



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SACRED HEART COLLEGE

SACRED HEART COLLEGE, CHALAKUDY
680307

www.sacredheartcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sacred Heart College is managed by the Alvernia province of the Franciscan Clarist Congregation and enshrines the long-cherished dream of the people of Chalakudy, to have an institution of higher education of women in the vicinity. The dream and vision of our founders – who firmly believed that the noblest service to humanity is fulfilled through the empowerment of women through education, culminated in the establishment of the college. The college, founded in 1980 as a junior college, is a minority aided institution affiliated to the University of Calicut. The college was upgraded to first grade status in 1991. At present, the college offers 9 undergraduate courses, 7 postgraduate courses and 1 five-year integrated course. The institution, located in a serene, semi-urban locale with its lush green campus and well-designed infrastructure provide an ideal ambience for teaching-learning interface and the holistic development of students.

The college was accorded B, A and A+ grade respectively in the three cycles of accreditation.

The college constructed the UGC-funded women's hostel and the self-financing block in 2004 and 2015 respectively. The institution was accorded STAR status by the Department of Biotechnology in 2018. The college infrastructure was renovated after the floods of 2018 with support from the management and staff. 16 SMART classrooms were installed in the college utilising the MP fund in 2020.

The well-qualified and committed faculty constantly update their professional competence by attending FDPs, seminars, webinars, workshops etc. Students are also encouraged to use ICT in the process of learning. The IT facilities available in the college are excellent.

The college has an exceptionally supportive PTWA and Alumnae which contributes to the growth and welfare of the college.

The college gives importance to value-based education which focuses on personality development and social upliftment. The institution upholds humanism and tolerance and helps young women who pass through its portals to shine as 'Light in Darkness' which is our guiding motto.

Vision

The vision of the college stems from the FCC vision of education that is committed to serve the nation and humanity and aims at moulding women who engage in the academic pursuit of truth and the search for righteous living as the supreme task.

Mission

To provide an environment that

- Facilitates the creative scholarship and enrichment of young minds

- **Fostering a spirit of enquiry, harmonising the spiritual and intellectual adventures**
- **Mould competent persons armed with academic excellence, social sensitivity and spiritual sublimity**
- **Equip students with the knowledge and skills necessary for innovative leadership**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **A proactive and committed management with gifted leadership**
- **Highly skilled, qualified and dedicated faculty**
- **Choice based credit semester system (CBCSS)**
- **Service-minded administrative and supporting staff**
- **Spacious, eco-friendly, clean and serene campus**
- **Motivated students**
- **Adequate infrastructure with upgraded facilities**
- **Student representation from diverse sections of society**
- **Accorded Star status by Department of Biotechnology**
- **Value-based curriculum**
- **16 smart classrooms**
- **A large number of scholarships and free ships**
- **Effective mentoring system**
- **Participatory management**
- **In -house counselling services**
- **Strong NSS units**
- **Large number of extension activities**

- Remedial coaching and bridge courses
- Active clubs and associations
- Very good teacher-student rapport
- Student Induction Program
- Active alumnae association and PTWA
- Active career guidance and placement cell
- Well-stocked and spacious library
- INFLIBNET and broad band connectivity for staff and students
- Separate hostel facilities for UG and PG students
- Ramp in self-financing block, in the main building, washroom block and amenity centre
- Student Amenity centre
- Soft skill and life skill classes
- Additional Skill Acquisition Program (ASAP)
- Student Support Program (SSP) for slow learners
- Walk with the Scholar Program (WWS) for advanced learners
- Civil service orientation program
- Entrepreneurial and leadership training
- Effective feedback system
- State-of-the-art conference halls
- Non-conventional energy run campus (solar, biogas)
- National/International seminars/invited talks
- Playground and track

Institutional Weakness

- **Lesser opportunities for research departments due to predominance of self-financing PG departments**
- **More aided PG and UG courses needed**
- **Institutional autonomy has not yet been granted and lack of RUSA funding even though the college has secured 3.55 CGPA in the last cycle of accreditation**
- **Lack of student exchange programs due to scarcity of funds**
- **More national/international collaborations**

Institutional Opportunity

- **Potential to become an autonomous institution**
- **Promotion of start-ups and other innovative measures**
- **International and inter-disciplinary research to be promoted**
- **Collaborations can be strengthened**
- **NET/JRF classes can be initiated**

Institutional Challenge

- **Semi-urban locality with students from rural background and first-generation learners**
- **Low career orientation and ambition among students because of social circumstances and early marriages**
- **Minimal interest in employability among the student community due to social restrictions and other familial reasons**
- **Continued budget reductions by Government agencies for education**
- **Intensive competition from autonomous and self-financing institutions**
- **Improve student intake**
- **More public and academic visibility**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Sacred Heart College is an affiliated college of the University of Calicut and thus adheres to a pre-determined syllabus. However, attempts are made to innovate within these established academic structures in its commitment to providing holistic and inclusive education to its students.
- Streamlining of academic processes like the setting of timetables, division of workloads and administrative tasks are done well in advance of teaching sessions.
- The ICT-enabled and inclusive infrastructure with smart classrooms including a well-equipped library makes it possible for the students to participate in the teaching-learning process.
- The faculty regularly update their subject knowledge by attending faculty development programs, curriculum reviews, and by participating in different decision-making bodies of the University.
- Projects, field visits and surveys conducted by students facilitate experiential learning. An empathetic approach is adopted to educate students on how gender inequalities, neglect of environmental concerns and lack of ethics are obstacles to the growth of the individual and the society.
- Add-on and certificate courses have been introduced to respond to the new and challenging demands of the labour market and society. The Government sponsored Additional Skill Acquisition Program (ASAP) also contributes to skill enhancement of students.
- The Student Induction Program is organised for the freshers to give a more comprehensive information and orientation about the college.
- The strong tutorial and mentor-ward system complements all these pursuits.
- Education is dialogic in our college and feedback is obtained from all stakeholders, compiled, analysed and communicated to the departments and concerned individuals for prompt action. All departments are encouraged to conduct self-assessment to critically reflect on their practices. This approach aids in blending the interests of the stakeholders and the institution.

Teaching-learning and Evaluation

Teaching, learning and evaluation is a dynamic activity fostered in an environment where students are active members as individuals and as members of collaborative groups.

- The average demand ratio is 1:18
- The average enrolment percentage of the programs is 87.4%

- **Automation of admission process from 2014**
- **Strict adherence to reservation policy of the Government**
- **Five-day Student Induction Program and Bridge Course**
- **Delineation of advanced learners and slow learners using marks in previous examinations, entry level tests, assignments etc.**
- **Slow learners are given special mentoring, remedial coaching, personal attention and SSP.**
- **Advanced learners participate in WWS, online certificate courses, and are encouraged to present papers in seminars and conferences.**
- **Student-centric and experiential learning through field visits, internships, project work, community-based surveys, study tours, industrial visits, NSS activities, debates, quiz, add-on courses, tracing local histories/economy, presentation of experiences, manuscript magazines, student notice boards, flood relief work etc.**
- **Faculty use ICT tools for teaching, learning and evaluation.**
- **A strong mentoring system**
- **A professional counsellor is available on campus.**

Evaluation Process and Reforms

The college is affiliated to the University of Calicut and abides by the criteria of internal assessment stipulated by the University.

- **20 % weightage is given to internal assessment and is based on a pre-determined transparent system.**
- **To ensure transparency of the evaluation process, the internal assessment marks awarded to students in each course are notified at least one week before the commencement of the University Examinations.**
- **A well-defined system is in place for dealing with examination-related grievances at the departmental, college and University levels.**
- **The prescribed syllabus outlines the course outcomes.**
- **Teaching plans and methodology designed by faculty by incorporating course outcomes and student input.**
- **Attempts are made to achieve course and program outcomes through tests, assignments, seminar presentations, quiz, debates etc.**

- **Pre-examination revisions are conducted to improve student performance.**
- **The mechanism for evaluation is available in the college handbook/ college website and restated during classes to ensure effective implementation of the internal assessment procedure.**
- **Students' progression to higher education is used as a criterion for measuring program outcomes.**

Research, Innovations and Extension

- **The faculty take adequate measures to ensure quality enhancement in their teaching. The effort taken by the faculty in pursuing doctoral programs, presenting and publishing research papers and books in National, International and Regional levels aid in quality sustenance of the innovation ecosystem.**
- **Despite the pressures faced by the faculty especially with respect to meeting University guidelines, the research output of the institution has recorded a vast improvement since the last accreditation. (45 papers in journals in UGC care list, 36 books/chapters in books/ conference proceedings published during the review period.**
- **The institution provides remote access to research database through INFLIBNET N-LIST.**
- **There are 6 research guides and the institution has received one National award and one State award for research.**
- **Different programs and activities are organised under the auspices of the Departments, the NSS and the Women's Cell to develop an awareness about social realities and have concern for the well-being of the community. The success achieved in the Swachatha Bharat Mission, Unnath Bharat Mission, Social extension activities, Gender sensitisation programs, research to society initiatives have paved the way for instilling humanitarian values which contribute to holistic learning.**
- **Energy conservation campaigns and surveys, training sessions given to parents and local women in association with NGOs, mobile labs organised in neighbouring schools, water analysis for the neighbourhood community after the 2018 floods and visits to tribal colonies are some of the activities organised.**
- **Blood donation camps, hair donation drives, mass cleanliness drives, cleaning of railway station and Government hospital etc during the COVID pandemic period are some of the other extension activities.**
- **Seminars, webinars. workshops, debates, hands-on -training sessions, gender awareness programmes and sustainable development are all geared to sensitising the student community towards social and environmental issues.**
- **MOUs have been signed with driving institute for conducting driving classes for students and**

training has been imparted to Kudumbhashree members in quail farming.

Infrastructure and Learning Resources

- Sacred Heart College is the proud owner of a 26-acre beautiful, eco-friendly campus with five buildings, 43 classrooms, 10 staffrooms, 13 laboratories, 16 SMART classrooms and 11 ICT-enabled classrooms.
- Two hostels, a 6500 square feet auditorium, three seminar halls including one international conference hall equipped with state-of-the-art facilities, a six-acre sports ground, the Principal's office, the administrative office, the Bursar's office, the IQAC, a Centre for excellence, exam cell, guest room, audio-visual room, language lab facility, ramp for differently-abled in the self-financing block, an amenity centre, library, canteen, a fitness centre, counselling room, NSS room, washrooms, pay phone and parking facility covering 20,000 square feet complete the picture.
- The institution has a policy for constant upgradation of facilities to ensure a supportive teaching-learning environment. The adequacy of infrastructure is subject to regular examination keeping in mind the needs of the students and the prerequisites of the departments.
- The classrooms possess the necessary provisions for use of LCD projectors, computers/laptops to facilitate the teaching-learning process. The departments are WI FI-enabled, ensuring facilities for digital teaching and learning.
- The institution has seminar halls with LCD projectors, computers/laptops and internet connectivity.
- Every department has adequate classrooms for teaching both core and elective courses. Well-equipped laboratories ensure smooth functioning of the Science and Computer Science courses.
- The library is a three-storied building with a seating capacity of 140. Full automation was installed from 2009 and has 30 computers. Internet browsing facility is offered at 25 workstations for students. An impressive collection of e-journals is available through INFLIBNET N-LIST.
- A solar grid system is used for harnessing solar power reinforcing the practice of conserving energy resources in the institution.
- CCTVs have been installed for surveillance ensuring safety and security in the campus.
- The college also takes pride in its fitness and sports infrastructure. Outdoor facilities include a 400m 8-lane multi-purpose track, football, basketball, handball, volleyball, ball badminton, shuttle badminton, netball court and cricket court among others. Indoor facilities include a space for karate and yoga. A fully-equipped fitness centre with latest exercise machines is available to students, staff and women in the local neighbourhood.

Student Support and Progression

True to its vision and mission Sacred Heart College has fashioned a fabric of social integration and empowerment through a system of student-centred incentives and financial assistance. Endowments have been constituted by the college in addition to the Central and State government, Higher Education and Calicut University Merit scholarships. Funds like Student's Aid Fund, Santhwanam Fund are in place for supporting marginalised students in continuation of education and to lessen the dropout rate. Fee waivers, fee concessions, free uniforms, mobile phones, grocery etc for COVID-affected students have benefitted students endorsing the college's vision of broadening access to higher education.

- Student grievances are addressed effectively through a three-tiered grievance mechanism. The college also offers in-house counselling services.
- A significant number of graduates from the college are pursuing higher studies in India and abroad. The institution promotes vertical movement to higher education through various provisions.
- The Career Guidance and Placement Cell conducts awareness classes, invited talks and entrepreneurial skill development initiatives. Companies are also invited for recruitment drives facilitating students' placement.
- Soft skills and life skills are provided under the auspices of the Departments, the Women's Cell, the Library and clubs and during the Student Induction Program. Training programs and workshops conducted for preparing dairy products, cake-making, solar kits, LED bulbs, soaps, detergents, sanitisers, perfumes, pain balms and other cleaning materials are aimed at developing the self-employment skillsets of students.
- The institution facilitates student representation and engagement in various administrative and co-curricular activities through an elected student union and representation in IQAC, grievance redressal cell, anti-ragging cell etc.
- The institution has various co-curricular and extra-curricular activities to ensure the holistic development of students. Students actively participate in extension activities through NSS, Women's Cell and Departmental programs.
- A number of cultural and sports events were organised, except during the flood year. Cultural events were organised in the online mode during the pandemic. Our karate team has been winning laurels in the district, University and state-level competitions.

Governance, Leadership and Management

- The leadership of the institution is dynamic and proactive and is committed to implement the vision and mission of the college. The Governing Body meetings are held bi-annually to discuss important matters. Regular meetings of the staff council and departments are convened to discuss academic and other matters. The IQAC is the apex body that oversees all the qualitative initiatives of the institution.

- **The college has implemented various welfare schemes for teaching and non-teaching staff.**
- **Transparency, inclusivity and accountability are ingrained into the governance of the college. Feedback collected from different stakeholders is compiled, analysed and communicated to the respective departments and individuals. The departments and committees are encouraged to make honest self-assessment and to improvise and devise strategies for enriching the teaching-learning process.**
- **A bottom-up model which ensures collective responsibility and decision-making is adopted for the well-being of students and staff. The individuality of students is respected and issues handled with utmost confidentiality. The ambience of the college, the locality and the cultural background of the students have contributed to a strong student-teacher rapport that helps teachers identify the issues faced by students.**
- **The college has a mechanism to plan and execute projects and programs in line with its mission. The agenda for development encompasses academic, administrative and infrastructural aspects and participatory management and stakeholder support in implementation matters. The successful renovation of the college after the floods of 2018 is a classic example of this strategy deployment.**
- **The college Management is designed in a scientific way through a clear demarcation of duties and responsibilities to achieve optimal results. The college has effective welfare mechanisms for teaching and non-teaching staff as per Government stipulations.**
- **Performance appraisal of aided faculty is based on PBAS as mandated by the UGC. Feedback collected from students is given due weightage in assessment of performance. A systematic appraisal system is in place for evaluation of non-teaching staff also.**
- **The college conducts external and internal audits on a regular basis.**

Institutional Values and Best Practices

- **The college being exclusively for women has gender awareness, equity and empowerment inextricably intertwined in its vision and mission. Constant efforts are made especially in classroom spaces to instil a concern for gender equity.**
- **The college has always popularised and promoted a green and sustainable planet as is evident from the greenery, the flora and fauna and the plastic-free environment that welcomes anyone to the 26-acre campus. There are well-established mechanisms to deal with solid waste, liquid waste, E-waste and hazardous waste management along with an operational waste recycling and water recycling system. Efforts are made to build a culture of the 3 'R's (Reduce, Reuse and recycle) in the campus.**
- **The mission and vision of the college upholds the constitutional directives and stands for inclusive education. With its commitment to moulding women who are fully aware of their constitutional obligations, a variety of programs are organised under the auspices of the NSS, Women's Cell**

and Departments. Celebration and observance of days of national and international importance, events and festivals which honour the political, historical and cultural heritage of India is an integral part of the education at Sacred Heart College.

Best Practices

The institution has always believed that the concern for the “other” and the overcoming of the self is the essence of morality. The whole endeavour of cleaning the college and its renovation after the floods of 2018 was an exercise in patience, cooperation, harmony, brotherhood, commitment, hard work, love and humanity.

The college has constantly strived to adopt strategies that work best to advance equity, diversity, belonging and inclusion in the distinct teaching-learning contexts. Practices like cultivating teacher-student rapport, student-student rapport, minimisation of discrimination and according value to individuals are internalised in the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SACRED HEART COLLEGE
Address	Sacred Heart College, Chalakudy
City	Chalakudy
State	Kerala
Pin	680307
Website	www.sacredheartcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Reena Ittyachan	480-2704048	9744140437	-	shcollegecky@gmail.com
IQAC / CIQA coordinator	Shirley Jose K	480-2701159	9846603436	-	shirey.philip22@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	CHRISTIAN
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	21-08-1980			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	21-11-1996	View Document		
12B of UGC	21-11-1996	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sacred Heart College, Chalakudy	Semi-urban	26	22688.08

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	40	35
UG	BA,English	36	Plus two	English	36	16
UG	BA,History	36	Plus two	English	40	33
UG	BCom,Commerce	36	Plus two	English	60	46
UG	BCom,Commerce	36	Plus two	English	60	26
UG	BSc,Mathematics	36	Plus two	English	24	0
UG	BSc,Physics	36	Plus two	English	48	16
UG	BSc,Chemistry	36	Plus two	English	48	16
UG	BSc,Zoology	36	Plus two	English	36	9
PG	MA,Economics	24	Degree	English	15	2
PG	MA,English	24	Degree	English	20	8
PG	MCom,Commerce	24	Degree	English	20	20
PG	MSc,Mathematics	24	Degree	English	17	17
PG	MSc,Physics	24	Degree	English	12	11
PG	MSc,Chemistry	24	Degree	English	12	12
PG	MSc,Zoology	24	Degree	English	10	10
PG	MSc,Computer Science	24	Degree	English	12	9
PG	Integrated(PG),Psychology	60	Degree	English	30	13

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				4				32			
Recruited	0	0	0	0	0	4	0	4	6	26	0	32
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				30			
Recruited	0	0	0	0	1	1	0	2	1	29	0	30
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	2	11	0	13
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	0	13	0	13
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	3	0	3	9	0	15
M.Phil.	0	0	0	0	1	0	0	5	0	6
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	2	0	3
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	0	0	0	2	35	0	37
UG	0	0	0	0	0	0	0	0	0	0

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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	767	2	0	0	769
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	186	0	0	0	186
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	33	31	28	30
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	20	20	11	15
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	220	198	172	199
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	174	173	158	148
	Others	0	0	0	0
Total		447	423	370	395

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is affiliated to the University of Calicut and adheres to the prescribed syllabus. Scope for academic flexibility is limited and thus there are limitations to offering multidisciplinary courses. The open courses and complementary courses are interdisciplinary in nature. The college is all set to offer such courses if it is granted autonomous status. The college has adequate infrastructure to offer such courses in the long term. Courses that contribute to curriculum enrichment are one of the components of the perspective plan of the institution. The college is already running value-added and add-on courses in various disciplines.
2. Academic bank of credits (ABC):	Opening the Academic Bank of Credits is an endeavor that can be implemented subject to granting of autonomy to the institution. University affiliation severely limits the options for students' freedom in choosing their courses and academics. Currently, students and faculty can use the library website for enrolling in online courses like SWAYAM and MOOC.
3. Skill development:	The college already offers add-on, value-added, and capability enhancement programs to impart additional skills like soft skills, life skills and entrepreneurial skills. Plans have been formulated for offering more skill addition courses in the near future and will be implemented in a phased manner. Proposals for collaborations/MOUs for skill development are part of the perspective plan of the institution. MoUs are made with KELTRON & C-DiT, Government of Kerala to conduct skill development programs for students on the basis of NSQF Levels.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Value-based education is inextricably intertwined with the vision and mission of the college. Indian culture and thinking have been incorporated in the value education syllabus. Value orientation classes are handled by faculty during the allotted hour every week in which emphasis is given to Indian value systems. Plans have been formulated to integrate Indian knowledge systems. The knowledge centre (library website) facilitates student/staff enrolment in MOOC and SWAYAM courses. The upgradation of ICT facilities in the college provides a supportive environment for attending online courses.

5. Focus on Outcome based education (OBE):	The college is affiliated to the University of Calicut and follows the outcomes prescribed by the University. The revised syllabus of the affiliating University prescribes the program outcomes, program-specific outcomes and course outcomes for all programs. In the next academic year, the institution proposes to formulate its own course mapping structure especially if autonomy is granted. In addition to the conventional methods, outcomes are measured using a variety of other techniques.
6. Distance education/online education:	The institution has excellent facilities for integration of IT into the teaching-learning and administrative processes. The faculty rose to the challenges of education posed by the pandemic and refashioned its teaching strategy. Wi-fi enabled departments, smart classrooms, well-equipped computer labs facilitate effective ICT teaching. The Knowledge Centre, a digital repository is used to share information, notes, and power point presentations. The college has its own You Tube channel which is used as a platform for uploading recorded classes of the faculty. The faculty are equipped with digital competence by attending training programs/MOODLE to handle online education.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
389	382	382	369	370
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	16	16	16	16

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1067	1135	1178	1206	1169
File Description		Document		
Institutional data in prescribed format		View Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	94	93	99	92

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
398	448	399	437	394

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
68	68	68	66	66

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
68	67	67	65	65

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 46

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
68.23	188.56	362.07	131.56	109.1

4.3

Number of Computers

Response: 148

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Sacred Heart College is affiliated with the University of Calicut and follows the syllabus as mandated by the University. Innovations within the predetermined academic structures is attempted to emphasise on the holistic advancement of our students.

- Streamlining of academic procedures is executed well ahead of the teaching session through timely preparation of timetables. allotment of workload and allocation of general duties to the staff.
- The choice-based credit semester system (CUCBSS) has been implemented effectively in UG and PG programmes. Details of various programmes, courses, syllabus, weightage of external and internal exams and E-Resources contributed by the faculty are made available informally as well as through the college website.
- Departmental action plans are submitted to the IQAC at the beginning of the academic year. The staff council, timetable and workload committees support this whole process.
- Faculty prepare course plans according to course outcomes at the beginning of each semester within the broad framework proposed by the University.
- The mechanism of maintaining a teacher's diary with monthly monitoring by the IQAC ensures effective implementation of the curriculum.
- The college handbook is distributed to the students and faculty and contains all pertinent information including the calendar of internal exams. The University Academic Calendar provides the necessary structure for this handbook.
- Webinars/seminars, workshops, hands-on training sessions, industrial visits, quizzes, debates etc are organised regularly thereby ensuring the fulfilment of course outcomes and making learning more student-centric.
- Faculty use ICT-enabled tools to deliver the course and programme outcomes in a comprehensive and more efficient manner.
- The state government-sponsored Walk with the Scholar programme and Scholar Support programme deal with advanced and slow learners respectively. This is supplemented by the informal mechanisms adopted by the institution to address the learning outcomes of the students.
- The extensive infrastructure of the college with well-equipped laboratories, multi-media library, audio-visual rooms, avant-garde seminar halls, smart classrooms and broadband connectivity aid the whole process.
- Resources like INFLIBNET N-LIST, Library and Knowledge Centre website, assist the whole procedure.
- Feedback regarding the curriculum is communicated to the university through the faculty who are members of the Board of Studies and other academic bodies.
- Besides the academic programmes, the College also offers UGC add-on courses like Quail farming and Communicative Skills, add-on courses like Computer Inter-faced Physics Experiments, Water Analysis, Diploma courses like GST and Sales Tax, and Certificate courses like Office automation,

Human Rights and Duties Education, Mathematics for competitive examinations. These courses impart the necessary life skills aid in improving their employability quotient.

- The strong tutorial and mentor-ward system complement the curriculum transaction. Focused interactions and interventions (both internal and external) in academic and non-academic matters contribute to fostering the academic health of the students.
- The institution quickly adapted to online teaching-learning during the Covid pandemic by streamlining classes through digital platforms.
- The institution adopts an empathetic approach and attempts to improve the social consciousness and spiritual sublimity of students.
- A robust feedback system is in place to incorporate the suggestions by concerned stakeholders.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

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

Response:

- **Since Sacred Heart College is affiliated to the University of Calicut, it adheres to the University Academic Calendar. To ensure the smooth functioning of academic and non-academic activities, the institution sticks to the schedule delineated by the University for teaching, examinations, semester breaks, and vacations. The college also prepares its own calendar of academic activities and events at the beginning of the academic year.**
- **Student Induction Programmes organized for the freshers every year are used as the platform to reinforce the aforesaid information in a more comprehensive manner.**
- **Regular meetings are conducted by the Principal with the heads of the departments, individual faculty, and the entire staff including non-teaching staff to implement the activities as per schedule.**
- **For the conduct of the continuous internal assessment, the schedule for internal exams and teaching sessions are prepared by the teaching faculty according to the timeline as mandated by the University and the college calendar.**
- **The college has a full-fledged examination cell headed by the Chief Superintendent of**

Examinations. Tentative dates for Internal Examinations are fixed in consultation with the IQAC and the Internal Examination Committee. Centralization of exams is adopted to instill seriousness among students regarding their performance. The timetable is prepared by the Internal Examination Committee at the commencement of each semester. The timetable is displayed on the notice boards.

- Timely completion of syllabus and timely conduct of internal exams are suggested through an academic timeline. The committee can take decisions to reschedule the internal exams in emergency situations. (Kerala floods of 2018 which caused extensive damage to college infrastructure and campus)
- Special classes were/are engaged by faculty to complete the syllabus especially to compensate for the loss of working days due to the floods.
- Time limits are set for the faculty to value answer scripts and the marks are recorded and submitted to the Principal.
- Criteria for assessment are shared with the students and they are informed well in advance about deadlines for submission of assignments, presentation of seminars, and project reports.
- Additional guidance for students is made possible by the mentor-ward system for which special hours or free time is utilized.
- The grievance redressal mechanism addresses the lawful grievances of the students with respect to marks obtained in the internal examinations. Opportunities for re-tests are afforded in genuine cases.
- Learning is made continuous by encouraging students to incorporate the suggestions for improvement by the faculty and multiple assessments are made in order to give students the chance to succeed.
- Student engagement in cultural events, project work, fieldwork, excursions, trips, social service, and philanthropic activities also form an integral part of CIE.
- Carving a niche for collegiate events like freshers day, talents day, arts festival, sports day, and celebration of festivals like Onam and Christmas are extremely important and the Sacred Heart Calendar bears testimony to this fact.
- The college constantly strives to shape socially sensitive and academically excellent women of the future.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 17

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

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

Response: 33

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	12	5	4

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

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

Response: 19.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	222	449	194	151

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

1.3 Curriculum Enrichment

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

Response:

The institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum.

- Sacred Heart College is committed to the development of the total person and firmly believes in the inculcation of self-discipline social sensitivity and spiritual sublimity among its students. The college organizes a number of programs to instill values, gender sensitization, leadership skills,

environment awareness, professional ethics, and a code of conduct among the students.

- The revised syllabus of the University has incorporated the audit courses like Environment Studies, Disaster Management, Human Rights, Consumer protection, and Gender Studies which is been offered in different semesters.
- Value Education classes are held once every week for all students. A prescribed syllabus that encompasses all the above issues is followed and an examination is conducted towards the end of the academic year.
- In addition, faculty engage classes for all students on a pre-fixed day every week on varied topics which helps in the holistic development of students.
- A code of conduct is prescribed for students which are made available in the handbook provided to them.
- Life guidance classes are conducted by the institution to equip students to face the challenges of life.
- The college constantly endeavors to integrate the vision and mission into the curriculum mandated by the University.
- Gender sensitization programs, Human rights awareness talks, Environment sustainability, lectures under the auspices of the different clubs, Women's Cell, NSS, and the departments.
- Observance of important days like World Environment Day, International Women's Day, Nagasaki Day, and National Integration Day help in instilling a sense of nationalism, patriotism, environment consciousness, gender sensitivity, and sustainable development.
- The Career Guidance cell offers the 'Civil Services Orientation Program completely free of cost, by tapping the skills of the faculty.
- Knowledge of legal literacy on Women's rights and women-friendly laws is a regular and permanent component of the unwritten syllabus of the institution.
- Inculcation of human values is inextricably intertwined with the ethos of college through various activities organized under the 'Heart to Heart' initiative and through forums like the Septuagenarian Club.
- The floods of 2018 which caused irreparable loss to the college and the herculean challenges of restoration in its aftermath was an exercise in co-operation, harmony, commitment, love, and humanity. It was a kind of 'learning by doing' and schooled the students and staff to handle adverse situations and learn the modalities of minimal living, adjustment, and mental and physical preparedness.
- Blood donation camps, collection of funds for the disadvantaged sections of society, campaigns for collection of items & donations for flood relief are regularly organized to tap the social responsibility & sensitivity of students.

- The green protocol is strictly observed in the form of a Plastic-free campus, Eco-friendly surroundings, Segregated Waste Management, and Solar – powered administrative offices.
- Seminars, Workshops, Webinars, and Conferences are all aligned to the achievement of the aforementioned cross-cutting issues.
- Rigorous implementation of professional ethics is ensured by making students cognizant of proper referencing while submitting assignments, presenting seminars, and preparing projects.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

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

Response: 4.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

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

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

Response: 36.08

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

Response: 385

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

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 80.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
395	370	423	447	404

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
532	499	500	512	505

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

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

Response: 53.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	43	55	61	44

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Learning levels of students are measured by the teachers by making background academic probes viz: Plus Two marks/ marks obtained in the previous examination, entry – level tests, assignments, tutorials etc. This forms the basis for delineating advanced learners and slow learners.

Learner – specific teaching methodology addressing the requirements of the students are discussed and adopted.

ADVANCED LEARNERS

- Skill development and software- based learning
- Value – added courses like GST, Office Automation, Mathematics for Competitive Examinations etc.
- Encouragement to present papers in seminars and conferences.
- Achievement – linked incentives and awards.
- The state – sponsored Walk with Scholar (WWS) programme.
- Motivation to participate in inter – collegiate competitions/events.
- Recommendation of advanced reading material in relevant topics.
- Opportunities for micro-teaching and individual presentations in class.
- Incentivising students to take up Massive Open Online Courses (MOOC) and SWAYAM courses.
- Career and goal- oriented counselling.
- Participation in proficiency addition activities.
- Interaction sessions with eminent personalities.
- Peer learning and discussions.

SLOW LEARNERS

- Bridge courses
- Peer group learning
- Remedial coaching
- Special Mentoring
- State – sponsored Student Support programme (SSP)
- Personal attention
- Oral exams
- Follow – up tests
- Providing notes and simple books for easy understanding.
- Bilingual explanation to make learning easier in case of difficult topics.
- Additional learning material like question banks, University question papers etc provided.
- Self – motivation programmes.
- Services of a Professional Counsellor to address learning disabilities and other factors adversely affecting learning capabilities and environment of students.

- Constant interaction with parents regarding student progress.

STRATEGIES FOR ALL LEARNERS

- Regular home assignments
- Career guidance sessions
- Language Competency Programmes like the UGC aided Add – on course in Communication Skills.
- Training in interview and group discussion skills
- Personality development programmes handled by life skill trainers.
- Career counselling by Placement cell
- Basic computer skill training on demand
- Impetus for reading through observation of reading week and rewards given to the best performer.
- Library resources like Knowledge centre, INFLIBNET help all learners to widen their knowledge horizons.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 16:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Experiential learning is the process of learning by doing. The institution attempts to engage students in hands – on experiences and reflection so that they are able to connect theories and knowledge learned in the classroom to real – world situations.

Community – based experiential learning

- NSS activities
- Activities organised under the auspices of the Heart – to – Heart initiatives of the college.
- Service activities conducted by the clubs and subject associations.

Course – Embedded experiential learning

- Study tours organised by Departments
- Industrial visits
- Field trips
- Project – based learning
- Debates, quizzes, Essay, painting, Poster competitions enhance learning.
- ICT – enabled teaching – learning methods, WI-FI enabled classrooms, E- learning resources.

Designed learning experiences

- Add – on courses offered by the Science Departments (Quail farming, Soaps and detergents making, Water Analysis, Computer Interface, Physics Experiments, Making of LED bulbs, Hands on training in dairy products, Technical Writing using LATEX etc.
- Surveys conducted in association with Governmental agencies.

Participatory Learning

- Brainstorming sessions
- Case Studies
- Community Surveys
- Consultation with Specialists
- Tracing out local histories / local economy
- Practical demonstration
- Presentation of experiences
- Participatory – discussion
- Role plays (Languages)
- Group text reading
- Think, Pair, Share
- Manuscript magazine
- Student Notice Board
- Student Induction Programmes

Problem – Solving Methodology

- Students' representation in Students Union
- Students' representation in IQAC
- Celebration of national festivals and other campus events entrusted to students
- Participation in NSS camps
- Flood relief volunteer work
- Massive cleaning – up operation in the college after the devastating floods of August 2018
- The floods helped students to cope with crisis situations and adjust to limited facilities in the aftermath
- Participation in rallies, marches and dharnas.

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

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

Response:

The college is equipped with cutting- edge ICT tools in order to foster futuristic learning and simplify the teaching experience.

- Wi-fi enabled departments
- Interactive Smart boards installed in majority of the classrooms.
- Centre for Excellence with computers and broad band connectivity.
- Computers, laptops and projectors in the departments and classrooms.
- Encouragement to students and teachers to try new ICT methods.
- Power Point presentations by faculty to enable interactive learning
- IQAC has organized FDPs to train teachers in Learning management systems like MOODLE (Modular Object – Oriented dynamic learning Environment)
- A number of faculty have utilized their expertise for development of e-content.
- Digital library makes online content accessible to the whole college community
- Remote access is made available to students and faculty to global educational resources.
- Knowledge Centre, a digital repository is used by teachers to share notes, power point presentations and references.
- All teaching faculty possess an account with the N-list digital resources of the library.
- Encouragement to faculty and students to take up MOOC courses.
- 100% usage of ICT tools in the post – COVID scenario.
- Google Classroom, Google Meet, Teachmint, WhatsApp groups are used for sharing of notes, assignments, reference material, conduct of tests, quizzes, debates etc.
- Well – equipped computer labs with audio, video facilities.
- Telephonic conversations and e-mails used by faculty to connect with students.
- The college has its own You Tube channel which has 4.44k subscribers.
- Recorded classes are uploaded on YouTube regularly, especially for students with limited access to smartphones.
- YouTube links, e-books, e-resources, and videos are utilised to enhance the quality of lecture delivery.
- Computer labs are used by faculty of Computer Science, Physics, Mathematics, Economics & Commerce Departments.
- Teachers use ICT for performing routine tasks like uploading of internal marks, record keeping, basic information searches and other administrative duties.
- ICT tools like OBS, Kdenlive, Handbrake etc are utilized by the Computer Science departments.
- A mobile attendance app was installed by all faculty in their mobile phones.
- Interactive software apps like Google Colab, Pydroid 3, Q Python etc – are used to give the hands – on experience to students for courses like Computational Physics.
- Language lab facilities are availed of by students across all streams.
- Listening and speaking tests of students of Open course in English are also conducted using the

above mode.

- The Department of English use the Audio-Visual room for film and drama screening and power point presentations in selected topics.
- Language Departments use the facilities provided in the language hall for screening of films and videos etc.

Faculty are gradually adapting to and updating their teaching skills using ICT.

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

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

Response: 22:1

2.3.3.1 Number of mentors

Response: 49

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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: 101.21

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any 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:** 25.88**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	19	20	13

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any 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:** 5.19**2.4.3.1 Total experience of full-time teachers**

Response: 353

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Sacred Heart College is affiliated to the University of Calicut and abides by the criteria of internal assessment stipulated by the University.

- 20% weightage is given to internal assessment
- Internal assessment is based on a pre-determined transparent system involving written tests, classroom participation based on attendance in respect of theory courses and lab involvement/ records attendance with respect to Practical courses.
- Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.
- For internal evaluation of theory courses the components are – Test paper 40%, Assignment 20%, Seminar 20% and Classroom participation based on attendance 20%.
- For test paper marks at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken.
- To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course are notified on the notice board at least one week before the commencement of the external examination.
- There is no chance for improvement of internal marks.
- The course teachers shall maintain the academic record of each student registered for the course which shall be forwarded to the University by the Principal.
- Internal Assessment should be completed two weeks before the last working day of the final semester.
- Teachers ensure that students are aware of the internal assessment evaluation criteria by discussing them informally in the classrooms to maintain transparency and robustness.
- The evaluation and grading criteria are also made available in the college handbook distributed to the students.
- Some departments distribute handbooks to students containing all information relating to the course.
- Continuous evaluation is made using the University criteria as per academic calendar.
- Performance of students is recorded in the mark books and submitted to the Principal as prescribed in the academic calendar.
- The students' progress is also recorded in the progress cards and submitted to the Principal every semester.
- The progress cards are signed by the parent/ guardian during the Department – wise PTWA meetings organised regularly.
- Students are asked to record their signature in the internal mark books. The mark books are crosschecked by the Head of the Deaprtments and the Principal.
- Students who are unable to attend internal exams submit assignments on time on genuine grounds are given a second chance .
- Internal exams are planned well in advance and conducted adhering to the time schedule except in emergency situations.
- Dates of the internal examination are also communicated to the students well in advance to enable them to prepare for their examinations.
- Course-embedded skill enhancement in certain courses are evaluated by conducting suitable test.
- The Science and Computer Science Departments have practical courses inbuilt into their curriculum which focus on problem solving skills using ICT skills and software.

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

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

Response:

Sacred Heart College is an affiliate college of the University of Calicut and adheres to the guidelines set by the University in the conduct of internal and external examinations. University examinations are held at the end of each semester and external evaluation carries 80% of marks.

A well-defined system is in place for dealing with internal / external grievances.

- Class tests, Assignments, Projects and seminars form the basis of internal assessment.
- Internal examinations are conducted as per University norms and communicated to the students well in advance.
- Evaluation is done by the faculty within the time line suggested in the academic calendar.
- The corrected answer scripts are distributed for verification by the students.
- Students are given freedom to express their grievances to the faculty dealing with the course.
- If the student is not satisfied, the grievance is referred to the class – in – charge or the Head of the Department (at the departmental level).
- For lab courses, the marks / grade scored by the students for each experiment is indicated in the observation record.
- For assessing quality of projects, the evaluation is done by the HOD and concerned teachers.
- The end examinations for the laboratory and projects are conducted with external examiners appointed from other colleges as decided by the University.
- At the College level, the grievance redressal cell operates to address any complaints by students.
- Redressal of grievances at the University level like queries relating to results, corrections in mark lists, other certificates issued by the University are handled by forwarding such queries through the college external examination cell.

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:

- Sacred Heart College is affiliated to the University of Calicut and adherence to the prescribed syllabus is ensured.
- The program and course outcomes of all disciplines are provided in the syllabus.
- Care is exercised to ensure the syllabus is displayed on the college website.
- Sincere efforts are made by the faculty to design teaching plans that effectively incorporate the COs and POs within the broad framework of the prescribed syllabus.
- Student diversity is taken into account while formulating teaching methodology.
- The syllabus, assignments, and seminars are given to the students at the beginning of each semester.
- The practice of publishing and distributing handbooks that contain the syllabus and all pertinent information is present in the case of some departments.
- Faculty who serve as members of the Board of studies communicate to the University any suggestions/recommendations with respect to modification in course outcomes or syllabus.
- Scope for academic flexibility is limited since a prescribed syllabus is followed. The paucity of time and the unwieldy syllabus also act as constraining factors.
- The pattern of internal assessment and external examination, the model of project work, and its mode of evaluation are provided in a detailed manner in the syllabus.
- The college deputed teachers for workshops, seminars, conferences and faculty development programs as an enrichment to them to attain the COs and POs.
- The college also invites successful alumni for interactions with students and teachers during specific events and this is used as a platform for sharing how their courses helped in shaping their career helping them to align better with specified course outcomes.
- Learning objectives are communicated through different means like syllabus and Principal's address to students and parents.

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

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

POs & PSOs are assigned with the help of COs of the relevant program through direct evaluation process. It is measured through University exams, internal exams, assignments, seminars, surprise tests, and open book tests. etc., The faculty records the performance of each student on each PO. Remedial coaching is also provided to slow learners to achieve the desired progression

AVERAGE ATTAINMENT IN EVALUATION PROCESS:

- Results in University exams are given 80% weightage and internal assessment is assigned a weightage of 20%.
- Students enrolled for add-on or certificate courses are evaluated by the college itself. Students' knowledge and skills are also observed against measurable COs throughout the year.
- Focus is given to improving student performance through remedial coaching, mentoring, and referring underperforming students to the professional counsellor.
- PTA meetings are utilized as a forum for understanding and discussing any issues faced by the students in their homes. House visits are also made to make a realistic assessment of the background of the students when deemed necessary.
- Sincere attempts are made by the faculty and management to address any serious issues and impediments faced by the students in performing and realizing COs and POs.
- The head of the institution and faculty constantly strive to motivate students. Motivational talks and alumni interactions are organized to upgrade performance and, in the process, realize POs
- Measurement of POs is also done by analysing student progression numbers to HEIs and job placements.
- Seminars, workshops, training programs, project works, inter- departmental & interdisciplinary activities, and co-curriculars supplementary the entire process

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

2.6.3 Average pass percentage of Students during last five years

Response: 88.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
303	413	368	396	363

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

2020-21	2019-20	2018-19	2017-18	2016-17
394	452	400	438	396

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.68	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of endowments / projects with details of grants	View Document
List of endowments / projects with details of grants	View Document

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

Response: 8.82

3.1.2.1 Number of teachers recognized as research guides

Response: 6

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

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	9	9

File Description	Document
List of research projects and funding details	View Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

The institution attempts to create an ecosystem for innovation by contributing to the social, cultural, and scientific enrichment of society. Innovation enhances the standard of education as it induces the students and faculty to adopt a better way of thinking to solve problems. Despite the challenges faced by the college, especially the massive floods of 2018 the institution has spared no efforts to provide a climate for maximization of the potential of students. Programs organised by the Science streams are geared towards inculcating knowledge, imparting problem-solving skills, and boosting critical thinking. The arts stream activities facilitate deeper intercultural understanding and lay the groundwork for a civically engaged life. Inclusivity and gender conscientiousness are also ensured while conducting such programs. All these activities/programmes are organised with the prospective plan of bringing them under the Incubation centre which is operational at present, but needs to become full-fledged in the near future.

Lab to Community

Sacred Heart College creates a scientific temper and develops the right attitude towards the utilization of natural resources both within and outside the campus. The college initiates activities in the local community like water quality analysis, production and distribution of soaps, cleaning liquids, sanitizers, pain balms, training in the preparation of dairy products, and training in LED light making. Eco-friendly sensitization programs, health, and hygiene practices are all part of the knowledge transfer to the local community.

Skill Development Initiatives

Women empowerment is the focus of the college, and a number of skill development activities are organised to equip students with skills that can foster financial independence and improve self-esteem.

Societal Interface

The research projects, seminars/webinars, workshops, training programs, invited lectures, doctoral theses, and governmental projects are for the benefit of society.

Gender Space

Women are accorded topmost priority in all efforts to fulfill the vision and mission of the institution. The clubs and cells engage and tap students' talents and creative and productive potential.

Nation Building Agenda

The realization that women contribute significantly to nation-building is reinforced through the commemoration of national days like Gandhi Jayanthi, Independence and Republic Day, Women's Day, Constitutional Day etc.

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

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

Response: 59

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	12	13	7	7

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

3.3 Research Publications and Awards

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

Response: 2.67

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

Response: 16

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

Response: 6

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

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

Response: 0.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	9	10	1

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

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

Response: 0.54

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	5	1	3	1

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

3.4 Extension Activities

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

Response:

Sacred Heart College has always attempted to inculcate social consciousness among students by providing them with ample opportunities to work among the people. Different programs are organized under the auspices of the departments, NSS, Womens' Cell, and clubs to develop an awareness and knowledge of social realities and have concern for community well-being. This has helped students to engage in creative and constructive social action.

Energy conservation campaigns and surveys, training sessions provided to parents and local women in association with NGOs like KILA, mobile labs organized in neighboring schools, water analysis for the neighborhood community after the 2018 floods, visits to tribal colonies, and setting up of library, etc has created an understanding among students about the community they work in and identify their needs and problems. Distribution of cleaning materials and kits in flood-affected areas as well as among flood-affected students' families, cleaning and sanitization of Government hospital and railway station premises during the COVID pandemic, etc has aided students in developing the capacity to meet emergencies and natural disasters and gaining skills in community participation.

Blood donation camps, hair donation drives, construction of houses for the underprivileged, mass cleanliness drives, awareness creation on safe driving, etc in the community have definitely helped students to learn skills in mobilizing community participation. Celebration of days of national importance like World Environment Day, Anti-Narcotics Day, International Women's and Men's Day, World AIDs Day, National Integration Day, Ozone Day, Hiroshima and Nagasaki Day, Swachh Bharath Pakhwada, Yoga Day, International Day for Elimination of Violence against Women, World Youth Skill Day, Teachers Day, observation of Gandhi Jayanthi, World Soil Day, etc provides rich and meaningful educational experiences in addition to practicing national integration and social harmony.

Visits to old age and children's homes and training to Kudumbashree members in English language,

the Septuagenarian Forum, training in quail farming for Kudumbashree members, and providing help to people in the form of ‘Sannadha Sena’ during crisis situations has not only helped students in honing their problem-solving abilities but also in effectively utilizing their knowledge in finding practical solutions to individual and community issues.

Seminars, webinars, workshops, debates, conferences, hands-on training sessions, gender awareness programs, and sustainable development under the auspices of the different departments, Womens' cell, and clubs are all geared towards sensitizing the student community to social issues and contributing to their holistic development. The value education classes and other invited talks organized in the institution have gone a long way in molding students into responsible, socially, politically, culturally and environmentally sensitive individuals.

The classrooms are used as a platform for inculcating social sensibility among students by the staff when they are encouraged to collect funds and other materials for the needy. Occasions like Christmas and Onam are utilized for instilling a sense of compassion and empathy in less privileged sections of society.

The institution has succeeded not only in moulding students who are academically competent but are also armed with ethical principles, social sensitivity, and spiritual sublimity.

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

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

Response: 1

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

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

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 98**3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	35	7	16	17

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 68.25**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
700	1393	387	663	761

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/**

internship per year**Response:** 23**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	3	2	3	1

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response:** 0**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

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 constantly updated its physical facilities to facilitate teaching and learning through latest tools and technology.

History of Infrastructure at Sacred Heart College

- Foundation stone of the Science block laid in 1981
- Inauguration of basketball court in 1994
- Inauguration of college auditorium in 1996
- Inauguration of Library block in 1997
- Inauguration of Audio-visual wing in 2003
- Foundation stone for Silver Jubilee Memorial Chapel and UGC-funded women's hostel in 2004
- Inauguration of 400 meters and 8-lane track in 2004
- Inauguration of new college canteen in 2005
- Inauguration of Centre for Excellence in 2005
- Inauguration of UGC-funded hostel in 2006
- Inauguration of Multimedia and Animation technology lab in 2009
- Inauguration of renovated Fitness Centre in 2009
- Inauguration of Audio-visual room, students' amenity centre and day care centre in 2010
- Construction of new self-financing block in 2015
- Reconstruction and renovation of ground floors of main block, self-financing block, library block, women's hostels, auditorium, Principal's office, administrative office, Centre for Excellence, Physics, Chemistry, Zoology and Computer Science labs, garden after the devastating floods of 2018
- Inauguration of Luminous International Conference Hall in 2020

Physical Infrastructure

Academic/Teaching Learning Infrastructure

The institution attempts to provide a conducive environment for teaching and learning by offering a blend of physical and digital mediums.

Classrooms

- 43 properly ventilated classrooms with comfortable seating and fans
- Spacious classrooms in the main block in the ground floor and self-financing block
- 16 SMART classrooms equipped with interactive boards and overhead WI-FI enabled LCD projectors with roll-down screens
- 11 digitally-enabled classrooms with LCD projectors

- Departmental libraries

Library

- Two-storey building with a seating capacity of 140
- Fully automated from 2009
- 30 computers with 5 for office use and 25 for browsing
- E-journals subscribed through INFLIBNET N-LIST and DELNET
- A good collection of books, journals and magazines
- Reading areas in the ground floor and the first floor
- Question bank facility

Administrative Infrastructure

- Principal's Office on the first floor of the main building
- Solar-powered administrative office on the first floor of the main building
- Centre for Excellence (Computer Centre) on the first floor of the main building
- Bursar's office on the ground floor of main building

Warden's offices (Hostels)

Warden's offices are located on the first floor of the 2 hostels

Academic/Student Support Infrastructure

- A 6500 square feet auditorium
- Guest room with state-of-the-art facilities on the ground floor of main building which also doubles as a room for conducting staff council meetings
- The IQAC office near the reception
- Counselling centre
- Student Amenity centre
- Canteen
- Exam cell
- Store
- NSS office
- Ramps for differently-abled in self-financing block, main block, amenity centre and wash room.
- Two womens' hostels
- 10 staff rooms
- 12 laboratories
- 148 computers distributed between the different departments, administrative offices, centre for excellence, library, IQAC etc
- Audio visual room on the second floor
- Language lab/B Com lab facility
- Sports Infrastructure
- Open gym and fitness centre

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

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

Response:

Cultural infrastructure

The auditorium serves as a venue for cultural activities like Arts festival, Freshers Day, College Day, Onam and Christmas day celebrations. It also serves as a space for send-off ceremonies, PTWA meetings and other formal programs. The ample space available in the auditorium is utilised for yoga, karate sessions, value education classes, exhibitions, blood donation camps, hair donation drives and practice for cultural activities. The main stage has a seating capacity of 15 and the mini stage a capacity of 6. The auditorium is equipped with LCD projector and sound system.

The open tiled area in front of the library is used for staging a variety of cultural events. The meadow area in front of the auditorium is a venue for sports, mass dance mashups, flash mobs, Onam celebrations, union festivities.

Conference Infrastructure

There are 3 main seminar halls, one on the first floor of the main building adjacent to the Principal's office, one on the second floor of the library block and an international conference hall in the ground floor of the main block. These halls are utilised for conducting seminars, workshops, training programmes, invited lectures, activities of departmental associations, NSS activities, Principal's meet, Xavier Board meet, personality development classes, external value orientation talks. They also serve as a venue for conducting interviews for appointment of new faculty, promotion of permanent faculty and NAAC Peer team visit.

Sports and Health Infrastructure

The institution provides good sports facilities and fitness centre for the all-round development of students. Students are given training in sports and games especially cycling, karate, and tennis. Sports players are provided incentives like refreshments, travel allowance and tracksuits. The Physical Education Department conducts Annual Sports Meet where students are encouraged to participate in marchpast, drill and all other competitions. The Department also hosts University level cycling competitions and karate competitions. The following are the facilities available for sports and games especially after the college playgrounds were inundated with water after the floods of 2018 and the sports and fitness equipment and athletic tracks were damaged to a great extent.

- A 400 meter 8-lane multipurpose track
- A 400 meter cycling track
- A 40m*20m handball court

- A 13m*10m kabaddi court
- A 30m*10m tug of war court
- A 32m*14m basketball court with gallery
- A 32m*14m netball court
- A 23.77m*10.97m tennis court
- A 14m*6.10m shuttle badminton court
- A 13.4m*6.3m ball badminton court
- An 18m*9m volleyball court
- Two 13.4m*6.3m sepak takraw court
- A 12.2m*5.5m tennikoit court
- A 28m*16m kho-kho court
- Outdoor gym
- Yoga facility in auditorium
- Physical fitness centre

Coaching, especially for cycling, karate and tennis is given using the services of external qualified coaches. Awareness is also given about health and physical fitness to students and faculty. International Yoga Day is observed every year in the college. The fitness centre and the 400 m athletic track facilities were open to the local women though these had to be suspended after the floods of 2018 and the onset of the COVID pandemic.

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

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

Response: 69.57

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 32

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

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

Response: 49.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.46	155.04	351.39	43.27	34.87

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

The new library of Sacred Heart College was inaugurated on 8th October 1997. The library is located in a separate three-storied building very close to the main building with a total area of 1684.62 sq.mts. It has a seating capacity of 140 divided between two floors and provides a conducive environment for study. The library was fully automated in 2009 with LIBSOFT library management software and currently uses Koha ILMS software, version 22.05.02.000. Routine activities like cataloguing, circulation, renewal of books, information retrieval, membership creation, gate entry scanning etc. are done through this software. Bar coding of books and unique member ID creation are done for speeding up the circulation of books. The books are classified using Dewey Decimal classification. The library collection has more than 25500 books including text books, reference books, book bank, journal bound volumes etc. along with 63 periodicals and a few national dailies. This collection covers a whole range of subjects like Zoology, Botany, Physics, Chemistry, Mathematics to Arts subjects like Economics, History, Politics, Commerce, English Literature along with General books, Fiction and non-fiction books. Library subscribes to INFLIBNET N-LIST which provides access to 6000+ e-journals and 199500+ e-books. The library also has access to several e-resources through DELNET.

Library has installed D Space institutional repository software and has access to Urkund plagiarism detection software. Free internet service is provided in the library and currently 25 PCs have been installed for students to access online resources and 5 computers are available for office use. The library also provides current awareness service, selective dissemination of information, reference service, new arrivals display, reprographic service, OPAC (Online Public Access Catalogue) service, question bank facility etc. CCTV surveillance is available both inside and outside the library premises. The library has an exclusive website of its own named 'Library and Knowledge Centre' which provides useful information and

resources to students and faculty. The library commemorates Reading day and observes Reading week in June/July to incentivise students to use the library resources and top users are rewarded. The Readers forum of the library arranges several programmes and competitions for students. Librarian gives library orientation classes for fresher students during the student induction program to educate them about library usage. The floods caused irreparable damage to the ground floor of the library in the form of extensive loss of books, periodicals, computers, furniture etc. All the dissertations, CD ROMs, DVDs and around 1000 reference books were completely damaged during the floods. The Library Advisory Committee with the Principal as Chairman, Librarian as Secretary, Department Heads as nominated members, function as an important body to take decisions on collection development, policy matters, services, facilities and other matters related to the library.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 1.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.3623	0.75978	1.77997	0.52897	3.41041

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

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

Response: 7.84

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

Response: 89

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT facilities in the institution is constantly upgraded to facilitate the teaching, learning, evaluation and administrative activities. The college has a comprehensive IT policy that has been formulated with the aim of achieving accessibility, inclusivity, security and ensure legal and appropriate use of IT infrastructure provided in the campus. A secure e-supported environment is guaranteed through guidelines on utilisation of IT resources. The policy applies to technology administered by the college centrally, or by the individual departments or by individuals of the college community. The policy applies to stakeholders on-campus and off-campus and to all resources like network devices, internet access, data storage, documentation facility, official e-mail services etc. Infant steps towards installing IT infrastructure were taken when the audio-visual wing was inaugurated in 2003. The college website and multimedia facility were inaugurated in 2004. The multimedia lab and animation technology lab were set up in 2009. The audio visual room was set in motion in 2010. The biometric punching system for staff was installed in 2017. Students' biometric attendance system was introduced in June 2018 but discontinued later. The

website of the library and knowledge centre was launched during the same day. The floods of 2018 wreaked havoc and caused extensive damage to all computers and networks on the ground floors of all buildings which housed the Computer Science Department, laboratories, classrooms, Principal's office, Bursar's office, administrative office, Centre for Excellence, Physics and Chemistry staffrooms, classrooms, laboratories and library. IT facilities were gradually reinstated painstakingly with the unconditional support of the management. Rising to the challenges of COVID-19 and the sudden shift to online teaching and learning, the college revisited and refashioned its IT policy and took the necessary steps to upgrade its IT facilities. The smooth transition to online modes of learning can be attributed to the updation of digital technology and provision of internet access to all departments. All computers in the campus are connected to LAN. All academic buildings get wide and wireless network that allow students and staff to log on to the internet at any point of time. Currently there is a total of 148 computers and 11 WiFi routers. Internet facility is provided to all workstations with 40 mbps BSNL lease line connection and 200 mbps rail net. The internet connection to users is secured with individual username and password. All workstations are secured with licensed anti-virus facility additionally supported by firewall facility to block any unnecessary content, monitor and track browsing activities. 16 SMART classrooms were installed with the help of the MP fund. In addition, there are 11 ICT-enabled classrooms, The administrative office has 10 computers while the Centre for Excellence and library have 11 and 5 computers each. Majority of departments have 1 or 2 computers each. The college has its own YouTube channel for telecasting both academic and non-academic programs. CCTV surveillance is installed at all strategic points in the campus. The college has plans to continuously upgrade its facilities to enhance the digital learning experience.

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: 7:1

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: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 50.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
38.08	62.64	111.15	88.42	69.62

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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:

An established infrastructure policy is in place which is devised, revised and implemented keeping in mind the statutory requirements, the infrastructural needs and technological upgradation. The policy is executed under the guidance of the Governing Council. Maintenance, utilization of physical, academic and support facilities is ensured through a systematic procedure with the prime objective of providing an environment conducive to teaching and learning.

Infrastructure Maintenance Committee

- The Principal is the head of the Infrastructure Maintenance Committee. Primary responsibility for providing and maintaining infrastructure is vested in the Bursar who is assisted by the Vice Principal and Heads of the Departments.
- The Committee is empowered to make assessment of general requirements and planning for infrastructural enhancement. All matters pertaining to acquisition, maintenance and disposal of infrastructure is also dealt with by the committee.
- The Finance Committee is advised by the Maintenance Committee in budget preparation and the probable construction and maintenance requirements during the academic year.

- The Principal instructs the departments to make a list of their requirements and submit to the Infrastructure and Finance Committee at the beginning of the academic year.

Maintenance of Campus Infrastructure

- The responsibility for overseeing maintenance activities is entrusted to the Bursar who is assisted by support staff.
- Complaints relating to infrastructure are recorded in a register maintained in the reception.
- The Junior Superintendent with the help of the support staff is given the task of classroom maintenance, gardening, campus cleaning, plumbing, repairs and maintenance of electrical equipment, upkeep of conference halls, painting, carpentry etc.
- Advice and consent of the Principal/Bursar is sought by the HODs on all infrastructure-related matters.
- Two full-time and one part-time security guard is responsible for campus security.
- CCTVs have been installed for safety of students and staff.
- In-house staff deal with all electrical and electronic repairs

Maintenance of Academic Infrastructure

Classroom Management

- The responsibility of classroom maintenance is assigned to the HODs and class teachers. Students are instructed to keep the classrooms clean under the supervision of class teachers. The classroom furniture is checked and repaired regularly.
- Any technical issues related to smart and digitally enabled classrooms are registered in the complaint register.
- In emergency situations technically qualified external experts solve issues.
- General maintenance issues are also recorded in the complaint register and time-bound action is taken.
- A well-established mechanism is in place to conduct auditing of materials in the departments, library etc.
- Evaluation and maintenance of ICT facilities and classrooms are done during vacations.

Laboratories

- The upkeep of lab equipment and instruments is coordinated by the HOD with the help of the lab assistant. A stock register is maintained for this purpose and submitted to the Bursar for scrutiny.
- The primary task of maintaining such equipment is entrusted to the lab assistant with guidance from the HOD.
- Routine calibration and servicing of instruments is conducted.
- The HODs submit requirements of repairs and maintenance periodically to the Bursar..

Information Technology Facility

- The IT policy is geared towards fostering and facilitating all the functions of the institution like providing WIFI, computers and laptops, cyber security, database management and recovery methods with licensed software and refined servers.
- Inspection and stock verification takes place at the end of every year.

- Annual maintenance of servers is conducted.
- Management of website is entrusted to the website committee. Any issues related to the website is attended to by the webmaster who is assisted by an external agency.

Sports Facility

- The Head of the Physical Education Department is in charge all sports facilities and equipment in the college.
- Any maintenance or repairs of sports equipment and sports ground is registered in the complaint register by faculty/students.
- Equipment is repaired on a regular basis.
- First-aid kits are always available in case of emergencies.

Library

- Maintenance of library is undertaken by the librarian with the guidance of the Library Committee.
- The upgrade of books, journals, e-books, data base etc is done on a regular basis by the Library Committee
- Annual stock of books are recorded in the library stock register.
- IT facilities available in the library are subject to periodic assessment.

Other Facilities

- Fully solar-powered administrative offices
- The 26-acre green campus is maintained with the help of workers who regularly water the gardens and conserve the green cover.
- Water tanks and water coolers are cleaned regularly for provision of drinking water.
- All electrical and electronic equipment like fans, lights, ACs, batteries, generator, UPS etc are maintained by electricians and plumbers.
- Painting and carpentry contracts are given as and when necessary.
- The generators, fire extinguishers and UPS are serviced regularly using the services of internal and external experts.
- CCTV equipment is maintained using the services of an external technician..

Canteen Facility

- The canteen is run by an external entity who is responsible for its maintenance and hygiene. However, regular checking and fixing of prices is overseen by the canteen committee.
- Any complaints related to canteen are brought to the attention of the Principal and Bursar.

Water and Waste Management

- There are effective systems in the institution for solid waste management.
- Bio-gas plant is installed in the institution.
- Arrangements for dealing with bio-degradable and non-degradable waste are available through segregation of bins with colour distinction.
- With the onset of COVID pandemic, extra care is taken for making available sanitisers at the entrance, in the classrooms, departments, library, laboratories, administrative offices, computer

centre, seminar halls etc. Fumigation of classrooms and corridors and boards portraying COVID restrictions were displayed at all strategic points in the campus.

- Balustrades, furniture, corridors and floors are cleaned and sanitised regularly by workers appointed for the purpose.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 48.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
728	313	498	641	603

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 3.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	37	55	51	38

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

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

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

Response: A. All of the above

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

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

Response: 69.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
1453	943	349	999	158

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 0

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

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

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

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

Response: 131.66

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

Response: 524

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	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

2020-21	2019-20	2018-19	2017-18	2016-17
30	11	6	2	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	11	6	2	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	12	11	12

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

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

Response:

The college union/student council

The college union plays a constructive and supportive role in the academic and non-academic activities happening in campus.

- **Election to the college union is conducted democratically and is based on the parliamentary model as per para 6.2.4 of the J M Lyngdoh report and order passed by the Supreme Court of India SLP No 24295/2004 under the guidance of the students' union staff advisor.**
- **The students' General Council and an Executive form the college union. All students are members of the General Council.**
- **An electoral council comprising two elected representatives is formed to conduct elections to the Executive Council.**
- **This electoral council elects the college union for that year.**
- **The college union consists of Chairperson, Vice Chairperson, General Secretary, Arts Club Secretary, two University Union Councillors, Student Editor and a nominated Sports Captain.**
- **The Principal is the ex-officio patron of the college union.**

- **The college union holds regular discussions with the Principal and staff advisor to ensure proactive and productive involvement in the welfare of the institution.**
- **The union members meet regularly to discuss ideas, common interests, and issues with teachers and management.**

The union organizes and actively participates in activities like:

- **Arts festival**
- **Sports competitions**
- **Freshers Day**
- **Talents Day**
- **Onam celebration**
- **Christmas celebration**
- **Principal's feast**
- **Teachers Day**
- **Celebrating days of national and international importance**
- **Flash mobs and rallies to commemorate special occasions**
- **Kerala Piravi**
- **Annual social**
- **Preparing students for University Youth Festivals**
- **Conduct collegiate and intercollegiate competitions**
- **Collection of funds and gifts for charitable and philanthropic purposes**
- **Union members have representation in various clubs, forums, committees, and bodies of the institution**
- **Representation of students in IQAC, Anti-Ragging cell, and Grievance Redressal Cell**
- **Representation of union members in organizing committees of seminars, webinars, lectures, departmental associations, competitions and other co-curricular and extra-curricular activities**

- **A set of representatives are also elected: class representatives, assistant representatives, association representatives, catholic representatives, magazine representatives, discipline representatives, NSS representatives etc**
- **Union members share the dais with dignitaries during important events**
- **Union members bring student grievances to the notice of the college administration**
- **Union members take the lead in organising cultural activities in connection with Union inauguration and Arts festival inauguration**
- **There are two NSS units with a strength of 100 each year. NSS volunteers participate in camps and carry out welfare activities for the benefit of society. In the process, NSS helps in moulding socially responsible and empowered citizens entrenched in humanitarian values and active engagement in solving the problems of society.**

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

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

Response: 37.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
93	33	20	23	20

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

5.4 Alumni Engagement

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

Response:

Alumni Contribution

Sacred Heart College is an extended family that takes immense pride in the inclusion outcomes of its students. The bond between the alumni and the institution becomes stronger as time goes by. The alumni association was registered recently. All outgoing students are members of the Alumnae Association. The annual alumnae gathering is organized on the second Saturday of July every year. The departmental alumnae meetings are either conducted on the same day or another day convenient to the alumnae. The expertise of the alumnae is available for alumnae interaction programs or for projects which are implemented for the benefit of current students. A number of old students are appointed as guest faculty.

- Help in organizing invited talks and guest lectures
- Alumnae are invited as chief guests for the annual alumnae meet and sports day celebrations
- Alumnae serve as resource persons for departmental activities and career and guidance cell
- Some departments arrange alumnae interaction series both academic and non-academic
- Alumnae contributes to departments to support economically weak students
- Mementos are awarded to retiring staff
- Retired staff are invited for special occasions like retirement, college day, departmental gatherings, jubilee commemoration etc.
- Contributed to flood and rescue relief operations
- Contributed water coolers
- Alumnae have planted five trees as part of environmental conservation
- Contribution to department funds

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Sacred Heart College, Chalakudy is the fulfilment of a long-cherished dream of the people of Chalakudy and suburbs to establish a higher educational institution for women. The college is based on the staunch belief that well-educated women are the key to building a better and progressive society. The noble vision of the constitution constitutes the core of all curricular, and extracurricular activities right from the level of planning down to the level of implementation. The college aspires to mould competent young women armed with academic excellence, ethical principles, social sensitivity and spiritual sublimity equipped for innovative leadership. The leadership of the college is dynamic and proactive and constantly strives to implement the vision and mission of the institution.

Motto

‘LUX IN TENEBRIS LUCET’ meaning ‘Light shines in darkness

The institution attempts to pass on this motto to its students to empower them to serve the nation and humanity and envisages the academic pursuit of truth and search for righteous living.

Vision

The college focuses on educating women in the belief that education opens one’s inner eyes to the inestimable glory and enduring beauty of wisdom.

Mission

The college enshrines creative scholarship and enrichment of young minds in acquired knowledge, the spirit of enquiry, and harmonising spiritual and intellectual adventures.

Governance

A robust leadership with a strong commitment to the vision and mission of the institution.

The Management Council

The council assumes a leadership role in administrative planning and implementation and meets twice in a year.

Governing Body

The governing body meetings are held bi-annually and is the strategic decision-making body in the college to discuss important matters related to the development of the college.

College Council

The college council comprising of the Principal, Vice Principal and HODs meet regularly to discuss all matters pertaining to the institution.

Staff Council

Regular meetings of the staff council and departments are convened to discuss academic and other matters and other issues requiring urgent attention.

Finance Committee

The finance committee headed by the Principal looks into all financial matters pertaining to the college.

IQAC

The IQAC is the apex body that oversees all the qualitative initiatives of the institution.

Participation of Faculty

Faculty participation and decentralization are ensured through their representation in various decision-making bodies like the Governing body, College council and committees like grievance redressal cell, anti-ragging cell. Internal compliance committee, discipline committee etc.

Strategic Plan

- All long term and short-term strategic plans are rooted in the vision and mission of the college.
- The strategic objectives are: Strengthening student support and progression, enhancing faculty engagement and profile, upgradation of infrastructure and improvement of educational leadership.

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

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

- The institution was established with the noble vision of empowering young women in the semi-urban and rural areas.
- Leadership is vested with the Principal who is committed to implementing the vision and mission of the college.
- Autonomy is bestowed upon all units to ensure responsibility, accountability and freedom to

execute duties in the best possible manner.

- The Principal in consultation with the governing body takes and implements decisions related to construction and upgradation of infrastructure, application for new courses etc.
- The IQAC and Staff Council actively participate in the decision-making pertaining to academic, extra-curricular and co-curricular affairs.
- The Principal in collaboration with the College Council take decisions on all academic and non-academic matters.
- The HODs are entrusted with the responsibility of implementing the major decisions.
- Departmental meetings are regularly convened to convey all decisions taken by the College Council and to discuss matters involving individual departments.
- A bottom-up model which ensures collective responsibility and decision-making is adopted for the well-being of the staff and students.

Case Study

The thrust given to student-centric learning ensures that all activities are geared towards upgradation of academic standards and comprehensive growth of the students. Individual attention is given to students with special focus to those who face any issues in the academic /non-academic realms.

Objectives

- To ensure academic and non-academic inclusivity
- To utilise the college infrastructure and resources for the empowerment of women

Process of implementation

The individuality of students is respected and student issues are handled with utmost confidentiality. The strong student-teacher rapport helps the faculty to identify the difficulties, especially financial troubles, learning problems, family tensions etc.

A particular student who had enrolled in the 2016-19 batch was identified as a problem student by the faculty, the counsellor and the management. Though she was studious and ambitious, she had recurrent mood swings that was affecting her academic performance. The class teacher and other faculty identified the student and an open discussion was initiated by the mentor. The student revealed the stress and strain she was undergoing including financial troubles and a mentally unstable mother. This was conveyed to the HOD, who reported the authenticity of the case to the Principal. Counselling was given by the professional counsellor who recommended financial assistance and emotional support. The issue was presented by the Principal in the College Council meeting and the council in unison requested prompt action. The council agreed to meet the academic expenses of the student as well as the medical expenses for the treatment of her mother.

Participative management

This case represents a typical decentralisation of power from the top to the bottom. All decisions were taken only in consultation with the intermediaries, beneficiaries and top management. The measures taken were in conformity with the policies of the college and the requirements of the student.

Outcome

- The measures taken were reflected in the progress of the student.
- Excellent academic performance and active involvement in extra-curricular activities both inside and outside the college and a role model to other problem/marginalised students.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college has evolved a mechanism to plan and execute projects and programs in line with its mission. The agenda for development encompasses academic, administrative and infrastructural aspects and participatory management and stakeholder support is solicited in implementation matters.

A herculean challenge faced by the college was rebuilding and renovation after the floods of 2018.

The unprecedented damage and financial losses that arose from the floods of 2018 forced the institution to rethink and refashion its strategic plan with regard to infrastructure. The entire ground floor comprising the Principal's office, Bursar's office, laboratories, Computer Science Departments and labs, Computer centre, library, canteen etc was submerged in water of up to 9 feet for 5 days. Urgent action had to be undertaken to clean, sanitise and reconstruct the whole campus. The work of renovation and reconstruction commenced in November 2018 and was completed in late 2019.

Planning and Implementation

The Core Committee

The management council constituted the core committee to assess the extent of damage to the infrastructure. Experts were consulted and a pilot study was made by the council. The committee was made responsible for choosing and approving the building architects and the construction contractors.

Finance Committee

On approval of the proposal, the finance committee drew up a budget and examined the various possible sources of funding involving all the stakeholders. A detailed study was also conducted about the different lending agencies and their terms of repayment and a banking institution was selected.

Outcome

The vision and foresight of the management along with the cooperation of the stakeholders resulted in

successful completion of the first phase of renovation.

- Regular classes which were disturbed were rapidly restarted after massive cleaning and sanitising operations with the help of staff, students, NGOs, other educational institutions, the army, police and the local municipality.
- 10 new spacious classrooms for Physics and Chemistry disciplines were constructed.
- Two spacious staffrooms were also constructed,
- The reception area was renovated and upgraded.
- The IQAC room and Bursar's office was relocated near the reception.
- The Physics and Chemistry labs were renovated and upgraded.
- The Principal's office and administrative offices were relocated to the first floor and upgraded.
- The Centre for Excellence was shifted to the first floor and renovated.
- A state-of-the-art conference hall was constructed adjacent to the Principal's office.
- The Computer Science Department, classrooms and labs were relocated to the first floor and upgraded.
- The guest room on the ground floor was renovated.
- The auditorium was cleaned, new chairs were purchased and the main stage was renovated.
- The auditorium was fitted with a false ceiling to improve acoustics and reduce heat.
- The area between the library and canteen was paved.
- A wash room complex with latest amenities was constructed for students.
- The garden, parking area, the athletic track, the meadow in front of the auditorium was cleaned and renovated.
- CCTV cameras were installed

Phase 2

- A conference hall meeting international standards was constructed on the ground floor.
- 16 SMART classrooms were installed.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste 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:

Sacred Heart College provides an environment for participative management in policy formulation, administrative structure and appointment and service rules. The institutional management is designed in a scientific way through a clear demarcation of duties to ensure optimum results. The governing body consisting of the Manager, the Principal, the Vice Principal, the Junior Superintendent and three senior

teaching staff monitors and works towards achieving the mission and vision of the institution. The manager represents the council and delegates authority to the Principal. The Governing Council reviews the performance of the institution and approves policy decisions. The Principal is responsible for the advancement and smooth functioning of the college and is the primary link with the affiliating University, the Government and other agencies. The Principal provides leadership, guidance and monitors all academic activities in compliance with the affiliating University. The Principal also initiates and monitors all developmental activities. The Principal assigns duties and responsibilities to the staff council for the smooth functioning of the institution. The IQAC, academic and administrative bodies appraise the Principal about all relevant information. The IQAC sets in motion the various committees and submits detailed annual action plans in accordance with the strategic plan. The IQAC includes the representatives of the faculty, students and stakeholders. Consolidation of action plans is undertaken by the IQAC and presented before the college council for approval.

The Principal in consultation with the Vice Principal and IQAC plans the draft strategic plan of the college. Academic and non-academic staff are entrusted the responsibility of executing the strategic plan. Specific duties are allotted for the academic year by forming committees.

Students are given due representation through their participation in the college union, IQAC, Anti-Ragging cell, Grievance Redressal cell etc. The class representatives, club secretaries and association secretaries come under the banner of the students council.

The IQAC is the nodal agency for quality assurance and improvement as well as documentation of various activities and programs.

Administrative activities are headed by the Junior Superintendent who oversees the smooth functioning of ministerial activities.

Heads of the Departments supervise and give instructions to ensure smooth functioning of the departments. Regular departmental meetings are also convened by the HOD to monitor, review the academic and non-academic activities of the department in accordance with the annual action plan.

The Bursar is in charge of all financial activities.

The Librarian and library assistants ensure dissemination of intellectual resources.

The support staff comprising of the administrative staff, security personnel, cleaning and gardening staff ensure a hassle-free, clean, safe and green environment.

The Principal collects all information and communicates regularly with teaching, non-teaching faculty and student community. All matters pertaining to the college like curriculum delivery, teaching learning process, conduct of internal examinations and other relevant issues are dealt with by consulting with faculty.

The PTA and Alumnae play a supportive and facilitative role through active participation and constructive feedback. Meetings, phone conversations, platforms like Google meet, announcements and notices are used as modes of communication.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste 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: E. None of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

A friendly and cordial relationship between the management and the staff is a part of the tradition of the college. The institution is like a family and is a space for sharing joys and sorrows. The Principal maintains a warm relationship with the staff and is sensitive to their issues and problems. The college has effective welfare mechanisms for teaching faculty and non-teaching staff. Besides opportunities for career and professional advancement, the college also offers financial aid and assistance for medical emergencies. Professional development through seminars/workshops/training programs. Encouragement is given to ministerial staff to enhance their administrative skill. The welfare of employees is given utmost priority which helps in maximising their potential.

Welfare measures

Education

- Financial assistance to children of economically weak staff.
- Reservation of seats for children/wards of staff under management quota.
- Fee concession given to children of staff who are students of the college.

Career development

- Constant encouragement to faculty to engage in research and apply for guideship.

- Financial assistance to attend/organise national/international seminars/workshops and FDPs.
- Leave to engage in extension/community work.
- Free use of college infrastructure and facilities for research/extension.
- Autonomy in academic matters.
- Free wi-fi facilities.
- Digitalised computer centre to improve utilisation of digital platforms.
- ESI for self-financing faculty and other staff.
- Financial assistance for medical emergencies.

Financial assistance

- Since the institution is an aided one, salaries are paid according to norms stipulated by the UGC and the State Government.
- Additional financial support is provided by the management during times of crisis.
- Interest-free loans to faculty and staff in case of emergencies.
- Advance salary facility for staff in need.
- Vacation salary for unaided staff.
- A fund called 'Santhwanam Fund' to meet medical emergencies of staff and students.
- Financial support for construction of houses and marriages of children of ad hoc non-teaching staff.

Other benefits

- Canteen facilities
- Fitness centre
- On-campus counselling facility
- On-campus hostel facility for female teachers
- Festival celebrations, retirement felicitations and get-togethers organised periodically.
- Staff tours and excursions and banquets arranged during special occasions.
- Staff are felicitated on their achievements both inside and outside the campus.
- Orientation programs for faculty.
- Annual retreat for teaching and non-teaching staff.
- Awareness programs for support staff.
- Parking area for staff.

File Description	Document
Upload any additional information	View Document
Paste 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: 32.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	22	19	15	9

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

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

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 25.09**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
45	20	10	7	3

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The teaching faculty are given an opportunity for introspective evaluation through the performance appraisal system available in the institution.

- The system works at three levels namely qualification, teaching experience and research activities.
- Feedback collected from students is given equal weightage in assessment of performance.
- The questionnaire is structured to elicit responses for parameters like subject knowledge, communication skills, work ethics, completion of syllabus, attitude towards students and the teacher's ability to create an interactive, discussion-oriented and democratic classroom.
- The performance appraisal report is scrutinised by the Principal and communicated to the staff in absolute confidence.
- Shortcomings, if any, are communicated to the concerned faculty by the Principal again with utmost decorum and discretion.
- The completion of refresher and orientation courses, the need to speed up the process of promotion, the need to do research and apply for guideship and the necessity for more involvement in more paper publications and presentations is emphasised upon constantly by the Principal and the management.
- Some faculty also collect informal feedback from the students about their performance.
- Performance of the aided faculty is based on PBAS as stipulated by the UGC.
- Staff are congratulated and incentives provided in acknowledgement of their achievements with respect to awards/prizes, paper presentations and publications.
- Faculty and non-teaching staff are commended on successful conduct of programs in the college.
- Assistant Professors on contract are given increments linked to their performance and length of service.
- The Principal and the management hold meetings regularly to make an appraisal of the staff. Strengths, weaknesses and opportunities are analysed and discussed and the same communicated to the staff either in person or through Heads of the departments.
- The IQAC also serves as a platform to convey the positives and negatives of the institution through its appraisal and criterion-based institutional activities.
- The teacher's handbook maintained by each faculty helps them to keep a record of their lesson

plans, activities and other extra-curricular and co-curricular matters.

- Faculty members are also evaluated for purposes of promotion by an external screening committee appointed by the University. This affords an opportunity for teachers for introspective analysis. The report of this committee itself serves as a record for self-appraisal.
- A systematic system for appraisal is in place for the non-teaching staff also. Feedback is collected from students, faculty and peers on the performance of the staff. Shortcomings, if any, are communicated and immediate action is taken for rectification.

The college has an ambience wherein the Management, Principal and Junior Superintendent are always ready to listen to and immediately sort out any grievances expressed by the staff. Any negative feedback received by the staff is thus taken in the right spirit and efforts are made to rectify and improve performance. The progress of the staff member after appraisal and feedback is observed, acknowledged and commended in an appropriate manner.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution conducts internal and external audits on a regular basis.

Mechanism for internal and external audit is as follows:

Internal Audit

- Internal audit is a continuous process that happens after each financial transaction whereby the college itself undertakes the initial audit.
- After scrutiny and verification of financial data by the staff-in-charge, it is also examined by the administrative officer and the Principal for accuracy, clarity, transparency and authenticity.
- Income/Expenditure is monitored by the Principal, the Bursar and the officer in charge of accounts. Though the institution is liberal when it comes to augmenting and supporting the teaching learning process, a policy of restraint is followed to contain unnecessary expenses.
- A strict procedure for purchases is followed. Tenders and quotations are invited and prices are compared. A purchase committee has been constituted for this purpose.
- The institution is supported financially by the management and the state government.
- The finance and accounts section deals with funds allocated by the Government and other funding agencies according to statutory norms.
- The institution operates on a non-profit basis with the vision of providing education for women especially from marginalized sections. This has resulted in paucity of funds and financial crunch

which is an obstacle in the way of the progress of the college.

- The fee structure is according to Government mandates. The institution adheres to AAA format for auditing.
- The internal and external academic and administrative audit is conducted as per stipulated rules.
- An Annual Verification Committee has been constituted for inspection of Science and Computer labs, Library, Office and electronic equipment.

Auditing agencies

Internal audit is conducted by the auditing committee appointed by the Management Committee.

External audit is dealt with by the AG's office and Deputy Director of Collegiate Education, Thrissur.

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

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

Response: 450.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
146.55	56.56	215.49	8.87	23.27

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

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

Response:

The college is a grant-in-aid minority institution in the field of higher education and therefore, the main source of funding was the UGC and the State Government. In the earlier years the institution received UGC funding and it was utilized for construction of women's hostel. After the college was given a grade of A+ in its third cycle of accreditation with 3.55 grade points the college has not received any RUSA funding. Raising financial resources was a herculean challenge especially after the floods of 2018 which caused huge losses to the institution. The main sources of funding are as follows:

- Development projects are funded predominantly by the management (especially those relating to infrastructure)
- The institution has a Governing body, Purchase Committee, Library and other associated bodies which help in the preparation, allocation, disbursement and utilization of funds.
- The Purchase Committee decides the policy and procedure of purchasing any item. Each item is purchased by comparing a minimum of three quotations from different vendors.
- All purchases are done through a tender system. Each and every transaction is supported by vouchers.
- Funds from external agencies are deposited in a separate bank account. Audits are conducted at the end of every financial year to ensure proper utilization of funds.
- All the collections are deposited in the bank and any expenditure, recurring or non-recurring are incurred through cheques /electronic mode.
- The college was accorded star status by the Department of Biotechnology and sanctioned a grant of 63 lakhs (for Science Departments)
- Salaries of aided staff are paid by the Government of Kerala.
- Salaries of faculty on contract are paid by the management.
- Tuition fees and other special fees in self-financing courses constitute a minor source of funding.
- The PTA, benefactors, staff and management compensate the deficits.
- Faculty contributes to college development fund, free ships, poor fund and financial assistance to deserving students.
- The MP fund was utilized to install 16 SMART classes in the college.
- The renovation and reconstruction of the institution after the floods was mainly financed by the management and contributions from the staff.
- The challenges posed by COVID 19 and the resultant expenditure on upgradation of IT infrastructure was funded by the management.
- Under new initiatives in higher education by the State Government, programs for students like WWS, SSP and ASAP brings in funds for student support.
- Provision for financing of seminars, workshops, webinars, training programs etc for Science departments from DBT Star funds.
- UGC-funded add-on courses in Quail farming and Communicative English.
- Contribution of funds by philanthropists and well-wishers.
- Current ongoing projects like construction of the second floor of the self-financing block, outdoor gym and upgradation of basketball court funded by the management.
- The internal audit mechanism for maintenance and enhancement initiatives of the college ensures optimum utilization of resources.
- External auditing for finance from external sources again aids in utilizing funds for the purpose for which it was granted.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

The IQAC constituted in 2004 as per NAAC guidelines sets quality benchmarks, facilitates policy design to achieve them and monitors quality assurance initiatives. The IQAC comprises of all stakeholders and constantly strives to improve the efficiency and effective delivery of institutional resources. Realizing that the ultimate objective of higher education is to nurture human beings responsible for their betterment and capable of sustaining society and nature besides enabling them to procure a position to earn their livelihood, the IQAC has institutionalized two practices.

1. The Student Induction Programme
2. Digitisation of academic/administrative processes.

1. Student Induction Program

The Student Induction Program was introduced as a formal program in 2019. A five-day student induction program is organised every year for freshers so that they can acclimatise to their new roles and environment. A committee is constituted by the Principal in consultation with the staff council to organise the program for this purpose. The event is well planned to educate the new entrants about the college environment. Wide publicity is given to the program through the institutional website. Compulsory participation of faculty and other partners is also ensured. The student induction program has the following objectives:

- Help students to adjust and feel comfortable in the new environment
- Inculcate in students the ethos of the institution
- Help them in bonding with students and faculty
- Expose them to a sense of larger purpose and self-exploration

Activities

The following are the programs/activities organised during the Student Induction Programs:

- Ice breaking sessions
- Meet the mentor session
- Career guidance
- Interaction with college union
- Education through theatre
- Goal setting

- Entrepreneurship
- Stress management and yoga
- Dreams, study habits and academic achievement
- Group discussions, team games and Zumba
- Library orientation
- Departmental orientation and campus visit
- Institutional orientation
- Sports and arts orientation
- NSS orientation
- Administrative orientation
- Exam orientation
- IQAC orientation
- WWS and SSP orientation
- Invited talks on Employability and Personal growth
- Planting of tree saplings
- Interaction with seniors
- Karate for self-defence
- Familiarizing online educational platforms
- Online student induction programs were organised during the COVID pandemic period.

Outcome

- Socialization, association, familiarization of students
- Promotion of academic interests and activities
- Student-student rapport
- Student-teacher rapport
- Family feeling and sharing mentality

2. Digitisation of academic/administrative processes

Realising the importance of digitisation, the college spearheaded initiatives in the academic and administrative spheres. The floods of 2018 forced the college to refashion its academic and administrative strategy.

Administrative digitisation

The administrative procedures including admission, salaries, scholarships, examination-related processes were digitised partially even before COVID-19. After the devastating floods during which hard copies of many documents were damaged, it was decided that complete digitisation was absolutely essential. Accordingly, measures were initiated to adopt 100% digitization and is being successfully implemented.

Academic/library automation

Initiatives for digital facilitation of teaching, learning and library were put into motion even before the COVID pandemic.

- Use of ICT tools by faculty
- Power Point presentations

- WiFi facilities
- Library automation using Integrated Library Management software
- Library website
- INFLIBNET N-LIST and DELNET facility

After COVID

- 100% usage of ICT tools
- Digitally-enabled classrooms
- SMART classrooms
- Extended WI FI facilities

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

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

Response:

Realising the variety of challenges faced by higher education today, it was the primary concern of the IQAC to adopt practices that motivate teachers to pay attention to learners and learning approaches. Evaluation of the teaching-learning process, structures and methodologies are intended to guide better policies and practices in education. This plays an instrumental role in enhancing the academic and co-curricular performance of the institution in line with its mission and vision.

The following practices have been adopted by the IQAC:

1. The IQAC reviews the performance of students in the internal examinations, University exams, research projects, effective curriculum implementation and use of ICT-related pedagogical methodologies. Based on the review, the IQAC gives constructive feedback to the Departments and suggestions for internal quality enhancement.
2. Stakeholder feedback is collected from students, parents, faculty and alumnae. The feedback received is analysed and action is taken to improve the teaching-learning process and stakeholder experience. Student feedback of teachers is also conducted regularly. An analysis is made of teachers' feedback and communicated to them so as to enhance their teaching skills and their rapport with the students.

These practices have helped the IQAC post accreditation to bring about improvements in the teaching-

learning process and outcomes.

These reforms are reflected in the following two broad areas:

Attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes

- The IQAC encourages and guides the faculty to use innovative methods of teaching like power point presentations, videos, role plays, projects, field visits, surveys etc.
- Regular assessment methods like class tests, internal exams, assignments, seminars, internal viva and classroom participation are effectively utilised to measure course outcomes and program outcomes.
- Peer teaching and peer learning are used to improve course outcomes.
- Remedial teaching and bridge courses help in improving program specific outcomes.
- MOUs are signed with other educational institutions to give better exposure to students and widen their horizons of knowledge.
- The IQAC encourages the Departments to conduct seminars, webinars, conferences, workshops and training programs in addition to the prescribed syllabus to supplement the teaching-learning process.
- The IQAC motivates faculty to attend FDPs, refresher/orientation courses, workshops and training programs in digital technology and ICT etc to make the teaching learning experience more productive, interesting and up to date.

Effective use of ICT in teaching-learning

- ICT tools were used by the faculty even before the pandemic but the institution has adapted to the new ways of online learning.
- A proactive approach has been adopted to utilize technology to reach every student.
- 100% usage of ICT tools in post-covid scenario. Online tools like Google meet, Google classroom and Teach mint have been extensively used.
- Online lectures, uploading of content in Google classroom, sharing of information on digital apps, uploading of lectures on college You tube channel etc have improved curriculum delivery.
- The library website is used as a platform for dissemination of information.
- Faculty are encouraged to attend training programs and workshops to improve digital competence.

File Description	Document
Upload any additional information	View Document
Paste 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, NBA)

Response: B. 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Sacred Heart College is the culmination of a long-cherished dream of the people of Chalakudy to have an aided college for women in the locality. The college provides a safe and congenial ambience for its students. The institution being exclusively for women has gender awareness, equity and empowerment inextricably intertwined in its vision and mission. The college focuses on women empowerment and attainment of academic excellence, ethical principles, and social sensitivity. Constant efforts are made especially in classroom spaces to inculcate the concern for gender equality. The teachers play a strategic role and act as agents of change. Efforts to break stereotyped generalizations and gender constructs are the norms at Sacred Heart College. All policies of the college are framed keeping in mind the fact that women are equal and responsible partners in socio-economic development.

- Gender awareness programs are spearheaded by the Womens' Cell and NSS in association with the IQAC.
- Individual departments also organize such programs.
- International Womens' Day is celebrated every year by conducting seminars/webinars/invited talks etc by the Womens' Cell.
- International Day for Elimination of Violence against Women is observed.
- Gender-related topics are the subject of various activities like group discussions, public speaking and debates, essay contests and other cultural items.
- Representation of students in college union, clubs, IQAC, and various cells, NSS, and student coordinator roles in extra-curricular activities and co-curricular activities aid the whole process.
- Knowledge of legal literacy on the rights of women and women-friendly laws is a permanent and regular component of the unwritten syllabus of the institution.
- Mental health and learning problems are dealt with by utilizing the services of an in-house counselor.
- Mentoring has helped in identifying specific issues faced by the students and remedial steps are initiated.
- The physical health of students is fostered by encouraging them to participate in sports and games.

- **Motivational talks and career guidance have helped in furthering the cause of gender equity and empowerment.**
- **Value education classes and value-based orientation have aided in the inculcation of ethical principles leading to building emotionally strong women.**
- **Yoga classes and celebration of Yoga Day are organized to protect mental and physical health.**
- **Community engagement through NSS and Women's Cell and the Departments have resulted in moulding students into socially sensitive, gender-aware and environmentally conscious individuals.**
- **Classes in karate have imparted not only training in self-defense but also contributed to inculcating discipline among students.**
- **Delegation of responsibilities like organization of Talents Day, Freshers Day, Arts Festival, Sports Day, festivals like Onam and Christmas, Union Inauguration, College Day, Teachers Day, Departmental Association Activities, Alumnae Meetings, NSS activities, Seminars, Webinars, Workshops, Conferences, Mass cleanliness drives, surveys, rallies, etc has gone a long way in fostering gender equity and gender empowerment.**
- **Every activity, program and training is based on the premise that the full potential of an economy/society can be realised by investing in women's education.**

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

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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 always popularised and promoted a green and sustainable planet as is evident from the greenery, the flora and fauna and the plastic-free environment that welcomes anyone to the 26-acre beautiful campus. It has a spiritual garden, medicinal garden, Nakshatra Vanam (forest made of trees related to birth stars), butterfly garden, animal house and fish ponds. All the trees on the campus are labeled with the botanical and the local name. The spirit of conservation and preservation of nature, energy and water is imbibed in the institutional culture through the vision of the college management and forums like the ENCON club, Eco club, etc. The college has always endeavored to sensitize students and faculty about the need to reduce and manage waste.

Solid Waste Management

- There is a well-operational system for the management of solid waste on the campus.
- A biogas plant has been installed to manage bio-waste generated from the hostel and canteen kitchens and the gas produced is used for cooking.
- Food waste is used to feed poultry on the campus.
- Waste from the classrooms is collected in bins. The waste is segregated and paper waste and sold off to scrap dealers for recycling.

Liquid Waste Management

Liquid waste is passed through drains and absorbed into the earth by digging pits.

Waste Recycling System

- **Waste is segregated into organic and inorganic waste. Color-coded bins are used for this purpose.**
- **Bio-degradable wet waste is recycled into manure using vermicomposting and into biogas utilizing the biogas plant.**
- **Non-degradable waste is sold to vendors for recycling.**

The 3 R Initiative

- **Efforts are made to build a culture of the 3 'R's (Reduce, Reuse, Recycle) on the campus.**
- **Awareness classes and invited talks are organized to sensitize students and staff to use things with care to reduce waste generated.**
- **Reuse is encouraged by using things like paper in the maximum way possible. Prints and photocopies are taken on the unwritten side of paper for unofficial purposes.**
- **Recycling is also promoted by collecting ball pens and other plastic waste for recycling.**
- **Plastic waste is collected by the municipality or sold off to vendors.**
- **The college, being an Arts and Science College, does not generate any bio-medical waste or hazardous waste.**

E-Waste Management

- **E-waste was generated only after the floods of 2018.**
- **The civic body viz the Chalakudy municipality collected all the E-waste.**
- **Empty toners, cartridges, outdated computers, and electronic items were sold to scrap dealers to ensure their recycling.**
- **Old monitors and CPUs were repaired by the technician and reused.**
- **The laboratory equipment and other electronic items that were damaged during the floods were examined and repaired and reused.**

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

7.1.5 Green campus initiatives include:

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

Response: A. 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
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: 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
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 is a multi-cultural institution with students from the diverse socio-economic, community, religious and geographical backgrounds. The mission and vision of the college uphold the constitutional directives and stands for inclusive education.

Inclusive admission policy

- **Strict adherence to the single window system mandated by the University in all admission matters ensures inclusivity.**
- **Students from within and outside the district are given admission.**
- **Students from the majority and minority communities, diverse socio-economic backgrounds and interior rural areas are given the opportunity to pursue education at the college.**

Cultural Inclusiveness

- **The celebration of different festivals helps in creating cultural harmony on the campus and students are, in the process respectful and understanding of other cultures on the campus.**
- **Students have the freedom to practice their beliefs and rituals and be tolerant of those around them.**

Linguistic inclusiveness

- **Linguistic and dialectical diversities are given due consideration by teaching students that people who speak different languages or dialects are essentially the same as them.**

Religious Harmony

- **Value education classes are utilized to make students aware of all religious texts.**
- **Common programs like send-off are organized by inviting personalities from all religions.**
- **All festivals like Christmas, Holi, Ramadan and Onam are celebrated with enthusiasm. National Integration Day is observed every year.**
- **Emphasis on humanitarian values.**

Inclusivity in the teaching-learning process

- **Establishing and creating a classroom climate fosters a sense of belongingness.**
- **The teacher-student rapport is built by learning students' names and getting to know them better through mentoring, online and phone chats etc.**
- **Treating each student as an individual and conveying the same level of confidence in the abilities of all students.**
- **Address challenging classroom behaviors and attitudes.**
- **A uniform code of conduct for all students.**
- **Uniforms for students to reinforce non-discriminatory treatment.**

Socio-economic Inclusiveness

- **Since a majority of students hail from disadvantaged socio-economic backgrounds, care is exercised to teach keeping their social needs in mind. Since students from low-income families are more likely to develop social conduct problems, basic social skills are ingrained into them from the beginning.**
- **Teachers are adaptable and plan for all students and set high expectations for students individually. Teachers help set goals, offer hope and encouragement, teach life skills and provide the necessary resources.**
- **As classrooms relocated to online spaces and pedagogies became reliant on technology during the COVID pandemic, it became imperative to ensure that no one is left behind and education remained accessible to every learner. Measures to improve access to online education were implemented by the management and the faculty. Smartphones were distributed to the needy students after making a survey. Students who could not attend online classes due to poor internet access and poor connectivity and financial impediments were not left out. Video and audio classes were uploaded to the college's YouTube channel and notes and classes were shared through diverse digital platforms like Google Meet, Google Classroom, Teach Mint, and WhatsApp groups. Students' parents were also approached through digital media, phone conversations etc. Online mentoring and counseling services were also provided.**

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

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

Response:

Sacred Heart College organizes various events and programmes for moulding the students and staff to become responsible citizens by sensitising them to the constitutional obligations; values, rights, duties and responsibilities of citizens.

Orientation talks on various constitutional values are given to both staff and students. The value education syllabus includes constitutional values. Oath-taking and flag-hoisting ceremonies are organised on all days of national importance. Since continuous and comprehensive evaluation is part of the CUBCSS system followed in the colleges, the myth that competition is necessary for success has been broken. Realising that values are essential for positive human behaviour, the college places great emphasis on secularism and democracy, and fosters an environment in which students and staff take pride in their cultural heritage. Students are equipped with the values, attitudes and skills necessary to live in harmony as responsible citizens with the goal of education for peace.

The concern of the college about the degeneration of values, the impact of change on the students, dysfunctional families, increased crime and violence, the effect of media and information overload etc has led to the concretisation of goals in the following ways :

- Holistic development of the students by addressing the head and the heart
- Heart to Heart activities of the college
- Social work activities especially those related to flood relief
- Revisiting values through the common value classes dealt with by the faculty once a week for all students and in the process making everyone aware of eroding values
- Inculcating the understanding of the interdependence between family, society, nation and the world through talks, videos, films etc
- Bringing in a pro-active social conscience by encouraging philanthropic activities

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

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

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

Response: 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:

Celebration and observance of days of national and international importance and festivals that honour the rich political, historical and cultural heritage of India is an integral part of education at Sacred Heart College. Appreciating and becoming aware of the stupendous contribution of freedom fighters and social reformers is a source of inspiration to students. The institution commemorates such days to imbibe in students the values of patriotism, nationalism, globalism, multiculturalism, pluralism, social, and political commitment, a sense of history and strong value systems that have an anchor base in the heart.

- **Independence Day is celebrated through flag-hoisting and by conducting competitions pertaining and relevant to Independence Day like speech, patriotic song, dance, and essay writing. Painting, poster-making competitions, debates etc.**
- **Republic Day is observed to make students appreciate the fact that India is a Sovereign, Socialist, Secular, Democratic Republic.**
- **As a fitting tribute to the Father of the nation, cleanliness drives are organized every year. Presentation competition on Gandhian Economics, Swachh Bharat Pakhwada as part of Swachh Bharat Abhiyan, Solar ambassador workshop and distribution of solar kits to students as part of Gandhi Global Travel were some of the programs organized. The college also undertakes several measures to enlighten students about the importance of hygiene and sanitation on the individual, local, national, and global levels.**
- **Teacher's Day commemorated nationally on September 5th is also celebrated at the departmental and college level acknowledging the services of the teaching community to society.**

- **National Unity Day, and National Integration Day are commemorated by organising declamation contests, fashion shows depicting national integration etc.**
- **International Yoga Day is observed by conducting seminars, webinars, yoga demonstrations and training sessions etc.**
- **World Environment Day is commemorated by planting and distributing tree saplings, conducting awareness classes/seminars, sensitizing the local community etc.**
- **International Women’s Day is celebrated under the auspices of the Women’s Cell and NSS by organizing a variety of programs like seminars, workshops etc.**
- **Kerala Piravi (Formation of Kerala State) is celebrated with a rich variety of programmes like invited talks, Thiruvathirakkali, Musical Chair, Classical Dance demonstrations, etc.**
- **The traditional festival of Onam is celebrated by organizing colorful events like Onam sadya, Pookalam competition, Onam songs and dance contests, Onam message by luminaries, Malayali damsel contest etc to preserve the rich cultural heritage of Kerala.**
- **Festivals like Christmas are celebrated with a variety of programs like Carol song, Angel competition, card-making, crib-making, and Christmas tree-making competitions. Holi is celebrated for infusing fun and colour into the campus. All these pan-Indian celebrations ensure communal harmony and promote and inculcate respect and tolerance for all religions, communities and traditional Indian practices.**
- **Other days observed every year are Anti-Narcotics Day, International Education Day, International Men’s Day, Blood Donation Day, Energy Conservation Day, Ozone Day, Hiroshima and Nagasaki Day, Economics Day, Mathematics Day, Hindi Day, Reading Day and Week. International Day for Elimination of Violence against Women, World AIDS Day, Feast days, World Youth Skill Day, World Toilet Day, World Soil Day, World Water Day, World Forest Day etc.**

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:**Best Practice 1****1. Title of the Practice****Creating Responsible Citizens: Let us do it together****2. Objectives of the Practice**

At Sacred Heart College sincere efforts are made to inculcate a social consciousness in students through a framework of response, experience, experimentation, instruction and inspiration. Creation of responsible citizens emphasises the role of community life that knits together the members of the college, the faculty, the students and the management in a unity of purpose which fosters and keeps alive among all members a sense of belonging and partnership. Students being the future of our country, it is imperative that they learn how to interact socially, face adverse and uncomfortable crisis situations and develop humanitarian values like sympathy, empathy and love for fellow human beings which are the core values of education.

3. The Context

The institution has always believed that the concern for the “other” and the overcoming of the self (individual, nation, class, race or creed) is the essence of morality. The floods of August 2018 wreaked extensive havoc all over Kerala and caused huge monetary and non-monetary losses. Sacred Heart College was also extremely affected and was immersed in nine feet of water for 5 days. The entire ground floor of the main academic building which housed the Principal’s and Bursar’s Office, Administrative Office, Reception area, Physics Department, classrooms and labs, Centre for Excellence, Chemistry labs, Computer Science Department, classrooms, labs, IQAC, the library and canteen block, the self-financing block etc were inundated in water for almost a week. Once the water receded it was a heart-rending sight to see the college with layers of soggy mud and all equipment and furniture in irretrievable condition. The initial and most daunting challenge was to clean and sanitise the college premises and salvage any expensive equipment, books, furniture, computers, chemicals and other liquids used in the Chemistry labs, equipment used for Physics and Chemistry practicals and physical fitness and sports equipment. It was at this juncture that the unity of purpose in facing adverse situations was exhibited. Students, staff and management joined hands together to undertake the herculean task of cleaning with help from the army, NGOs, local body and other educational institutions. This was at huge risk since water-borne diseases, poisonous reptiles, insects of all kinds and thick coating of slimy mud had to be dealt with.

4. The Practice

The Departments of Physics, Chemistry and Computer Science were three of the departments which were severely affected by the floods since their labs were on the ground floor. All the laboratories and staffrooms were submerged for a week causing permanent damage to costly equipment, chemicals and computers in these labs. In addition, the furniture, computers and other equipment in the Principal’s office, administrative office and Centre for Excellence were also subject to extensive destruction. Soon after the water receded, the students and staff cleaned the labs, the equipment, furniture, computers and the books which could be salvaged with the help of volunteers. Days had to be spent to clean the garbage and mounds of mud in the labs. The equipment was cleaned, dried and repaired. This remarkable effort by the students could help in retrieving valuable equipment including CROs, potentiometers, spectrometers,

power supplies, microscopes, telescopes deflection magnetometers, IC trainer's kit etc. Most of them are still in good condition. The Departments could conduct the undergraduate practicals with the repaired equipment and some new additions. The students, staff and the management were fully involved in bringing back the college to its former glory and invested their time, hard work and money with single-hearted devotion and total cooperation.

In addition the students also visited landslide-affected far-flung areas and contributed essential articles to the needy and affected households.

5. Evidence of Success

- The college was able to start function normally by January 2019.
- The undergraduate practical sessions could be conducted.
- Staff and students learnt the basic lesson that in unity there is strength.
- The whole endeavour was an exercise in patience, cooperation, harmony, brotherhood, commitment, hard work, love and humanity.
- It was also a kind of learning by doing and interactive learning for students.
- The practice helped students and staff to deal with adverse situations, learn the modalities of minimal living, adjustments and mental and physical preparedness.
- The practice was a classic example of the role of community life which knits together the members of the college and that the essential marks of such a community life are an active orientation towards participatory concern, openness, commitment and building of character along with shaping of vision and outlook in the community a student shares and participates in.
- All these activities were in line with the motto of the college 'Light shines in darkness' and the mission and vision of the institution to serve humanity and imbibe the ethos of social sensitivity and spiritual sublimity among students.

6. Problems encountered and resources required

- Paucity of financial resources.
- Risk to health and lives of students and staff
- Necessity for constant monitoring.
- Mental stress and tension.
- Loss of working days and classes.
- Huge financial aid was necessary for cleaning operations itself with no assistance from external sources.
- The help of army, NGOs, local bodies and other institutions had to be sought because of the sheer enormity of the operation.

7. Notes

Some suggestions for future initiatives in this direction as deliberated by the IQAC.

- Educate students and staff to deal with adverse situations like natural calamities which are caused by climate changes which are here to stay.
- Arrange awareness classes, training programs etc to teach the college community to face any kind of natural or man-made disasters or emergency situations.
- To create an emergency fund for use during such calamities.

- To educate the local community to deal with such emergencies.
- To relocate the administrative offices, Computer Science Labs and Centre for Excellence to the first floor.
- To be extra vigilant and take necessary precautions when local authorities or the Government issues warnings of natural calamities.

Best Practice 2

1. Title of the Practice: Inclusive Teaching-Learning

Sacred Heart College believes that students should be provided a meaningful education in an optimum environment so that they can make their life dignified and successful. Attempts are made to ensure quality education without any barriers like ability, physical disability, language, culture, family background or economic/social status.

2. Objective

To adopt strategies that work best to advance equity, diversity, belonging and inclusion in the distinct teaching-learning contexts.

3. The Context

The college admits students from diverse economic, social, cultural, educational and locational backgrounds. Fostering a feeling of belongingness and the overriding need to value students' backgrounds, identities and experiences is considered to be essential in creating a climate that can influence anything from student engagement in class to student motivation and persistence. The challenge before teachers in our institution is to create a space where students are both challenged and heard. All this is strongly connected to how much students learn. Choosing to teach inclusively has been ingrained into the teaching methodologies of teachers. No student should feel neglected or marginalised in a classroom. All kinds of students from weak and strong financial backgrounds, from diverse social classes, differently-abled and strikingly different educational and familial backgrounds are given equitable and transformative learning opportunities. During the COVID pandemic, the online learning challenges of students varied in type and extent. Students faced many obstacles in their home learning environment such as availability of smart phones, high internet cost and limited interaction/socialization between and among students. Some other challenges faced were anxiety, depression, poor internet service and unfavourable home learning environment. These problems were aggravated in the case of marginalised students from remote areas. The challenge before the institution was to make online learning more accessible and inclusive.

4. The Practice

The following practices are internalised in the institution:

a) Building teacher-student rapport

- Making it a point to learn students' names
- Ice breaking sessions in the beginning of the academic year

- Getting to know about students by collecting bio-data at the beginning of the program
- Engaging students in activities outside class hours
- Online and phone chats, using social media for communication
- Sharing by teachers of their passions, interests and experiences with students
- Mentoring sessions
- Parent teacher interaction, both formally and informally.
- Going on field visits, excursions, trips, competitions, youth festivals with students
- Remedial coaching for slow learners
- Celebration of birthdays of faculty and students and festivals provides a congenial ambience in the campus
- Teachers describe their own fears and struggles in learning new material to break down barriers and demystify the learning process
- Motivational sharing by teachers in classroom spaces

b) Building student-student rapport

- Providing of opportunities for students to know and interact with each other through ice breaker sessions and encouraging them to work in pairs and groups
- Encouraging dialogue about learning experiences and facilitating discussions of best and worst class experience to establish a climate of learning
- Using narrative reflection to incorporate experiential knowledge and designing activities that allow students to draw on their diverse backgrounds and approaches to a course concept

c) Minimise discrimination and value individuals

- Treat each student as an individual by allowing them to self-identify themselves
- Supporting students' unique abilities and experiences
- Caution exercised not to be overprotective or unduly strict towards any group of or individual students
- Treating all students in an even-handed manner
- Emphasising high standards with verbal assurances that teachers will support them and help them succeed
- Addressing challenging classroom moments in the form of poor self-confidence, indifferent attitude, poor level of response and interaction, non-cooperative attitude and unwillingness to learn..

Several methods were followed during the pandemic to deal with the challenges of online learning and teaching:

- Distribution of smart phones to students who do not possess one
- Pre-recording of video lessons or lectures
- Humanising the learning process by making it more dynamic, interactive and interesting
- Continuously improving the quality of online classes
- Allowing students to ask questions and collect feedback
- Promoting collaborative learning
- Asking students to turn on their videos to increase their attention
- Regularly seek their real-time responses during online classes to keep them engaged
- Students who could not access online classes could access them on the college You Tube channel

or on platforms like Google classroom

- The management took steps to build and improve digital learning platforms, provide stable internet connection, support students from poor socio-economic backgrounds who may not have digital devices and improve digital literacy among faculty and students

5. Evidence of Success

- Collection and analysis of feedback by the Principal and the IQAC has shown positive academic and non-academic outcomes
- Explicit articulation of learning goals and objectives, transparency around performance expectations and criteria-based evaluation system has empowered students to share responsibility for their learning
- Personal care and tutorials have improved individual performance
- In the case of online learning, informal feedback collected from students that the methods employed have improved their online learning experience
- Modification of online teaching in accordance with feedback received has assisted online learning
- Online learning platforms were easy to use for the students
- At that point of time it encouraged students to take part in the learning process since the instruction mode shifted to self-paced learning

6. Problems encountered and Resources required

- Mental blocks of students towards certain courses
- Low self-esteem
- Dysfunctional families
- Indifferent attitude
- Work burden at home
- Alcoholic fathers
- Poverty of students
- Terminally ill parents/dependents
- Rural backgrounds
- Overly strict parents/families
- Limited personal freedom
- Limited facilities for learning at home
- Adapting to online learning for both faculty and students
- Problems of access to internet
- Lack of interaction reflecting on students' personalities and progress
- Lack of insufficient tools for student assessment
- Lack of motivation to attend classes
- Faculty could not identify individual differences quickly
- Faculty found online class preparation more tedious

7. Notes

Some of the problems encountered were uncontrollable and external to the institution. However, some factors were controllable and internal to the institution. Attempts to address all these issues were made within the framework of the college.

- More financial resources were needed
- More awareness programs for parents
- More programs to raise self-esteem and reduce indifference

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness

Sacred Heart College is a beam of hope and empowerment for young women from diverse socio-economic strata across Kerala. In keeping with its motto 'Light shines in darkness', The college has an exceptional reputation in the transformation of lives of generations of women students who have traversed through its portals. The institution is constantly striving to stay ahead of the pack in its endeavour to address the changing needs of students to provide game-changing education in the most sensitive and compassionate manner.

Women-centric Founding Mission and Vision

Sacred Heart College was founded as a junior college in 1980 by the Alvernia Province of the Franciscan Clarist Congregation. The college was upgraded as a degree college in 1991. The college is now in its 42nd year of empowering young women with inclusive education.

Our vision has been to provide education that transforms lives of students so that they are empowered to:

- Become competent young women providing innovative leadership
- Create a just, humane and inclusive society
- Engage in the academic pursuit of truth and search for righteous living
- Learn to interact with other people and society and transform into socially, environmentally responsible gender-sensitive citizens

Value-based Education

- Sacred Heart College strongly believes in providing transformative education that is well-

entrenched in value systems. Concrete steps are taken to implement the National Education policy of India which insists that values, heritage and culture should be promoted in campuses.

- The integration of moral and spiritual values is given top priority especially since today's young people are facing a value crisis, value confusion and conflict in the face of technological revolution especially the unlimited access to digital devices and digital content.
- Teachers of the institution play a significant role in imparting value-based education.
- The college focusses on providing education that prepares young women to meet the unknown challenges of the future. Emphasis is given to education that helps them to appreciate our rich cultural heritage and values, to develop their own values and value system which will guide them in their personal and social life and form the foundation of the society we dream of.

A value-nurturing climate is fostered in the institution through the following measures:

1. Care is exercised to ensure that every student feels she belongs. The management and staff play a protective, caring, supporting and nurturing role so that students feel secure and comfortable in the college and can use all their energy for personal growth.
2. Teachers are a great educative influence since care is taken to ensure that there is a congruence between the person and the role she/he is identified with.
3. Rules and norms of the institution (Code of Conduct) like wearing of uniforms, and restriction on use of gold ornaments, keeping mobile phones in the respective departmental staffrooms etc, are formulated on the basis of reason and communicated to the students in a direct and non-threatening way.
4. Promotion of the idea that awards and sanctions is based on the ideal that good actions/behaviour is its own basic motive and also its reward.
5. Appreciation of students for their achievements, but not merely in terms of measuring performance, fosters a climate of growth.

The institution has identified the priority areas in providing value-based education:

- Communal harmony, tolerance and national integration is promoted through invited talks, cultural competitions and celebration of Pan-Indian festivals, commemoration of special days and a no-discrimination policy strictly observed. value education classes for non-Christians and value orientation talks by faculty are conducted every week. All students are given total freedom to observe their religious practices and customs.
- Respect for life by helping students understand the fundamental sacredness of life through various activities and programs organised by the Departments, the NSS and the Value Education Committee.
- Inculcating a sense of justice by becoming agents of social change by providing opportunities to students to contribute to make the society they live in become a better place. Visits to old age and children's homes, cleaning of railway station, local government hospital during the COVID pandemic, cleaning of water bodies, collection and distribution of groceries to needy families, distribution of cleaning kits, groceries during the floods, blood donation camps, hair donation drives are some of the programs organised towards this end.
- Issues of women are given special emphasis by organising a variety of gender sensitisation programs under the auspices of the Women's Cell, the NSS and the departments.
- Job-oriented education through different programs conducted to promote entrepreneurship and self-employment by the IQAC and the departments and the career and placement cell.
- Faith in the Divine promoted by organising programs that help in strengthening the spirit of

students and faculty and counteracting materialism and consumerism. Retreats, Holy Mass, Adoration and Catechism classes are conducted regularly for catholic students. Staff attend a special morning prayer every day and value orientation classes are arranged for non-catholics at the college and departmental levels.

- Self-respect and self-esteem nurtured by imbibing respect for the given work, cleanliness of self and surroundings and taking pride in work well-done.
- Initiative and creativity rewarded by commending and congratulating students and staff in public spaces and digital media. Resignation, slavishness and imitation is discouraged.
- Opportunities given for practising democracy by arranging talks on civic rights, political rights, human rights, women's rights etc, celebration of Independence and Republic Day, Constitution Day, International Women's Day, programs arranged in association with KILA and involvement in rallies and street plays to instil awareness in the local community in association with the local bodies in the interest of public and social causes.

Concern for the environment

Ecology and environment consciousness instilled among students by organising a number of activities to commemorate World Environment Day, World Water Day, World Soil Day, World Forest Day, Energy Conservation Day. A plastic-free, carbon-neutral and green campus, measures for waste management, use of solar power and bio-gas plant for recycling and energy generation, use of LED lights etc silently conveys the message of being individually and collectively responsible for our environment.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

1991 was a landmark year when Sacred Heart College was upgraded as a degree college.

Apart from offering undergraduate and postgraduate courses in Arts, Sciences, Commerce and Mathematics, the college also offers a 5-year integrated course in Psychology.

The college is a centre for conducting University Examinations for private registration students.

The college has two dedicated NSS units with a total strength of 100 every year and can boast of a stellar track record in community service over the past years.

The college website and Multimedia facility was inaugurated in 2004.

The UGC-funded hostel and college chapel were inaugurated as part of Silver Jubilee Celebrations of the college in 2006.

The college possesses a 400 meters eight-lane track.

The college offered UGC-sponsored add-on courses in Quail farming, Entrepreneurial Skill Development and Communication Skills in English. In addition, the college also offered Diploma in Sales Tax and short-term certificate courses like PGDCA, DCA, Visual Basic, Tally, Photoshop, MS office etc.

The Walk with the scholar (WWS) and Scholar Support Program (SSP) was inaugurated in 2018.

Student Induction Program for freshers is organised every year from 2019.

The college has an active Alumnae Association to continue the Sacred Heart fraternity and the annual gathering is conducted every year.

The PTWA was established to create an atmosphere of friendship, cooperation and unity among the guardians of students, faculty members and well-wishers in matters pertaining to the functioning of the college.

The institution has Energy and Environment policies to preserve ecology and inculcate environment consciousness among students.

The college was accorded star status by the Department of Biotechnology in 2018.

The college has constituted committees for extracurricular activities.

The college offered a 50-hour intensive civil service orientation course from December 2019.

The Department of Chemistry has a Water Analysis Unit and a Self-Employment Unit that offers training in making soaps, detergents, sanitisers and disinfectants.

The college believes in inclusion of students with disabilities by protecting and promoting the dignity and rights of each individual.

Concluding Remarks :

In the 42 years since its inception, the college has crossed many hurdles and achieved a number of milestones.

The institution has remained true to its mission of women empowerment and has constantly endeavoured to provide quality, inclusive and holistic education to its students. The college has attempted to address the gender disadvantages faced by women by ensuring a free, competitive, challenging and safe environment making it an ideal destination for education of young women.

The college is committed to ensure the development of the total person by providing opportunities for students not only to excel academically but also flower into strong, socially sensitive individuals equipped with the capacity to face the real world. This is ensured through the various avenues available like the NSS, Womens' Cell, clubs and associations, Government sponsored initiatives like Scholar Support Program (SSP), Walk with the Scholar Program (WWS), Additional Skill Acquisition Program (ASAP), arts and sports, career guidance and placement, entrepreneurial development, MOUs with other institutions, karate and yoga for self-defence and health and counselling services for mental health. Value education and value orientation are also part and parcel of the institution. The institution has highly qualified and dedicated faculty who regularly upgrade themselves by participating in seminars, workshops and other FDPs. The green and peaceful campus and the beautiful garden with a variety of flora and fauna reinforce the teaching-learning environment and provides an enviable ambience for teaching and learning.

Sacred Heart College has succeeded in spreading a beam of hope to young women who desire a transformative education and space to build and hone their capabilities, talents and skills but has to tread many more miles to completely achieve its mission and vision enabling the motto 'Light shines in Darkness'.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>12</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>12</td> <td>5</td> <td>4</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	8	12	5	4	2020-21	2019-20	2018-19	2017-18	2016-17	4	8	12	5	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
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4	8	12	5	4																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>222</td> <td>449</td> <td>194</td> <td>151</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>222</td> <td>449</td> <td>194</td> <td>151</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	112	222	449	194	151	2020-21	2019-20	2018-19	2017-18	2016-17	112	222	449	194	151
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112	222	449	194	151																	
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				

3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. 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" data-bbox="306 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>9</td> <td>9</td> <td>10</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>9</td> <td>9</td> <td>10</td> <td>1</td> </tr> </tbody> </table> <p>Remark : as per data disregarding articles not in UGC Care list</p>	2020-21	2019-20	2018-19	2017-18	2016-17	16	9	9	10	1	2020-21	2019-20	2018-19	2017-18	2016-17	10	9	9	10	1
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10	9	9	10	1																	
3.4.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>12</td> <td>3</td> <td>3</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1386 1046 1520"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Disregarding appreciation letters and awards local in nature</p>	2020-21	2019-20	2018-19	2017-18	2016-17	11	12	3	3	6	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	0	0	0
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0	1	0	0	0																	
6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>68</td> <td>68</td> <td>66</td> <td>66</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>67</td> <td>67</td> <td>65</td> <td>65</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	68	68	68	66	66	2020-21	2019-20	2018-19	2017-18	2016-17	68	67	67	65	65
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68	67	67	65	65																	
2.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>78.52</td> <td>256.44</td> <td>476.62</td> <td>165.09</td> <td>144.16</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>68.23</td> <td>188.56</td> <td>362.07</td> <td>131.56</td> <td>109.1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	78.52	256.44	476.62	165.09	144.16	2020-21	2019-20	2018-19	2017-18	2016-17	68.23	188.56	362.07	131.56	109.1
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