to measure the quality and effectiveness of the teaching-learning process and to maximize the output of faculty members as well as students.

1. The Internal Audit: IQAC collected the self-evaluative reports of departments and the evaluative

reports of peer teams and circulated them among departments. This has facilitated the departments to evaluate the quality of their teaching- learning and evaluation process. IQAC's meeting with individual departments resulted in the sharing of the best practices of the college and it helped the departments to benchmark their quality of teaching-learning and evaluation process.

2. **The external audit:** The external audits were conducted with the help of peers from other institutions and with the help of Xavier Board of Education, Bangalore, to ensure the objectivity of evaluation. The audit team examined the evaluative reports of all the departments, held discussions with the departments, faculty, students, non-teaching staff, IQAC and prepared an Executive Summary highlighting the strengths and areas for improvement.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college is highly sensitive to the pressing issues of gender and has taken concrete measures to address them effectively. All the programmes are organised on the basis of annual action plans and their ultimate aim is to achieve Gender Equity (GOAL-5 of the United Nations Sustainable Development Goals (UNSDG)).

Gender Equity and Sensitisation in Curricular Activities

- **The college offers 43 courses** in the curriculum which explicitly address gender related issues.
- There are **specific papers in MA English, MA Sociology and BA English** which deal with gender theories and gender issues.
- **The college has 64% girl students.**
- The college changed its staff appointment policy in 2010 and started appointing women on the faculty.
- **There are 39 women faculty** on the rolls which is 31% of the total faculty.
- Women faculty are appointed in administrative positions such as HoDs, Deans, and AC Members.

In Co-curricular Activities

- **The college organised 48 specific programmes** to sensitise the college community about gender.
- Gender sensitivity is imparted through various programmes organised by clubs and associations.
- **Major committees like Women's Cell (SWASTI), Anti-ragging cell, Internal Complaints Committee (ICC), NSS, NCC, IQAC and the Student Development Office** organise routine programmes on gender related themes.
- The college **conducts gender awareness, anti-ragging and anti-sexual harassment campaigns on different occasions**, particularly during student induction programmes.
- International Women's day is celebrated with talks, discussions, exhibitions etc. Students participate in talk shows, hair donations, sessions on financial security, physical safety, legal security, cyber security and medical awareness.

Other Activities

- **Entrepreneurship promotion initiatives**, social orientations on prevention, prohibition and redressal of sexual-harassment, sustainable menstrual practices
- Personality development programmes for women
- Leadership camp for women students
- **Orientation to students on 'Gender equality'** by experts from Transgender community
- **Awareness on married life, divorce, abortion, drug abuse and healthy food**
- Interactive programme on **human rights for women**

- **Awareness on transgender life**

Facilities for Women

a. Safety and security

- College is **under 24/7 surveillance** with the help of 77 CCTV cameras at all vantage points of the college. This provides security and safety to all students, especially the girl students.
- The entire campus is **guarded by the security personnel round the clock**
- Hoardings, placards and sign boards on the campus to sensitise the students about gender issues
- A female staff/faculty to accompany girl students during industrial visits and field trips.
- **Grievance redressal committee and prevention of sexual harassment committee are in place**

b. Counselling

- **The professional counsellor of the college** provides counselling and conducts various gender sensitisation programmes
- **Effective Mentor-Mentee system** to provide academic and personal counselling.

c. Common Rooms

- **Dedicated common rooms** with chairs and bed are available for girl students.
- Girls who feel sick or uneasiness during the class hours are taken to the campus nurse/ common rooms for girls.
- The Common rooms meant for girl students are equipped with first aid box
- Washrooms of the girl students have **incinerator and napkin vending machine**

d. Day-care centre

- Well-furnished and developed **Day Care centre to accommodate 20 children**

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

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

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**

- 4. Sensor-based energy conservation
- 5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The College has been making very distinctive contributions in the field of environment and sustainability during the last one decade with its conscious effort at guaranteeing the moral, social and legal responsibilities of creating an environment-friendly and sustainable world, devoid of waste and exploitation of nature.

- **The waste management policy** of the College ensures responsible production of waste, waste segregation, storage, handling, transport and disposal.
- **It follows the five “R” principle** of reduce, reuse, recycle, refuse and regenerate
- College is a **plastic free campus**

Solid waste management

- **Biogas Plant:** The major part of the food waste created on the campus is used in the biogas plant to produce renewable biogas energy. This energy is used in the canteen for cooking.
- The food waste is also used for **poultry and piggery**.
- Solid bio-waste is used for **vermicomposting** and the **compost** is used for gardening.
- There are separate bins for **degradable** and **non-degradable** waste in each class room, **Red painted** for plastic and related materials, and **Green** for paper.
- The waste from the various rooms are collected in the **waste segregation centre** and scrutinized for segregation.
- Paper waste is recycled as paper pens (PerPen) in the incubation centre of the college.
- The segregated waste is **sold to an outside agency for recycling**.

Biomedical waste management and Hazardous chemicals and radioactive waste management – Not Applicable

Liquid waste management

- Liquid waste is generated in the wash areas (bath rooms, toilets), labs, canteen and snack area (Foodies' Corner).
- **Wastewater passes through drains** and gets absorbed into the earth midway through the college ground.
- **Canteen wastewater is managed through sedimentation pits** which are cleared periodically and the rest of the water passes into the traditional drain.
- The School of Communications uses a **waste water treatment plant**.

E-waste management

- **MoU has been signed with M/s Aspire Greens**, a government recognized agency to safely dispose of the e-waste
- **Electronic waste, such as batteries and electronic devices, are part of buy-back-schemes and is replaced with new hardware.**
- Camera, CPU, Monitor, Hard Disk, Key Board, LCD Monitor, Mobile, Mouse, Network Rack, Photo Copier, Printer, SMPS, UPS, Cables, Scanners, Fax, Laptops, Servers, Pumps, PCB's, Inverters, Bio Medical Equipment, Refrigerator With Compressor, Bio Medical Equipment, Refrigerator With Compressor, Lead Acid Batteries, Copper Cables, Electrical Switches and other miscellaneous E waste are sold to the agency (Aspire Greens).

Waste recycling system

Measures in place for waste recycling:

1. Papers used for single side printing are utilized for routine printing activities.
2. **Waste paper is put to use for the start-up venture of PAPER PENS (PERPEN).**
3. **Disposables** such as PET bottles, thermocol, paper plates/cups **are not permitted on the campus.**
4. **Steel glasses & plates** stored by the SDO and the NSS unit in their office are used for **common functions.**
5. **MoUs have been signed** with external agencies to dispose of the solid waste in a safe manner
6. Ballpoint pens are put to REUSE by inserting new REFIL and sold at cheaper rate through **HONESTY SHOP.**

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

Sacred Heart College, which is founded on the values and principles of St. Kuriakose Elias Chavara, the great social reformer who fought against the heinous practice of untouchability and other social evils of the 18th century Kerala, **has incorporated into its constitutional culture, the democratic values of cultural, regional, linguistic and communal harmony.** It strives to be an inclusive community by **inculcating the values of secularism, regard for moral values and faith in God.** The college inculcates these values in its stakeholders and set them as the guiding principles of the college. The faculty, staff and students of the college is a cross section of diverse linguistic, regional, communal and socio-economic background.

Academic Inclusiveness and communal harmony

- **Admission to UG and PG programmes** is done according to University and government regulations. There is **special reservation for SC, ST** and other backward communities. Seats are also reserved under **minority, cultural and sports quota**. All eligible **Lakshadweep** applicants are also admitted.
- **Economically backward students** are supported by providing scholarships and thus incorporated into the mainstream.
- **The college has a written policy** which guarantees that no student admitted in the college shall abandon his/her education due to financial difficulties.
- **Admits foreign and NRI students** directly and through **EDCIL of MHRD and other exchange programmes**.
- Besides government scholarships, the college has various **scholarships** to help the needy students.
- **Sports persons and economically backward students** are given free mid-day meal, study materials and stationery.

Cultural, Regional, Linguistic and Communal Harmony

The college celebrates the cultural, regional, linguistic and communal harmony and embraces these diversities by observing the days of cultural and regional importance.

- **Onam**, the cultural feast of Kerala is celebrated with due importance, with cultural show, competitions, cultural pageantry and community meal.
- **Christmas** the Christian feast is celebrated involving all students, irrespective of their faith and they support 200 homeless people on the occasion.
- **Keralapiravi day (November 1)**: It commemorates the formation of the state and the Students' Council organises programmes of regional and local colour.
- **Nationally important days like Republic Day, Independence Day, Gandhi Jayanti, National Youth Day, National Integration Day, Constitution Day etc** are celebrated with due importance by the 3 wings of NCC and NSS.
- **Prayer for peace** is organised on **Gandhi Samadhi day** on January 30th and on **International day of Non-violence** on October 2.
- **Value education sessions** are held by organising annual spiritual renewal for all students, and pro-life seminar for outgoing students.
- **The festival of Holi** is celebrated on the campus.
- **The NCC and NSS units** organise programmes to uphold values of social inclusion, cultural harmony and national integration such as **International Yoga Day**
- **The college organises visits to destitute houses, orphanages, General Hospital wards in Kochi, and prisons.**
- **Food packet collection – Daya** - to feed the inmates of nearby orphanage and destitute houses. This cultivates solidarity, inclusiveness and harmony.
- **The Age Friendly Club** organizes computer and language classes for the elderly.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

Sacred Heart College takes various initiatives to sensitize the students and faculty to the constitutional obligations: values, rights, duties and responsibilities, by organizing many events and programmes. The mission statement of the college itself insists that it should ensure to provide an environment that enables the students to play a vital role in the nation-building process and contribute to the progress of humanity. So the college organized 91 specific programmes besides many other common programmes to inculcate these values in the students and faculty.

Induction Programme: The College begins the sensitization programme every year with the induction of the undergraduate students, where the Principal emphasizes the importance of constitutional duties of all the citizens and the need to transform ourselves into responsible citizens.

Display of constitutional obligations: The College makes use of all the possible platforms such as the **website, Service learning record, teachers' diary, hand book and paper files** supplied by IQAC to disseminate the constitutional values and fundamental duties.

The preamble of the constitution is part of the common course which is taught in all the entire undergraduate programmes.

Independence Day and Republic Day: National festivals like Independence Day and Republic Day are celebrated with ceremonial flag hoisting and parade by the NCC and NSS units of the college invoking patriotic and nationalist fervour in the minds of the community.

Diwali, Ramzan, Christmas and Onam: The College celebrates these festivals to foster secular values among the students and also to create a sense of cultural and traditional ethos.

Constitution Day and Army Day: The College celebrates the Constitution Day and Army Day to inculcate in the students and staff a sense of national and patriotic feeling.

Celebration of Gandhi Jayanti: The College celebrates the birthday of Mahatma Gandhi every year to cherish and follow the noble ideals which inspired our national leaders to fight for the freedom of the country and to inculcate those values among the members of the college community. The National Service Scheme (NSS) of the college celebrated the 150th birth anniversary of Mahatma Gandhi with a three-day mega state level event from 30th September to October 2nd, 2018.

Value Education: Value education is part of academic life at Sacred Heart College. This helps the

students to develop awareness about their obligations, values, responsibilities and duties. This holistic education programmes enables students to express their own values, exercise their freedom of speech and to take the right decision. These classes enable them to develop other- oriented-ness, sensitiveness to fundamental duties and communitarian life.

Besides these, the college also organizes various activities such as,

- **Cleaning of public places**
- **Debate on social issues**
- **Talks on disaster preparedness**
- **Awareness on gender issues/anti-ragging**
- **Armed forces flag day**
- **Pond cleaning drives**
- **Anti-corruption**
- **Surveys**
- **Awareness on public transport/traffic rules**
- **Patriotic song competitions**
- **Air Force Day**
- **Chavara Lecture Series**
- **Age friendly activities**
- **Blood donation awareness campaign**
- **Environment awareness**
- **Campaign against child labour**
- **Navy Day**
- **Book distribution programme**
- **Observation of anti-drug day**
- **Youth empowerment programme etc.**

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

Sacred Heart College takes great care in promoting the national integrity of the nation and upholding the nationalist, democratic, and secular values envisioned in the constitution of India. The college promotes the principle of unity in diversity and instils in the students a democratic spirit which can transcend all the religious, caste, class and regional distinctions and divisions. In order to cultivate these values in the students, the college observes national, international commemorative days, events and festivals.

Independence Day and Republic Day: These two major days in the history of India are celebrated with ceremonial flag hoisting on the campus by the Principal. The three wings of NCC take part in the parade with all solemnity. On both the occasions, the **Principal gives a thoughtful message reminding the students of the national ideals and principles which guided the nationalist leaders during the independent struggle.** The NCC members sing patriotic songs in the parade and the NSS volunteers also join them.

Gandhi Jayanti: The Day is celebrated in the most appropriate fashion in the college proclaiming the **institution's solidarity with the message of the Father of the Nation for a clean nation.** The college conducts an exclusive **cleaning drive of the institution as well as the neighbouring KSRTC bus station, market, housing colony** etc.

Environment Day, Ozone Day, Water day, Forest Week, Tiger Day, Wetlands Day and Earth Day: Environment and sustainability being the forte of the institution, it has been celebrating all the environment related days in the most appropriate manner with **exhibitions, competitions, campaign for a healthier environment, conservation, cleanliness, discussions, talks, seminars** etc.

Swami Vivekananda's 150th Birth Anniversary: The NSS unit of the college celebrated the 150th birthday of Swami Vivekananda with the reading of his famous **Chicago speech of September 11, 1893.**

International Yoga Day: It is celebrated annually on June 21 with the active leadership of NCC and NSS. Common asana sessions, training and awareness programmes etc. are organised on the occasion.

Diwali, Holi, Ramzan and Christmas: The College celebrates these festivals to foster secular values among the students.

Other major national/international days which are celebrated in the college:

The Youth Day is celebrated on January 12th with discussions and debates

World Environment Day is celebrated on June 5th with various programmes

Reading Day is celebrated on 21st June every year with a talk by an eminent literary writer/critic

Armed Forces Day is day celebrated by NCC units with parade and financial collection for Armed forces

Road Safety Week is celebrated with an awareness talk by officials from motor vehicle department

National Librarians Day and Library Week are celebrated with different programmes like display of books, book review, essay writing competitions etc.

The following national and international days are also celebrated on the campus with various programmes such as awareness talks, exhibitions, competitions, campaigns etc:

- **Road Safety Week**
- **No Horn Day**
- **World water day**
- **Elders/Older person’s Day**
- **World Human Rights Day**
- **International Labour Day**

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE I

TITLE OF THE PRACTICE: SERVICE LEARNING

The mission statement of Sacred Heart College emphasises four core values - holistic development, nation

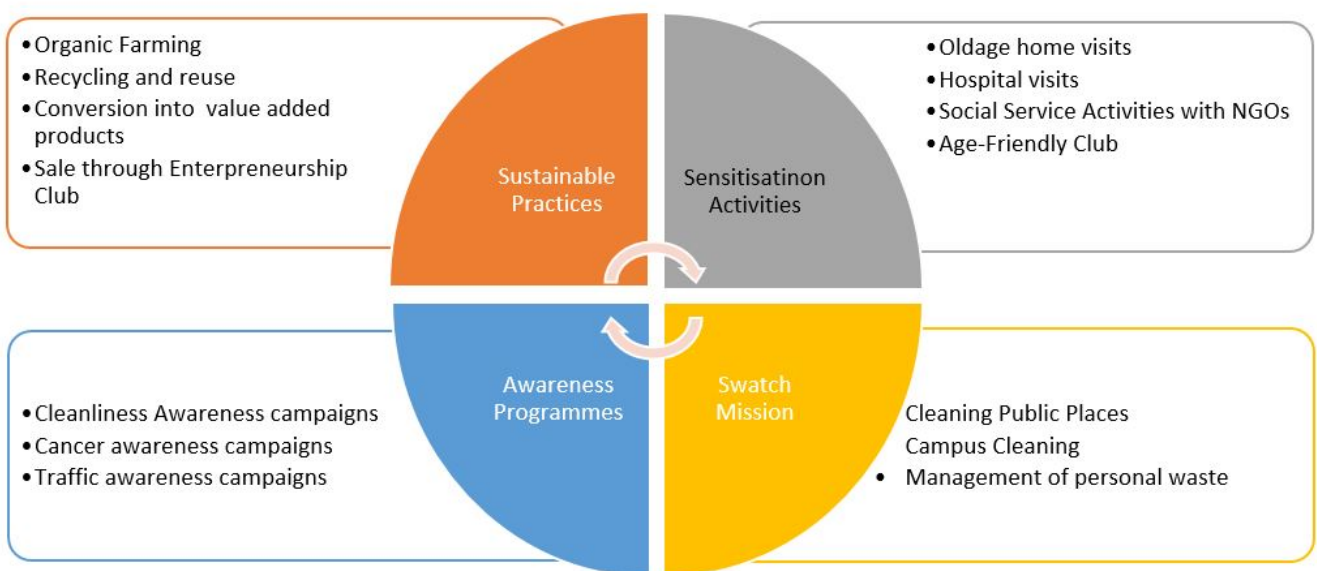
building, progress of humanity, and the dissemination of knowledge. With these objectives the college has designed the programme **Service Learning** for giving training in civic engagement. This sensitising project insists a minimum 40-hour mandatory social service for all the undergraduate students to attain their graduation.

Objectives of the Practice:

1. To instil a sense of social commitment in students
2. To build sensitivity towards fellow beings and the environment
3. To encourage cleanliness and the preservation of the natural environment
4. To assist the local community
5. To enable them to relate the knowledge gained to the real-life situations
6. To encourage physical and mental well-being and to appreciate the joy of manual labour

Scheme				
Category	Duration	Weightage	Credits	
UG Students	40 – 500 hours	1.5 weight for Manual work / Hour	1 Extra Credit	

At a Glance



The Context:

The rapid urbanisation and the rising trend of consumerism are steadily turning the state of Kerala into a feedlot where the young people grow up with little awareness of the human effort behind the items they consume, especially the agricultural products. Similarly, the race for success and self-aggrandisement are turning the youth apathetic towards the disadvantaged communities. As an institution founded on the

Christian values of love and service, the college considers as its mission to instil in the students a caring attitude not only to fellow human beings, especially those underprivileged, but also to all life forms around them. This includes the caring of the environment and sustainable practices in agriculture.

The multi-pronged-programme launched by the college is an exercise in experiential learning. It has taken Sustainable practices, Sensitisation activities, Awareness programmes and *Swatch* mission as its core areas of service.

The Practice:

Sensitisation Drive

The student groups visit old-age homes; destitute/isolation wards and child cancer wards of hospitals periodically.

Community Service

Students bring food packets from their homes, under the initiative titled *Daya*, and the collected food is given to the inmates of nearby orphanages and destitute houses. Another initiative is “u3a” to train the elderly in computer, internet, smart phones, paper bag making etc. Other community services undertaken by the students include family health surveys, mammography clinics, community health camps, traffic volunteering, library cleaning and rearrangement of books, etc.

Awareness Campaigns

Students organise cancer awareness classes with the support of medical practitioners. Periodical health check-up for the detection of cancer and lifestyle diseases, eye diseases, hair donation campaigns, first aid classes etc., are also conducted.

Swatch Bharat

Weekly cleaning drives of public places, including the removal of litter and plastic waste, beautifying vacant lots and creating awareness among the public about cleanliness is an important activity.

Environment Conservation

Used pens are collected, recycled and put them on sale through the *Honesty Shop*. Moreover, paper pens and handicraft items are made from waste paper and sold in the college. Students implemented a project on mangrove protection and has adopted a stretch of degraded mangrove in the nearby area for its restoration and protection, together with mangrove conservation awareness programmes. Campus biodiversity documentation is yet another initiative in this direction.

Organic Farming

To initiate the youth into farming and to teach sustainable agricultural practices to the local community, the college purchased 2 hectares of fallow land in a nearby village, and has been doing organic farming with the involvement of student volunteers.

Evidences of success:

- The sensitisation programmes have been hugely successful as the participants are able to empathise with the aged and the suffering.
- The age-friendly programmes have provided the aged with a sense of independence and empowerment and even find post-retirement employment. It has shown to improve the mental health of both the students and the aged. The programme has won many accolades.
- The swatch project is now being supported by the civic authorities. It has also helped the cultivation of the value of cleanliness.
- The organic farming project has evoked the interest of the local community and the fallow land is now turning into farmland with the guidance of the Service Learning Project.

Problems Encountered & Resources Required:

The students as well as the public were sceptical initially. However as the programme progressed, the enrolment increased and more public support came in terms of human resource and sponsorships. Fitting the programme into the schedule of the semester system was the first challenge. The logistics involved is another. Moreover, raising additional human and material resources remains a challenge.

BEST PRACTICE II

Title of the Practice: SHARE and Research Incubation

SHARE (Sacred Heart Advanced Research Endeavour) is essentially a body formed in the college in 2010 with the aim of promoting a research culture among the students. The body consists of research scholars and research guides of the college and the faculty members with proven record in the area of research. The activities are coordinated by Dean of Research who is supported by the Deans of Science and Humanities. SHARE coordinates the research programmes of various departments by facilitating inter-disciplinary discussions, organising seminars on frontier areas, workshops, paper presentation sessions, as well as by helping them in applying for scholarships/fellowships, patents etc., It also supervises the allocation of seed money for research. Over the years, SHARE has observed that the students who join postgraduate and research programmes do not have adequate initiation into research and that proper initiation should be given to them at the UG and PG levels. Hence, in 2017 SHARE introduced a set of practices called 'Research Incubation' with the intention of improving the quality of UG and PG research projects and thereby providing the students with proper initiation into research.

Objectives of the Practice

- Coordinate the research projects of students by preparing guidelines for UG and PG research projects.
- Give necessary guidance and support to the research supervisors of various departments.
- Facilitate funding through the seed-money corpus of the college
- Provide necessary assistance to those who apply for minor and major research projects funded by external agencies.

The Context

Although the parent university introduced a research project as a mandatory component for fulfilling the requirements for the award of UG or PG degree in the early 2000s, it was not given adequate emphasis by the colleges since very few students pursued research after their Master's Programme. However, since the late 2010s more and more students showed interest in pursuing research after their Master's Degree. This necessitated additional efforts to orient the students towards research. This included cultivating critical thinking habits in the students; train them in identifying a research area; guide them in formulating research problems; and finally help them in preparing research proposal. The concept of "Research Incubation" is the result of a series of deliberations in the SHARE committee meetings and trial and error.

The Practice

Research Incubation under SHARE begins with the selection of the topics for research at the UG and PG levels. In the first stage itself, students are allocated project guides and general instructions are given regarding the procedures to be followed for doing the project work. Each candidate has to keep a project journal in which the candidate has to record the outcome of the meetings with the project guide and it has to be duly signed by the latter. Having chosen an area for research, the students are asked to make a presentation of the proposal before an audience consisting of faculty members and peers. The candidate has to clarify questions regarding the objectives, methodology and outcome and the observations and recommendations by the audience are to be considered while proceeding with the work. After giving them to revise the proposal, a second round of the presentation is held. Once again the finer aspects of the project are discussed and if the proposal is found satisfactory, final approval is given for the continuation of the work. In the third phase, that is, in the final phase of the preparation of the project, SHARE supervises the plagiarism checking process and those which are found to have substantial amount of plagiarised content are returned to the candidates for resubmission.

SHARE also organises a science congress every year in which a competition of the presentation of select PG projects from various disciplines are held. The winners are given cash prizes and a trophy. Moreover, those projects which are worthy of publication are recommended for publication in peer reviewed journals with necessary modifications. SHARE also recommends for seed money from the research corpus for those that are recommended for continued work and publication.

Accordingly, the students have to make presentations of the proposed research work before the faculty members and peers twice and get their approval before they proceed with the work. Once they start the work, they will have to maintain a journal in which they will have to record the progress of the work which is countersigned by the supervisor. The internal assessment marks for the project will be awarded on the basis of the effort put in by the students which will be evident from the journal.

Another initiative by SHARE is 'Heartian Research Meet' conducted biannually to review the progress of the ongoing major and minor research projects of the college. It is also used as a platform to prepare the half-yearly report of the research scholars of various research centres of the college, which is a mandatory requirement of the parent university.

Evidence of Success

Research Incubation has made significant improvement in the quality of the UG and PG projects. The rigorous scrutiny of the proposals encourage the students to write well-structured proposals. Attending the

presentations by seniors gives the junior batches the exposure to research methodology. Another outcome is decrease in the complaints regarding the objectivity of the internal assessment of the project work. Project Journal is an objective document of progress of the work and it comes handy in internal assessment. There has been significant reduction in complaints regarding the internal evaluation of project work. Plagiarism check has made it difficult for the students to copy from secondary sources without acknowledging them. The Research Congress gives the students an opportunity to attend paper presentations by higher level researchers apart from the opportunity to participate in the competition. Since the launch Research Incubation, many students have been able to present papers based on their projects in national and international seminars. A few have also been successful in publishing their papers. Biannual 'Heartian Research Meets' have been successful in ensuring the quality of research of the Ph.D. scholars, as well as that of the externally funded projects, which is evidenced by a steady increase in the number of research publications over the years.

Problems Encountered and Resources Required

One of the major obstacles to the proper conduct of the programme is the paucity of time. Semester system being a roller-coaster ride, gives little time for activities of this kind. Nonetheless, the departments find time outside the class hours, if necessary, for the conduct of presentation sessions. If a candidate is absent on the day of presentation, a special session is called for the conduct of the same. Science Congress sessions and Research Meets are usually held on Saturdays and hence it does not affect the routine work in the college.

Plagiarism checking is often a thorny task as a number of students submit their work in the last minute for plagiarism checking. And if one of these works fails plagiarism check, they do not get adequate time to revise the work. This has led to the non-submission of projects in the past.

- Organisation of seminars and workshops for research scholars require substantial resources in terms of honorarium for the experts and other organisational expenses.
- Seed money given for research projects and prize money given to winners of the competition are areas where the college has to find resources.
- Much of the activities of the incubation programme are conducted outside the class hours. Hence the availability of the faculty time as well as that of the library staff is important for the programme.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

within 1000 words

Response:

Sustainable Environment: Dissemination of a Sustainable Lifestyle

As early as in the 1990s the think-tank of the college began discussing the implications of the fast-paced degradation of the natural environment and it felt that the academies had a role in sensitising the younger generation on the need to conserve nature through individual and collective action. **Accordingly, in its 2005 review of the Vision and Mission statement, the college added to its mission the task of cultivating among the students “a concern for the environment.”** Subsequently, **the college drafted an Environment Policy (the first of its kind in Kerala)** focussing on creating awareness about conservation and the propagation the philosophy “reduce, reuse and recycle”.

In its Environment Policy the college commits itself to the protection of life on the planet (a reiteration of the Green Spirituality of the CMI; reduction of waste in life; thoughtful use of earth’s resources; use of renewable energy, protection and promotion of biodiversity, and entrepreneurial efforts which can provide alternatives to the energy-intensive, resource-consuming technologies.

Over the past decade, the college has made systematic efforts to engage the students with its environment policy through programmes and projects that would inspire them to review their own lifestyle and environmental habits and inspiring others to care for nature through curricular as well as co-curricular means.

Department of Environmental Studies: The Department of Environmental Studies was started in the college in 2016 as a response to the growing need for experts in the field of Environmental Science. **Before offering a Master’s programme, the college initiated in 2017-18, a mandatory add-on course in Environmental Studies for all UG students, the first of its kind in the country.** The Hon’ble Supreme Court’s direction to incorporate a core course on environmental awareness is a vindication of the initiative taken by the college. Apart from the curriculum-based dissemination of environmental awareness, the college has also formed a set of fora for carrying the mission forward.

Fully solar Powered: The College is a pioneer in the field of nonconventional energy generation in this part of the country. ***Mithradham, the non-conventional research centre located in Aluva is an offshoot of this initiative by the college.*** The college has set up wind and solar energy generation units for its own power needs. In 2005, the college installed two on-grid solar-units with 33 KW capacity with an output of approximately 140 units per day. **Now the college produces 155 KW solar power making the college one of the first in Kerala to go for 100% solar.**

Nature Club of the college with its 100 plus members organises various environment sensitisation programmes. **One of the significant projects undertaken by the Club is the conservation of the mangroves in the neighbourhood, which was facing extinction in the late 1990s.** The intervention of the Club helped not only the revival of the mangrove forest in the area but it also evoked public interest in conserving the mangroves. Moreover, the club has acted as the main arm of the extension activities of the college.

Bhoomithrasena (Friends of the Earth) Club works in tandem with the Nature Club. **It focuses on reducing the impact of human activities on the environment.** The activities include imparting training

in sustainable waste management for households, public and private health, periodical cleaning drives, especially, of public places.

Biodiversity Centre: In order to sensitise the students to the significance of biodiversity, the college established a centre in a nearby village, Arayankavu. Being a biological hotspot with a large variety of birds and butterflies, **the centre has become the cynosure of the enthusiasts of ornithology, trekking and taxonomists.**

Agri-club: Kerala is heavily dependent on other states for good grains despite the fact that large swathes of arable land are lying fallow. Taking cognizance of the need to revive farming, the college has taken the lead through its Agri-club to evoke interest among the students in farming and agri-business. For this purpose, the college has established an extension centre with 4-acre land attached to its biodiversity centre at *Arayankavu Thottara Puncha*.

Impact of the Programme:

- **Student Orientation:** With the help of the manifold sensitisation programmes the college has virtually turned **the campus free of single-use plastic, disposable paper cups and plates. The club encourages the staff and students to use public transport and bicycle.**
- **College Community:** The initiatives in generating renewable energy has significantly reduced the monthly energy cost of the college besides reducing the environmental impact of power plants.
- **Community Orientation:** The activities of *Bhoomihtrasena* and Nature club have also drawn a great deal of public attention. It has encouraged the local communities to come in support of the efforts of the students through mobilising material and monetary support. **The organic farming methods adopted by the college team has had a significant impact on the local communities.** After a long interval, the local farmers have started cultivation and revived a good part of the fallow land.
- **Relevance to National Mission:** The various green initiatives by the college contributes significantly to the **national missions such as Swatch Bharat, National Solar Mission, National Mission for Sustainable Agriculture, and the National Mission for Green India.**
- **In Tandem with UN Sustainable Development Goals:** An important aspect of these manifold initiatives is that they are in tune with the Sustainable Development Goals (SDG) of the UN, especially with respect to goals such as **no poverty, affordable clean energy, clean water and sanitation, good health and wellbeing, sustainable cities and communities, responsible consumption and production, climate action and life on land.**

Awards and Recognitions:

For its leadership in creating awareness about environment among the youth, the College has won several accolades including:

***Best Institution for Biodiversity Conservation Award-2017* by Kerala Bio-diversity board**

***Paristhiti Mitra-2016 and 2017* by CEERD, St. Stephen's College, Uzhavoor**

***Best Campus award-2016* by Agri-Horticultural Society**

Best ENCON Club Award - 2015 & 2016

The Principal is the chairman of Organic Kerala; an expert on Social Impact Assessment of development projects of Ernakulam, and Swachh Campus of UGC.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

Unalloyed altruism constitutes the core and cornerstone of the vision of the founders of Sacred Heart College. The centrality of the college in the life of the local community is unmistakable as the latter seeks the guidance, support and sustenance from it. Conversely, the college ensures the optimal use of its resources through such a commensal relationship.

University of Third Age: The institution provides digital literacy to the senior citizens by extending its IT infrastructure and the knowledge resources free of cost after college hours. This is to promote **lifelong learning** and keep the seniors engaged in meaningful activities.

Organic Farming: The College provides space free of cost for the exhibition and sale of organic products in its premises during holidays. College is a member of the growing organic movement, - Organic Kerala Charitable Trust - with the Principal being the chairperson of the same.

Museum: The exhibit-rich museums of the college is open to students from the neighbourhood.

IGNOU study centre: College is one of the finest and most vibrant study centres of IGNOU with over 1500 students enrolled in various disciplines.

Examinations: The institution provides venue for admission tests and recruitment programmes during holidays for a nominal fee.

Sports and Games Academies/facilities: The institution hosts Mercikkuttan Academy for Athletics, SWANTON's cricket club for cricket coaching, SCORELINE academy for football training and THEBASCO for basketball coaching. The local community uses the ground, the jogging track, Gym and basketball court. The Football ground is given free of cost to the local club for providing football coaching to the schoolchildren during the early morning hours.

Venue for Meetings: The institution provides its space free of charge for the meetings of NGOs, Government agencies and public spirited organisation for their meetings.

Location for film shooting: The scenic setting of the college is a sought after location for moviemakers.

CAMPUS for Community: The outcome is the emergence of a friendship network of senior citizens and well placed individuals, now willing to collaborate with the college in creating opportunities for student training, internship and professional mentoring.

Concluding Remarks :

The vision and mission of the college align with the spirit of the national policy on higher education with special emphasis on:

Holistic Development and Nation Building

All programmes and activities in the college are oriented towards the holistic development of its students to churn them into balanced social beings and nation builders. Besides rigorous academic life, the college offers numerous platforms for the students to hone their talents in arts, culture, sports and leadership skills.

Innovation in Teaching and Learning

It is sought through curricular practices such as OBE, mandatory project work at the UG and PG levels, internships, and 'cafeteria' model of electives (PG). Seventy-eight value added courses cover a wide spectrum of skills for value addition. College has endeavoured to provide an immersive learning experience through internships, which prepare them to negotiate the complexities of the real world environment. The examination system ensures stringent standards and fair, transparent and error-free evaluation process.

Fostering the Spirit of Inquiry

Seminars, workshops, and discussions on frontier areas of research are organised by research departments and SHARE (Sacred Heart Advanced Research Endeavour). "Triple-i" – the Industry-Institution Initiative has built a bridge between the Industry and the college for collaboration in research, internship and innovation. Over forty MoU are in force now.

Dissemination of Knowledge

Achieved through a wide range of consultancy and extension initiatives; generating over 30 lakh rupees in the last six years. The fund is pumped back into developing further facilities for consultancy.

Inculcating a Value System among Students

Fairness, self-discipline, dignity of labour, respect for life and self-reliance are some of the values the college strives to inculcate in its students. The extension/outreach programmes under HEAL (Heartian Extended Arm for Life) coordinated by IQAC draws a large number of volunteers. As it is found to be very productive, a 40-hour Service Learning task has been made mandatory for all UG students. The voluntary service rendered by HEAL has been recognised by governments and non-governmental agencies.

Sustainable life

By advocating a sustainable lifestyle and discouraging consumption, disposables and waste-generation, SH strives to reduce its carbon footprint.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.4.3	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>69</td><td>24</td><td>29</td><td>33</td><td>26</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>10</td><td>2</td><td>5</td><td>2</td><td>5</td></tr></tbody></table> <p>Remark : research papers in the Journals notified on UGC CARE website, SCOPUS, ScienceDirect, Springer, ieee considered for which web link has been provided. Journals without ISSN no provided not considered</p>	2018-19	2017-18	2016-17	2015-16	2014-15	69	24	29	33	26	2018-19	2017-18	2016-17	2015-16	2014-15	10	2	5	2	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
69	24	29	33	26																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	2	5	2	5																	
5.3.3	<p>Average number of sports and cultural events / competitions organised by the institution per year</p> <p>5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>55</td><td>46</td><td>54</td><td>39</td><td>33</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>6</td><td>4</td><td>5</td><td>4</td><td>6</td></tr></tbody></table> <p>Remark : Considered only sports & cultural events competition.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	55	46	54	39	33	2018-19	2017-18	2016-17	2015-16	2014-15	6	4	5	4	6
2018-19	2017-18	2016-17	2015-16	2014-15																	
55	46	54	39	33																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	4	5	4	6																	
6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development</p>																				

Programmes year wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
68	64	40	54	46

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
54	64	38	46	42

Remark : Considered FDPs of 5 days & more.

2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations