



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Sacred Heart College, Chalakudy

• Name of the Head of the institution **Prof. Dr. Reena Ittyachan**

• Designation **Principal**

• Does the institution function from its own campus? **Yes**

• Phone no./Alternate phone no. **04802701159**

• Mobile no **9744140437**

• Registered e-mail **shcollegecky@gmail.com**

• Alternate e-mail **principalshcollegecky@gmail.com**

• Address **Railway Station Road, Chalakudy, Thrissur**

• City/Town **Chalakudy**

• State/UT **Kerala**

• Pin Code **680307**

2.Institutional status

• Affiliated /Constituent **Affiliated**

• Type of Institution **Women**

• Location **Semi-Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **University of Calicut**
- Name of the IQAC Coordinator **Dr. V. Neetha**
- Phone No. **9400018554**
- Alternate phone No. **9745822940**
- Mobile **7403539290**
- IQAC e-mail address **iqac@sacredheartcollege.ac.in**
- Alternate Email address **iqacshc@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

<http://sacredheartcollege.ac.in/wp-content/uploads/2024/11/AQAR-2022-23-REPORT.pdf>

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://sacredheartcollege.ac.in/wp-content/uploads/2024/01/final-calendar-23-24.pdf>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A+	3.28	2023	20/02/2023	19/02/2028

6. Date of Establishment of IQAC

16/08/2004

7. Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Institutional	STAR College Scheme	Department of Biotechnology, Government of India	2018, 3 years	6300000

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **7**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

Faculty Development and Training: IQAC organized training programs for faculty on academic reforms in autonomous institutions, equipping them with the necessary knowledge and skills for institutional transition.

Promoting Research and Innovation: Through the Heartian Colloquium, IQAC facilitated faculty interactions, fostering interdisciplinary dialogue and the exchange of innovative ideas and research insights.

Sensitizing faculty towards the New Education Policy (NEP 2020), helping them understand and adapt to the policy's goals and implications for higher education through workshops and seminars.

Faculty Welfare, Cultural and Social Engagement: : IQAC supported faculty wellness by introducing a Faculty Fitness Training series in collaboration with the Physical Education Department, promoting physical and mental health through access to the fitness center and gym. Establishing a staff club to encourage cultural activities, IQAC helped foster camaraderie among staff members, enriching the overall institutional environment.

Student Orientation and Outreach: IQAC organized phased student induction programs for first-year undergraduate and postgraduate students, while also coordinating science exhibitions and school visits to promote higher education in science and commerce.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Sensitizing faculty towards the New Education Policy (NEP 2020), helping them understand and adapt to the policy's goals and implications for higher education.	The IQAC conducted training programs for faculty related to the academic reforms in autonomous institutions.
Fostering interdisciplinary dialogue and academic excellence among faculty and students, promoting the exchange of innovative ideas and research insights.	Heartian Colloquium - faculty interactions to promote research insights and innovative ideas.
Faculty welfare measures - Encouraging activities that build harmony and a sense of oneness among faculty members to strengthen their performance and commitment, and thus contributing to the institution's growth and success.	Promote physical and mental health of the faculty - Faculty Fitness Training series - in association with the Department Physical Education for faculty members to use the fitness center and gym. Establishing a staff club to encourage and promote cultural activities among staff members fosters camaraderie and enriches the institutional environment.
Sensitizing faculty towards the New Education Policy (NEP 2020), helping them understand and adapt to the policy's goals and implications for higher education.	Seminars and workshops related to the NEP, FYUGP of the Government of Kerala by both institutional faculty and experts from other institutions.
Organize an orientation program to introduce first-year students to the institution's vision, mission, academic framework, and	Student Induction program in phases for Undergraduate and then Post Graduate students ensuring a smooth transition

campus culture, while helping them adapt and feel comfortable in the new environment.	into college life.
Organize extension activities in schools near Chalakudy to motivate students to explore science and commerce for higher education	The science departments organized an on-campus exhibition for 11th-grade students and conducted school visits to demonstrate experiments, showcasing the fascinating world of experimental science. Meanwhile, the Department of Commerce hosted a fest highlighting various aspects of management studies

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
College Council	28/03/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Sacred Heart College, Chalakudy
• Name of the Head of the institution	Prof. Dr. Reena Ittyachan
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	04802701159
• Mobile no	9744140437
• Registered e-mail	shcollegecky@gmail.com
• Alternate e-mail	principalshcollegecky@gmail.com
• Address	Railway Station Road, Chalakudy, Thrissur
• City/Town	Chalakudy
• State/UT	Kerala
• Pin Code	680307
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Women
• Location	Semi-Urban
• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	University of Calicut
• Name of the IQAC Coordinator	Dr. V. Neetha

• Phone No.	9400018554						
• Alternate phone No.	9745822940						
• Mobile	7403539290						
• IQAC e-mail address	iqac@sacredheartcollege.ac.in						
• Alternate Email address	iqacshc@gmail.com						
3.Website address (Web link of the AQAR (Previous Academic Year))	http://sacredheartcollege.ac.in/wp-content/uploads/2024/11/AQAR-2022-23-REPORT.pdf						
4.Whether Academic Calendar prepared during the year?	Yes						
• if yes, whether it is uploaded in the Institutional website Web link:	https://sacredheartcollege.ac.in/wp-content/uploads/2024/01/final-calendar-23-24.pdf						
5.Accreditation Details							
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to		
Cycle 4	A+	3.28	2023	20/02/2023	19/02/2028		
6.Date of Establishment of IQAC			16/08/2004				
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,							
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount			
Institutional	STAR College Scheme	Department of Biotechnology, Government of India	2018, 3 years	6300000			
8.Whether composition of IQAC as per latest NAAC guidelines			Yes				
• Upload latest notification of formation of IQAC			View File				

9.No. of IQAC meetings held during the year	7	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>Faculty Development and Training: IQAC organized training programs for faculty on academic reforms in autonomous institutions, equipping them with the necessary knowledge and skills for institutional transition.</p>		
<p>Promoting Research and Innovation: Through the Heartian Colloquium, IQAC facilitated faculty interactions, fostering interdisciplinary dialogue and the exchange of innovative ideas and research insights.</p>		
<p>Sensitizing faculty towards the New Education Policy (NEP 2020), helping them understand and adapt to the policy's goals and implications for higher education through workshops and seminars.</p>		
<p>Faculty Welfare, Cultural and Social Engagement: : IQAC supported faculty wellness by introducing a Faculty Fitness Training series in collaboration with the Physical Education Department, promoting physical and mental health through access to the fitness center and gym. Establishing a staff club to encourage cultural activities, IQAC helped foster camaraderie among staff members, enriching the overall institutional environment.</p>		
<p>Student Orientation and Outreach: IQAC organized phased student induction programs for first-year undergraduate and postgraduate students, while also coordinating science exhibitions and school visits to promote higher education in science and commerce.</p>		

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Sensitizing faculty towards the New Education Policy (NEP 2020), helping them understand and adapt to the policy's goals and implications for higher education.	The IQAC conducted training programs for faculty related to the academic reforms in autonomous institutions.
Fostering interdisciplinary dialogue and academic excellence among faculty and students, promoting the exchange of innovative ideas and research insights.	Heartian Colloquium - faculty interactions to promote research insights and innovative ideas.
Faculty welfare measures - Encouraging activities that build harmony and a sense of oneness among faculty members to strengthen their performance and commitment, and thus contributing to the institution's growth and success.	Promote physical and mental health of the faculty - Faculty Fitness Training series - in association with the Department Physical Education for faculty members to use the fitness center and gym. Establishing a staff club to encourage and promote cultural activities among staff members fosters camaraderie and enriches the institutional environment.
Sensitizing faculty towards the New Education Policy (NEP 2020), helping them understand and adapt to the policy's goals and implications for higher education.	Seminars and workshops related to the NEP, FYUGP of the Government of Kerala by both institutional faculty and experts from other institutions.
Organize an orientation program to introduce first-year students to the institution's vision, mission, academic framework, and campus culture, while helping them adapt and feel comfortable in the new environment.	Student Induction program in phases for Undergraduate and then Post Graduate students ensuring a smooth transition into college life.

Organize extension activities in schools near Chalakudy to motivate students to explore science and commerce for higher education	The science departments organized an on-campus exhibition for 11th-grade students and conducted school visits to demonstrate experiments, showcasing the fascinating world of experimental science. Meanwhile, the Department of Commerce hosted a fest highlighting various aspects of management studies				
13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> <tr> <td>College Council</td> <td>28/03/2024</td> </tr> </table>	Name	Date of meeting(s)	College Council	28/03/2024	
Name	Date of meeting(s)				
College Council	28/03/2024				
14. Whether institutional data submitted to AISHE					
<table border="1"> <tr> <th>Year</th> <th>Date of Submission</th> </tr> <tr> <td>2022-23</td> <td>20/03/2024</td> </tr> </table>	Year	Date of Submission	2022-23	20/03/2024	
Year	Date of Submission				
2022-23	20/03/2024				
15. Multidisciplinary / interdisciplinary					
<p>The curriculum which has to be followed is prescribed by the institution with whom the college is associated. The college cannot provide multidisciplinary courses as a result of this restriction on academic flexibility. The college is ready to provide these courses if it is granted independent status. However within these limitations the open courses and complementary courses both have an interdisciplinary focus. During the fifth semester, students have the opportunity to choose topics from the humanities or sciences under 'open courses' that are offered to them. With required credits for projects, field trips and institution visits, the University of Calicut offers a choice-based credit system for its curriculum. Project subjects and field trip destinations are chosen to encourage community engagement, environmental education, and interdisciplinary learning. Multiple entry and exits at different</p>					

levels will be made possible if the new NEP policy is implemented in the higher education sector. Students must finish internships worth a specific amount of credits in order to graduate at different levels with a certificate, diploma, or degree. The institution provided skill-based internship programs that would help to assist students in developing their organisational, problem-solving, communication, and decision-making abilities. The internships offered by the institution were content writing, website development, graphic design, hotel management, application development, fashion design, etc.

16.Academic bank of credits (ABC):

According to UGC sub-regulations, only universities established or incorporated under a Central Act, Provincial Act, or State Act; institutions deemed to be universities under Section 3 of the University Grants Commission Act, 1956 (3 of 1956); and autonomous colleges, as defined in these regulations, are eligible to register under the Academic Bank of Credits (ABC). Since our college is an affiliated institution, it is currently ineligible to register under the ABC as per the existing regulations. Affiliation with a university significantly limits a student's ability to choose their academic path and courses. However, staff and students have the option to enroll in online courses such as MOOCs and SWAYAM, accessible through the library's website.

17.Skill development:

A major achievement was the establishment of an incubation center at Sacred Heart College, Chalakudy under the auspices of the Institution Innovation Council. This initiative serves as a bridge between academia and industry, supporting students, faculty, and local entrepreneurs in transforming innovative ideas into viable business ventures through research and development. A series of workshops and seminars were conducted to raise awareness on skill development among students. These initiatives provided valuable insights into cultivating an entrepreneurial mindset, exploring the start-up ecosystem, and understanding the steps involved in starting a business. Several practical start-up programs were launched, focusing on hands-on learning and skill development. Noteworthy among these were training in LED bulb production, star-making, and hygiene product manufacturing, offering students real-world experience in product development and business management. Several skill sets are focused on, such as soft skills, life skills, IT skills etc. Workshops conducted by organisations such as Mastering corporate careers and Mahindra

Pride for the development of soft skills and interview skills in students. Mastery in Computer skills, learning how to drive are some of the other skills that our students have learnt through various programs organised by the institution. In addition, the IIC encouraged scientific and innovative approaches to agripreneurship by inspiring students to adopt modern agricultural techniques, integrate technology, and embrace sustainable farming practices.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The college's vision and objectives are deeply rooted in value-based education. Every week, during the designated hour, faculty members conduct value orientation classes that focus on Indian value systems. The college follows a bilingual approach in classroom teaching and other activities. The college also encourages students to participate in various cultural celebrations, such as Onam, Keralapiravi, Holi etc to promote respect for Indian traditions. These events help raise awareness of the diverse cultures across India and foster religious tolerance among students. To further enhance learning opportunities, the college facilitates easy access to MOOCs and SWAYAM courses for students and staff through the information center (accessible via the library's website). The college's upgraded ICT infrastructure creates a conducive environment for enrolling in and participating in online courses. Several staff members are also actively involved in creating courses in the SWAYAM portal.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-Based Education (OBE) places a strong emphasis on defining specific, quantifiable learning outcomes for students. Teachers try to explain these outcomes at the beginning of each class. OBE also helps teachers shift the focus from teaching to learning, fostering a student-centered approach where educators align assessments with specified outcomes. The use of various teaching modalities rather than just lecturing has shifted the learning to a student-centric approach, and the internal question papers are prepared in accordance with the outcomes that have been defined. By implementing OBE in the internal assessment, there has been a significant improvement in continuous assessment, transparency, and real-world application, equipping students with skills that are applicable in professional settings. Additionally, this method has improved accountability, included students in the curriculum delivery process, and

guaranteed inclusion and global compatibility in educational standards. Additionally, the flexibility has preserved a defined framework for reaching desired abilities while enabling a variety of instructional approaches.

20.Distance education/online education:

Online education has become the new standard in this age. Both teachers and students have turned to blended learning techniques. By making investments in cutting-edge educational technologies and offering educators ongoing professional development opportunities, such as refresher courses in online teaching and digital assessment tools, our institution is actively working to improve usage of online tools to facilitate learning. International sources of information are available through the institution's digital library which can be accessed by both teachers and students for making notes and preparing presentations. The college integrates ICT-enabled tools into the teaching-learning process, creating an engaging and effective educational environment. All departments are connected through Wi-Fi, and Smart boards in classrooms enable dynamic, interactive lessons. All students have access to high-speed internet and modern computing facilities. Online Platforms are widely used to support hybrid and online teaching, ensuring flexibility and accessibility. Students and teachers have enrolled in MOOC courses, with faculty even contributing to the Swayam portal through EMMRC, University of Calicut.

Extended Profile

1.Programme

1.1 439

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 764

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2

176

Number of seats earmarked for reserved category as per GOI/
State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3

257

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1

67

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2

67

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1 439

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 764

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 176

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 257

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 67

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2	67
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution	
4.1	58
Total number of Classrooms and Seminar halls	
4.2	202.97
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	114
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Sacred Heart College, affiliated with the University of Calicut, ensures effective curriculum delivery through a meticulously planned and documented process. The institution adheres to the University-mandated syllabus while fostering innovation within the academic framework to promote holistic student development. Timely preparation of timetables, workload allocation, and assignment of general duties to faculty are completed well before the academic session begins. The Choice-Based Credit Semester System (CUCBSS) is effectively implemented for both UG and PG programmes.

The curriculum's execution is closely monitored through a teacher's diary, regularly reviewed by the Internal Quality Assurance Cell (IQAC). The college distributes a comprehensive handbook containing key information, including the internal exam schedule, aligned with the University Academic Calendar. Faculty employ ICT-enabled tools to deliver course and programme

outcomes efficiently, supplemented by informal mechanisms to address students' learning needs.

Resources such as the INFLIBNET N-LIST and the Library and Knowledge Centre's website support this process. A robust feedback system gathers input from stakeholders to improve curriculum delivery continually. These measures, underpinned by meticulous planning and documentation, ensure that the institution maintains high standards in implementing the curriculum effectively.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://sacredheartcollege.ac.in/criterion-1/

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Sacred Heart College, affiliated with the University of Calicut, adheres to the University Academic Calendar to ensure the smooth execution of academic and non-academic activities. The institution aligns its schedules for teaching, examinations, semester breaks, and vacations with those outlined by the University. Additionally, the college prepares its own academic calendar at the start of each academic year to coordinate internal activities and events effectively.

For continuous internal assessment, internal exam schedules and teaching timelines are formulated by the faculty in adherence to the University and college calendars. A dedicated Examination Cell, headed by the Chief Superintendent of Examinations, oversees the process. Tentative internal exam dates are finalized in consultation with the IQAC and the Internal Examination Committee. To maintain rigor, centralized examinations are conducted, fostering a sense of seriousness among students regarding their academic performance.

The Internal Examination Committee prepares and publishes the examination timetable at the beginning of each semester, ensuring transparency and awareness among students. The college emphasizes timely syllabus completion and the systematic conduct of internal exams through an academic timeline, ensuring

adherence to institutional and University guidelines. This structured approach enhances the academic experience and maintains high standards of curriculum delivery.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://sacredheartcollege.ac.in/wp-content/uploads/2024/11/final-calendar-23-24.pdf

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

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

19

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

8

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

399

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

1.3 - Curriculum Enrichment

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

Sacred Heart College integrates cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum to foster the holistic development of its students. The institution is dedicated to nurturing self-discipline, social sensitivity, and spiritual growth, shaping responsible individuals with strong ethical

foundations.

To instill core values, gender sensitivity, leadership skills, environmental awareness, and professional ethics, the college organizes a variety of programs. These initiatives are supported by active participation from various clubs, the Women's Cell, NSS units, and academic departments. The revised University syllabus includes audit courses such as Environmental Studies, Disaster Management, Human Rights, Consumer Protection, and Gender Studies, offering students valuable insights into these critical issues.

The institution also hosts gender sensitization workshops, human rights awareness sessions, and lectures on environmental sustainability. Observing significant occasions like World Environment Day, International Women's Day, Nagasaki Day, and National Integration Day further strengthens students' sense of nationalism, patriotism, environmental consciousness, and commitment to sustainable development.

By integrating these elements into academic and extracurricular activities, Sacred Heart College ensures that its students are equipped with the values and skills needed to address contemporary societal challenges effectively and ethically.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

19

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

287

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
---	----------------------------

File Description	Documents
URL for stakeholder feedback report	https://sacredheartcollege.ac.in/feedback-analysis-reports/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
---	---

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	https://sacredheartcollege.ac.in/feedback-analysis-reports/

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

298

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

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

52

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The institution employs a structured approach to assess students' learning levels through a comprehensive review of

their academic background, including Plus Two marks, previous examination results, assignments, and entry-level assessments. This evaluation allows teachers to tailor teaching methodologies to individual learning needs.

For slow learners, the institution offers specialized support through bridge courses, remedial coaching, mentorship, and personalized attention. Group learning opportunities are encouraged, supplemented by resources such as notes and question banks. Additionally, the institution's professional counselor provides expert assistance to students with learning disabilities, ensuring their unique challenges are addressed effectively.

Advanced learners, on the other hand, are encouraged to excel through skill development programs and software-based learning opportunities. They are motivated to participate in seminars, conferences, and inter-collegiate competitions to broaden their academic and professional horizons.

To support all students, the institution organizes programs focusing on career counseling, language proficiency, interview preparation, group discussions, and personality development. Initiatives like Reading Week foster a love for reading, while guidance on career choices and basic computer skills ensures holistic growth. The library, Knowledge Centre, and INFLIBNET resources further enhance students' learning experiences, enabling them to achieve academic excellence and personal growth.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
764	67

File Description	Documents
Any additional information	View File

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

Experiential learning focuses on applying knowledge through real-world activities instead of just studying theory. Students engage in hands-on experiences like visiting industries, going on field trips, and contributing to community initiatives, such as NSS and the college's "Heart to Heart" program.

They also take part in interactive events such as debates, quizzes, essay writing, and creating visual art like posters and paintings, all designed to make learning both enjoyable and creative. Special workshops help them acquire practical skills, such as crafting soap, assembling LED lights, and testing water purity. Additionally, they gain proficiency in using software tools for drafting and organizing their work.

Students collaborate to brainstorm, analyze real-world scenarios, and consult with professionals from different sectors. They delve into local history and study economic systems within their communities. By showcasing their learning through demonstrations, presentations, discussions, exhibitions, and role-playing, they experience learning in a tangible and dynamic way.

Problem-solving is a central focus, with students practicing these skills through the College Union and IQAC initiatives. They also participate in NSS camps, rallies, and advocacy events, reflecting their commitment to societal change. Through these diverse activities, the college nurtures students to become well-rounded, innovative, and socially conscious individuals ready to contribute positively to society.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The college integrates ICT-enabled tools into the teaching-learning process, creating an engaging and effective educational

environment. All departments are connected through Wi-Fi, and Smart boards in classrooms enable dynamic, interactive lessons. The Center for Excellence, equipped with high-speed internet and modern computing facilities, supports technological advancements and innovative practices.

Faculty members regularly participate in training programs to enhance their proficiency in digital tools, enabling them to deliver engaging presentations and foster interactive learning. The digital library offers access to international resources, while the Knowledge Center streamlines the sharing of academic materials like notes and presentations.

Platforms like Google Classroom and Google Meet are widely used to support hybrid and online teaching, ensuring flexibility and accessibility. Educators and students engage in MOOC courses, with faculty contributing to the Swayam portal through EMMRC, University of Calicut.

The college's YouTube channel, boasting over 4.8k subscribers, provides recorded lectures and seminars, supplemented by a wealth of e-resources, including videos and e-books, to enrich learning. Hands-on experiences are enhanced through interactive applications like Google Colab and Pydroid3, equipping students with practical skills. This seamless integration of technology ensures quality education, fostering innovation and discovery in every classroom.

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

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

2.3.3.1 - Number of mentors

54

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

67

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

16

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

438

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college strictly adheres to the University's examination protocols, ensuring transparency, fairness, and grievance redressal. Internal examinations, contributing 20% of each course's total marks, are governed by a structured evaluation system.

Components of Internal Evaluation:

- **Written Exams (40%):** Semester-based assessments for theoretical courses.
- **Assignments (20%):** Various assignments throughout the semester.
- **Seminars (20%):** Student presentations on assigned topics.
- **Classroom Participation (20%):** Attendance and active engagement.
- **Project Work Assessment:** Content, presentation style, findings, and research aptitude.
- **Practical Courses:** Internal evaluation includes 60% for record maintenance and 40% for lab involvement.

Internal Exam System: The Internal Exam Cell, comprising four faculty members nominated by the college council, ensures smooth conduct. It organizes centralized tests, publishes timetables, seating plans, and assigns invigilation duties.

Transparency Measures:

- Scores displayed on notice boards and published online.
- Mark registers signed by students for confirmation.
- Scrutiny of marks by the Principal and maintained academic records.
- Informal discussion of evaluation standards in class.

- Evaluation guidelines provided in the college handbook.
- Academic calendar includes tentative internal exam dates.

This robust system guarantees fair evaluation and ample preparation opportunities for students throughout the semester.

File Description	Documents
Any additional information	View File
Link for additional information	https://sacredheartcollege.ac.in/internal/

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

Sacred Heart College, under the University of Calicut, upholds strict compliance with the University's examination protocols. End-Semester exams, contributing 80% of the total marks, are governed by a structured system ensuring transparency and fairness, with mechanisms to handle grievances effectively.

Internal assessments—comprising tests, assignments, projects, and seminars—are conducted in alignment with University norms. These are clearly communicated to students beforehand, with exams scheduled within the academic calendar and corrected answer scripts shared for student review. The consolidated internal marks are first published on the department notice boards and the college website. A one-week period is provided for students to submit any grievances, if any.

Students can address any issues with their respective faculty, and if unresolved, escalate them to the class-in-charge or Head of the Department. Lab courses are evaluated through recorded marks or grades for each experiment, while project assessments involve oversight by the Head of the Department and associated faculty.

Final practical exams and project evaluations are conducted in collaboration with external examiners appointed by the University, ensuring impartiality. The College provides a grievance redressal cell for addressing student concerns, while University-related issues—such as result discrepancies or certificate amendments—are efficiently managed by the College's external examination cell.

File Description	Documents
Any additional information	View File
Link for additional information	https://sacredheartcollege.ac.in/criterion-2/

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.

The college follows the University of Calicut's curriculum, which clearly outlines Program Outcomes (POs) and Course Outcomes (COs) for all programs. These outcomes are prominently displayed on the college website and are communicated effectively to both teachers and students at the start of each semester. Faculty members integrate these outcomes into their lesson plans, ensuring that the diverse academic needs of students are met.

At the beginning of each semester, students are provided with comprehensive information, including the curriculum, homework assignments, and seminar schedules. The institution emphasizes professional development for its faculty, offering workshops, seminars, and conferences focused on innovative teaching strategies and assessments aligned with COs and POs. This commitment to quality teaching practices fosters a dynamic learning environment.

The evaluation process is well-structured, with 20% of assessments managed at the college level, ensuring consistency with the syllabus guidelines. Alumni actively contribute to the academic community by sharing career insights and demonstrating how their education aligned with program objectives, providing inspiration and guidance to current students.

While the institution is committed to academic excellence, there is scope for improvement in refining internal assessment methods and strengthening the approach to mapping CO attainment, further enhancing the overall educational experience.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://sacredheartcollege.ac.in/programme-outcome/
Upload COs for all Programmes (exemplars from Glossary)	View File

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

As an affiliated institution of the University of Calicut, our curriculum adheres to the academic framework established by the University, which includes Course Outcomes (COs), Program Specific Outcomes (PSOs), and Program Outcomes (POs). The evaluation of these outcomes is managed by departmental Quality Assurance Committees (QACs) and academic teams at the department level.

Student progress is assessed through a range of evaluation methods, including University examinations, internal assessments, assignments, seminars, surprise quizzes, and open-book tests. Faculty members carefully track each student's performance against the POs, offering additional guidance to those who require extra support.

In our assessment model, University exams carry significant weight at 80%, while internal assessments account for 20%. Even though we operate as a non-autonomous college, we are committed to addressing any difficulties students face in achieving the COs and POs.

To further strengthen our evaluation process, we monitor student progression to Higher Educational Institutions (HEIs) and their success in securing employment. Our academic environment is enriched through seminars, workshops, training programs, project work, inter-departmental collaborations, and a wide variety of co-curricular activities.

The Internal Quality Assurance Cell (IQAC) actively encourages new faculty members to participate in training programs focused on Outcome-Based Education (OBE) and the effective measurement of CO, PSO, and PO attainment, ensuring continuous improvement

in educational delivery and student success.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

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

198

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://sacredheartcollege.ac.in/criterion-2/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://sacredheartcollege.ac.in/feedback-analysis-reports/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

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

Nil

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

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

3.1.2.1 - Number of teachers recognized as research guides

7

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

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

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

The institution has developed a robust ecosystem that fosters

innovation and ensures the effective transfer of knowledge through a variety of initiatives and programs. These activities combine academic learning with practical experiences, equipping students with essential skills for personal and professional growth.

Programs like Campus Orientation and Youth Leadership Development Programme focus on nurturing leadership, collaboration, and critical thinking skills. These initiatives prepare students to take on challenges in their academic and career journeys.

The Mastering the Stock Market - A Share Trading Awareness Class empowers students with financial literacy and practical insights into the stock market, enabling them to make informed investment decisions and understand economic trends.

Green Couture - Fashion with Purpose promotes creativity and environmental responsibility, encouraging students to explore sustainable fashion and advocate for eco-friendly practices.

The Hiroshima-Nagasaki Day Commemoration raises global awareness about peace and the consequences of war, fostering empathy and a sense of responsibility among students.

Additionally, sessions on Climate Change and Career Opportunities in IMD and MoES provide insights into climate science and open avenues for careers in meteorology, earth sciences, and environmental policy.

Together, these initiatives reflect the institution's commitment to innovation, sustainability, and preparing students to be responsible global citizens and future leaders

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sacredheartcollege.ac.in/criterion-3/3-2-1-institution-has-created-an-ecosystem-for-innovations-and-has-initiatives-for-creation-and-transfer-of-knowledge/

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

10

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year****3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

4

File Description	Documents
URL to the research page on HEI website	https://sacredheartcollege.ac.in/academics/research/
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

7

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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 year

15

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

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 year

The institution has successfully conducted numerous extension and outreach programs throughout the year in collaboration with NSS, NCC, government bodies, industries, communities, and NGOs. These initiatives aimed to promote societal awareness, education, and sustainable practices while fostering active community participation.

Programs like the Swachhta Hi Seva Campaign emphasized cleanliness and hygiene, aligning with the Swachh Bharat mission. Volunteers engaged in cleaning drives, waste management, and awareness activities to promote a clean and green environment. The Sasthrasametham - Science Lab Visit Program for School Students introduced young minds to practical scientific knowledge, fostering curiosity and interest in STEM education through hands-on experiments.

Visits to institutions like Karunabhavan, Mala provided opportunities for students to extend care and support to marginalized communities, promoting empathy and social

responsibility. Initiatives like SMILE (Science Mobile Lab for Interactive Learning and Explorations) 2023 made scientific concepts accessible to rural students, bridging educational gaps.

Awareness campaigns such as World AIDS Day and the Observance of the International Year of Millets addressed critical issues like health, nutrition, and sustainability. These programs reflect the institution's commitment to creating a positive societal impact by addressing contemporary issues and empowering individuals through education and service.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/criterion-3/3-4-3_proof-combined-final_compressed-1/
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

4

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

25

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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 year

2522

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

34

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

12

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

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.

Sacred Heart College has constantly updated its physical facilities to facilitate teaching and learning through the latest tools and technology.

Physical Infrastructure

Academic/Teaching Learning Infrastructure

Classrooms

- 43 properly ventilated classrooms.
- 16 SMART classrooms equipped with interactive boards and overhead WI-FI enabled LCD projectors with roll-down screens
- 12 digitally-enabled classrooms with LCD projectors

Library

- Two-storey building with a seating capacity of 140
- Fully automated
- 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

Administrative Infrastructure

- Principal's Office
- Administrative office
- Centre for Excellence (Computer Centre)
- Bursar's office

UG & PG Hostel for Students with Warden's offices

Academic/Student Support Infrastructure

- A 6500 square feet auditorium
- Guest room with state-of-the-art facilities
- IQAC office
- Counselling centre
- Student Amenity centre
- Canteen
- Store
- Exam cell
- NSS office

- Ramps for differently-abled in self-financing block, main block, amenity centre, library, auditorium and wash room
- Lift facility in self-financing block
- Two womens' hostels
- 10 staff rooms and 12 laboratories
- 148 computers
- Audio visual room
- Language lab/B Com lab facility
- Sports Infrastructure
- Open gym and fitness centre

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sacredheartcollege.ac.in/facilities/

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

Cultural infrastructure

The 2000 square feet auditorium with a main stage and a smaller stage is the location for all cultural events and is provided with high-quality sound systems and LCD projectors. It is used for yoga courses and karate sessions. Cultural events are also staged on the open, tiled area in front of the library, the meadow area in front of the auditorium and Arnos Padri Hall.

Conference Infrastructure

Four seminar halls are utilised for conducting seminars, departmental association activities, NSS activities and value orientation talks.

Sports and Health Infrastructure

The college offers top-notch gym and sports facilities. The indoor gym facility and the 400m athletic track facilities were open to the local women. The following are the sports facilities that are available.

- 400meter 8-lane multipurpose track(30m*10m tug of war court, 40m*20m handball court)
- 400meter cycling track
- 40m × 20m Basketball Court with gallery and 32m*14m netball court
- 13m*10m kabaddi court
- 23.77m × 10.97m Tennis Court
- 14m × 6.10m Shuttle Badminton Court
- 13.4m × 6.3m Ball Badminton Court
- 18m × 9m Volleyball Court
- 13.4m × 6.3m Sepak Takraw Court (2)
- 12.2m × 5.5m Tennikoit Court
- 28m × 16m Kho-Kho Court
- Cricket Practice Net
- Outdoor Gym
- Yoga Facility in Yoga Room
- Physical Fitness Centre
- Karate Coaching
- Tennis Coaching
- Ground open for local women

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sacredheartcollege.ac.in/facilities/

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

32

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sacredheartcollege.ac.in/facilities/ict-facilities-2/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

338.3

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The library is located in a separate three-storied building with a total area of 1684.62 sq. mts and a seating capacity 140. The library is fully automated with Koha ILMS software, version

22.05. Routine activities like cataloguing, circulation, renewal of books, information retrieval, membership creation, gate entry scanning etc. are done through this software. Barcoding of

books and member ID creation are done to speed up book circulation. The books are classified using Dewey Decimal classification. The library collection has 25775 books along with 60 periodicals and 5 newspapers. 25 PCs are installed for students to access e-resources and 5 computers are provided for office use. CCTV surveillance is available both inside and outside the library premises. The librarian annually gives library orientation classes for fresher students during the student induction program.

Library Services:

INFLIBNET N-LIST having access to 6000+ e-journals and

199500+ e-books

DELNET

DSpace institutional repository software

Current awareness service

Selective dissemination of information

Reference service

New arrivals display

Reprographic service

OPAC (Online Public Access Catalogue) service

Question bank facility

Free Internet Service

Library's Exclusive website named 'Library and Knowledge Centre'

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://sacredheartcollege.ac.in/knowledgecentre/services

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

1.25680

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

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

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

135

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The IT facilities in the institution are 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 ensuring 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.

The college took the following steps to upgrade its IT facilities for the smooth conduct of teaching and learning:

- Internet access to all departments through LAN connected computers and Wi-Fi with 40 mbps BSNL leased line connection and 200 mbps rail net
- Total of 148 computers and 11 WiFi routers installed
- Security ensured with individual username and password, licensed anti-virus facility additionally supported by firewall facility
- 16 SMART classrooms and 12 ICT-enabled classrooms
- College programmes telecasted through official YouTube channel
- CCTV surveillance

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

114

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

83.96

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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.

- Established policies exist which are devised, revised and implemented under the guidance of the Governing Council of various committees.
- Complaints and maintenance are systematically reported and time-bound action is taken.
- A well-established mechanism is in place to conduct auditing of materials in the departments, lab, library etc.

Infrastructure Maintenance Committee

- Assess general requirements, maintenance and plan for infrastructural enhancement,
- Electronic equipment, CCTV, fire extinguishers etc. serviced regularly by internal and external experts.
- Painting and carpentry contracts given as and when necessary.
- Water tanks, garden and the whole campus cleaned regular
- Security guards for campus security.

Classroom Management

- Classroom furniture checked and repaired regularly.

Laboratories

- Routine calibration, servicing of instruments and upkeep of lab equipments

Information Technology Facility

- Maintenance of ICT facilities done periodically
- Management of website done by website committee.

Sports Facility

- Sports equipment repaired on a regular basis.
- First-aid kits available

Library

- Upgrade of books, journals, e-resources etc done on a regular basis by the Library Advisory Committee

Canteen Facility

- Canteen committee oversees prices, maintenance and hygiene.

Water and Waste Management

- Effective systems for solid waste management.
- Bio-gas plant installed

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the

Government during the year

276

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

40

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://sacredheartcollege.ac.in/criterion-5/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

2190

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

2190

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

30

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

39

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

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State

government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

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

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) during the year.

23

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The college union plays an essential and supportive role in both academic and extracurricular activities on campus, contributing

to the overall development of the college community. Elections for the college union are conducted democratically, following the parliamentary model as outlined in paragraph 6.2.4 of the J M Lyngdoh report and the Supreme Court's ruling (SLP No. 24295/2004), under the guidance of the students' union staff advisor.

The college union is composed of the General Council, which includes all students, and an Executive Council, elected by an electoral council made up of two elected representatives. The elected electoral council is responsible for selecting the union leadership for the year. The college union comprises a Chairperson, Vice Chairperson, General Secretary, Arts Club Secretary, two University Union Councillors, Student Editor, and a nominated Sports Captain. The Principal serves as the ex-officio patron of the union.

To ensure effective and proactive engagement in the college's welfare, the union holds regular meetings with the Principal and staff advisor. These meetings provide a platform for discussing ideas, addressing issues with faculty and management, and fostering collaboration among students and staff for the betterment of the institution.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/criterion-5/
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

66

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The contributions of SHC alumni have been vital in driving the institution's success and growth. Many alumni actively engage in mentoring programs, offering guidance to current students on their academic and professional journeys. Alumni also play a key role as guest faculty, sharing their industry knowledge and real-world experiences with students. The annual alumnae gathering is held each year on the auspicious occasion of Diwali, with departmental alumni meetings arranged either on the same day or on a mutually convenient date. Alumnae are readily available to participate in interaction programs or projects that benefit current students. Several former students also return as guest faculty members, contributing their expertise to the academic environment.

Alumnae are invited as chief guests for events such as the annual alumnae meet and sports day celebrations. They also serve as valuable resource persons for departmental activities and the career guidance cell. Some departments organize alumnae interaction series, which include both academic and non-academic topics. Alumnae also contribute to supporting economically disadvantaged students within the departments. In recognition of service, mementos are presented to retiring staff, and retired faculty are invited to participate in special occasions such as retirement ceremonies, college day, departmental gatherings, and jubilee celebrations. Additionally, alumni contribute reference books to departments, further enriching the learning resources available to students.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/alumni/
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

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

Sacred Heart College Chalakudy epitomizes exemplary governance, ideally embodying its vision and mission. Rooted in the conviction that educated women are pivotal to the advancement of an enlightened society, the institution meticulously integrates state-of-the-art education into every dimension of its academic and extracurricular pursuits. From astute strategizing to flawless execution, the college is unwavering in its commitment to cultivating proficient young women endowed with intellectual distinction, moral integrity, social consciousness, and spiritual development, thereby laying the groundwork for pioneering leadership. Its dynamic stewardship consistently translates the institution's visionary ideals into tangible actions.

The college's motto, 'LUX IN TENEBRIS LUCET' - 'Light shines in darkness' - encapsulates the core of its guiding philosophy. It serves as an illuminating flare, inspiring students to make profound contributions to both their nation and humanity, while viewing their academic journey as a quest for knowledgeable and virtuous living.

At the core of Sacred Heart College Chalakudy's mission lies a steadfast commitment to the education of women, recognizing that learning illuminates the inner faculties, revealing the boundless splendour and enduring profundity of wisdom. The

institution's mission is intricately woven into the fabric of fostering intellectual creativity, enriching youthful minds, cultivating a spirit of inquiry, and seamlessly blending spiritual and intellectual principles.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/about-us/vision-mission/
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Sacred Heart College exemplifies proficient leadership through institutional practices that emphasize decentralization and participative governance. Autonomy stands as a fundamental tenet, permeating all units to maintain an equilibrium between responsibility, accountability, and the liberty to carry out duties effectively. The Principal, in concert with the governing body, plays an active role in making and executing decisions on pivotal matters such as infrastructure enhancements, the introduction of new academic programs and assessment markers and major developmental policies.

Crucial stakeholders, including the Internal Quality Assurance Cell (IQAC) and the Staff Council, are integral to the decision-making processes, particularly in areas concerning academics, extracurricular activities, and co-curricular endeavors. This collaborative approach extends further, with the Principal, together with the College Council, shaping decisions across both academic and non-academic spheres, thus nurturing a holistic governance framework.

Department Heads (HODs) are entrusted with the responsibility of implementing key decisions, with regular departmental meetings providing a forum for the dissemination of decisions made by the College Council. The institution adopts a bottom-up model, underscoring shared responsibility and participatory decision-making, with a central focus on ensuring the well-being of both staff and students. This leadership ethos fosters a vibrant, inclusive atmosphere that aligns with the institution's mission and advances its commitment to academic distinction and comprehensive development.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/organogram/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The strategic plan is designed to elevate the institution's academic standing, foster holistic development, and enhance its overall impact. Key objectives include academic excellence through innovative learning and leadership, sports development to promote physical well-being, sustainability initiatives to create an environmentally conscious campus, language skill development for global competitiveness, and institutional growth to expand the institution's capabilities. To achieve these goals, the plan outlines specific strategies such as implementing new academic management software, applying for autonomous status, renovating sports facilities, conducting sustainability workshops, establishing a language lab, and pursuing accreditations. By focusing on these areas, the institution aims to create a vibrant and dynamic learning environment that empowers students to succeed academically, socially, and ethically.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://sacredheartcollege.ac.in/strategic-plan-strategic-plan-5-strategic-plan/strategic-plan-2023-24_sacred-heart-college-chalakudy/
Upload any additional information	View File

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

The institution operates within a decentralized and democratic framework, ensuring efficient functioning across its various

bodies. At the helm is the Managing Board, consisting of the Patron, Principal, Vice Principal, Bursar, and two appointed educationists, tasked with framing broad policies and ensuring strategic governance. Routine governance is supported by the Staff Council, which includes the Principal, Vice Principal, Bursar, Heads of Departments, Librarian, and three elected representatives, facilitating decision-making processes.

The Principal, in collaboration with the Internal Quality Assurance Cell (IQAC), oversees quality initiatives and ensures their implementation. Managerial appointments are handled by the college Manager, while the Principal acts as a vital intermediary between management and staff, supervising administrative affairs. In the Principal's absence, the Vice Principal assumes responsibilities seamlessly. The Bursar manages finances, estate matters, and construction, contributing significantly to the institution's financial stability and infrastructure development.

Heads of Departments execute decisions at the departmental level with faculty support. Faculty members and committees coordinate curricular and extracurricular activities, integrating them into the academic framework. This well-structured governance system fosters transparency, accountability, and collaboration, ensuring the institution effectively achieves its mission.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/sacred-heartian-policies/
Link to Organogram of the institution webpage	https://sacredheartcollege.ac.in/organogram/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The college has introduced various welfare initiatives to ensure the well-being of its staff. Medical assistance, provided through ESI benefits for assistant professors on contract, ensures access to essential healthcare services, promoting overall health. Financial aid for housing supports staff in need by offering direct assistance for house construction, enhancing financial security. The college further values its unaided staff by providing timely and competitive salaries, acknowledging their contributions and promoting job satisfaction. In addition the government guest faculty are advanced an amount till they receive salary from the government.

In addition to medical and financial support, the college offers facilities such as a well-equipped canteen and fitness center, fostering a healthy work-life balance. Staff are encouraged to utilize the fitness center and participate in sports activities, promoting physical health and overall well-being. Recognizing the importance of mental health, on-campus counseling services are available to help staff navigate personal and professional challenges. On Staff Day, teachers come together to celebrate with joy, engaging in fun activities and showcasing their artistic talents. As part of the festivities, they are also treated to a relaxing getaway at a recreational facility during the staff tour, fostering camaraderie and rejuvenation.

Practical needs are also addressed, with designated parking areas ensuring convenience for staff. These initiatives collectively reflect the institution's commitment to creating a supportive, inclusive, and holistic environment for its academic community.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

13

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

20

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The college adopts a comprehensive performance appraisal system based on self-assessment and student evaluations as key criteria. This dual-level approach evaluates research

contributions and teaching effectiveness, with student feedback holding significant weight. The Principal carefully reviews appraisal reports, providing constructive feedback to staff for improvement where needed.

The importance of academic growth is consistently highlighted, encouraging participation in refresher courses, orientation programs, promotions, research activities, guideships, paper presentations, and publications. Faculty also seek informal feedback from students, fostering a culture of continuous improvement. Aided faculty performance aligns with the UGC-specified Performance-Based Appraisal System (PBAS).

The college recognizes and rewards staff achievements, including awards, prizes, publications, and successful program execution by both teaching and non-teaching staff. Contract Assistant Professors receive performance-based increments, while the management offers guidance to overcome challenges and address areas for growth. This holistic performance evaluation system nurtures a culture of excellence, professional development, and ongoing achievement within the academic community.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/criterion-6/6-3-5-proof/
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Financial Audit, a regular audit mechanism audit is functional for Government and Management accounts. The accounts are maintained by the Accounts Section, coordinated by the Bursar. The college adheres to a meticulous and transparent approach to resource acquisition and allocation, employing innovative and proficient financial management practices. A structured budgeting system ensures the optimal deployment of available resources. Financial activities are subject to regular audits by various authoritative bodies, including the Director of Collegiate Education, the Accountant General, Chartered Accountants appointed by the Governing Body, and an Internal

Audit team for self-financing courses, as sanctioned by the Manager. Fund requests undergo comprehensive discussions within the college council before being submitted to the appropriate agencies, followed by monitoring by designated committees. For programs funded by UGC and DBT, utilization reports, certified by chartered accountants, are subjected to further scrutiny by college-level committees. Emphasis is placed on maintaining accurate financial records to minimize discrepancies. Necessary adjustments are implemented in response to recommendations from auditing agencies, ensuring a streamlined financial management process. This year, the college effectively managed financial affairs, with no significant audit objections, underscoring its commitment to sound fiscal practices and its capacity to adapt and improve based on audit feedback.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/wp-content/uploads/2024/11/6.4.2-Audit-Report.pdf
Upload any additional information	View File

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

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

34237419.20

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The governing body assumes ultimate responsibility for the institution's operations. Each year, the Principal, in collaboration with the Bursar, Administrative Assistant, and

Heads of Departments, prepares the budget, which is then subject to approval by the governing body. The Managing Board, in consultation with the College Council and the IQAC, makes the final decisions regarding resource distribution. As an aided private institution, the UGC and the State Government are the primary sources of funding, with the latter covering the salaries of permanent staff. Faculty members contribute to the college development fund and provide scholarships and financial aid to deserving students. Additionally, financial support from benefactors enriches the institution's funding base. The management prioritizes financial investments in infrastructure and the introduction of new programmes. Resources are carefully allocated to their designated purposes, and stringent auditing practices ensure transparency and accountability. The college's financial stability is bolstered by a diversified funding strategy, supporting its ongoing commitment to both academic growth and infrastructural advancement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC), established in 2004, has been instrumental in institutionalizing quality assurance strategies by adhering to guidelines and benchmarks set by NAAC, UGC, and other regulatory bodies. It sets and monitors quality benchmarks, facilitates policy formulation, and ensures active participation from all stakeholders to enhance institutional efficiency.

A key contribution of IQAC is organizing annual Student Induction Programs to orient freshers with the institution's ethos, foster peer and faculty connections, and promote self-exploration. It underscores the role of higher education in societal and environmental betterment. IQAC also drives innovation through its support of IIC, IEDC, and the establishment of an incubation center.

For faculty development, IQAC conducts Faculty Development

Programs (FDPs) and encourages participation in webinars and training to enhance technological proficiency. Initiatives like the Heartian Colloquium provide a platform for intellectual exchange, while faculty fitness programs address physical and mental well-being.

The digitization of academic and administrative processes through the implementation of ERP software (NECTOS) represents a transformative step toward operational efficiency.

This holistic approach demonstrates IQAC's commitment to continuous improvement, fostering quality and excellence across diverse institutional activities.

File Description	Documents
Paste link for additional information	https://sacredheartcollege.ac.in/iqac-2/
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in advancing the college's academic and co-curricular performance.

Collaborating with the College Council, the IQAC formulates strategic measures for quality enhancement. Internal evaluation, feedback systems, and discussions with stakeholders complement this process. For effective communication and decision-making, forums such as council and staff meetings, PTWA, IQAC, and management committee gatherings are utilized. Regular assessment methods, including class tests, internal exams, seminars, assignments, projects, and classroom participation, ensure that students meet prescribed outcomes.

The IQAC fosters a culture of innovation in teaching and advocates for curriculum adaptations to enhance learning experiences. To address challenges in higher education, the IQAC adopts practices that prioritize learner centric approaches. Teachers also use smart boards and other ICT tools to make the learning process more effective. Stakeholder feedback from students, parents, faculty, and alumni are collected and

analyzed for continuous improvement. Feedback is taken every year for every faculty member. The students are also able to express their suggestions for improvement which is conveyed to the individual teacher through the principal. Necessary action is taken when required.

The IQAC reviews and provides constructive feedback on internal examinations, research projects, curriculum implementation, and ICT-related pedagogies. In post-accreditation phases, these practices have led to improvements in teaching learning processes and outcomes. The IQAC focuses on attaining program outcomes, program-specific outcomes, and course outcomes through innovative teaching methods, peer learning, and strategic collaborations.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://sacredheartcollege.ac.in/wp-content/uploads/2024/12/College-Annual-Report-2023-24.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

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 year

Sacred Heart College, Chalakudy, has been a pivotal force in advancing women's education and fostering gender equity. Its mission emphasizes not just academic excellence but also the personal growth and empowerment of its students. The college offers dedicated counseling, health programs, and a secure infrastructure to create a nurturing environment.

The institution actively promotes gender awareness and ethical values through workshops, seminars, and events addressing women's health, leadership, and societal roles. These programs aim to dismantle stereotypes and encourage open discussions, equipping students to lead confident, independent lives. Sports and wellness activities further enhance this holistic approach.

Sacred Heart College also champions policies advocating women's active participation in socioeconomic development, reinforcing their roles as equal contributors. By challenging traditional gender norms and building an inclusive community, the college continues to empower individuals to make meaningful societal contributions.

This condensed report highlights the college's unwavering commitment to gender equity and its transformative efforts to inspire and support the next generation of empowered women.

File Description	Documents
Annual gender sensitization action plan	https://sacredheartcollege.ac.in/wp-content/uploads/2024/12/7.1.1-Action-Plan-2023-24.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://sacredheartcollege.ac.in/wp-content/uploads/2024/12/7.1.1-Gender-Sensitization.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	A. 4 or All of the above
--	---------------------------------

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

<p>7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management</p> <p>The college has consistently promoted and supported a sustainable and eco-friendly environment, as reflected in the lush greenery, diverse flora and fauna, and plastic-free surroundings that welcome visitors to its picturesque 26-acre campus. It is home to fish ponds, an animal house, a butterfly garden, a medicinal garden, a spiritual garden, and a Nakshatra Vanam (a forest of trees linked to birth stars). With the guidance of the college administration and groups like the ENCON Club and Eco Club, the institution fosters a deep-rooted culture of conservation and resource preservation, focusing on nature, energy, and water. The college places a strong emphasis on waste management, with effective systems in place to manage both solid and liquid waste. As an Arts and Science institution, it does not produce bio-medical or hazardous waste. The college actively promotes the principles of the 3 'R's (Reduce, Reuse, Recycle) throughout the campus. Awareness sessions and guest lectures are</p>
--

regularly held to encourage staff and students to be mindful of their resource usage and minimize waste. The reuse of materials, such as maximizing the use of paper, is strongly encouraged to reduce waste generation.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1.Restricted entry of automobiles**
- 2.Use of bicycles/ Battery-powered vehicles**
- 3.Pedestrian-friendly pathways**
- 4.Ban on use of plastic**
- 5.Landscaping**

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

D. Any 1 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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

A. Any 4 or all of the above

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

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 200 words).

Sacred Heart College is a multicultural institution that welcomes students from diverse socio-economic, community, religious, and geographical backgrounds. The college's mission and vision align with constitutional directives, emphasizing inclusive education. Admissions follow the single-window system mandated by the University, ensuring equal opportunities for students from majority and minority communities, varied socio-economic statuses, and remote rural areas.

The college values linguistic and dialectical diversity, teaching students that people speaking different languages or dialects share a common humanity. Festivals such as Christmas, Holi, Ramadan, and Onam are celebrated with enthusiasm to foster unity and cultural appreciation. A uniform code of conduct is enforced, and student uniforms promote non-discriminatory treatment.

Recognizing that many students come from disadvantaged socio-economic backgrounds, the college tailors its teaching to address their unique social needs. To mitigate potential social conduct challenges faced by students from low-income families, basic social skills are instilled early. Teachers adopt a flexible approach, planning for individual needs while maintaining high expectations. They assist students in setting goals, provide hope and encouragement, teach essential life skills, and ensure access to necessary resources.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Sacred Heart College is committed to fostering responsible citizenship among its students and staff. To achieve this, the college organizes a variety of events and programs that instill constitutional values, rights, duties, and responsibilities. Orientation talks on constitutional values are conducted for both students and staff, and the value education syllabus integrates these principles. Rallies and processions expressing solidarity with the downtrodden were also organised. Voter registration campaigns were held for the local people in and around the college campus.

Oath-taking and flag-hoisting ceremonies are held on all significant national days to reinforce a sense of patriotism and civic duty. The college's "Heart to Heart" activities, which include weekly common value classes, aim to develop students holistically by addressing both their intellectual and emotional needs. By cultivating a strong foundation of values, attitudes, and skills, the college prepares students to live in harmony with others and contribute positively to society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://sacredheartcollege.ac.in/wp-content/uploads/2024/12/7.1.9-AQAR-2023-24.pdf
Any other relevant information	https://sacredheartcollege.ac.in/all-gallery/

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. The

A. All of the above

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

File Description	Documents
Code of ethics policy document	View File
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 File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

National commemorative days such as Independence Day, Republic Day, Teacher's Day, Unity Day, and National Integration Day are celebrated at the college with themed competitions.

International Yoga Day is marked by seminars, webinars, yoga demonstrations, and training sessions. World Environment Day is observed by planting and distributing tree saplings and conducting awareness sessions.

International Women's Day is celebrated under the aegis of the Women's Cell and NSS, featuring programs like seminars and workshops. Kerala Piravi (the formation of Kerala State), Onam, Christmas, Holi, and similar cultural festivals are celebrated with vibrant and diverse events. These pan-Indian celebrations foster communal harmony, respect, and tolerance for all religions, communities, and traditional Indian practices.

The college also observes various significant days annually, such as 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, and Reading Day and Week. Additional

observances include the International Day for the Elimination of Violence Against Women, World AIDS Day, World Youth Skill Day, World Soil Day, World Water Day, World Forest Day, and Feast Days, among others.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Practice 1: Community Engagement

Objective: Sacred Heart College aims to bridge the divide between theoretical knowledge and practical application by fostering meaningful community interactions. This objective emphasizes identifying and addressing tangible societal challenges through collaborative efforts.

The Practice: The college actively involves the local community in its initiatives, nurturing ongoing interactions to strengthen ties and serve as a catalyst for new projects. By deeply immersing in the social fabric, the institution devises solutions that value and integrate local wisdom and expertise. This approach not only addresses immediate community needs but also creates a foundation for sustained societal impact.

Practice 2: Learner-Centric Methodologies

Objective: To enhance the educational experience through innovative teaching practices that prioritize student engagement and adaptability to evolving academic landscapes.

The Practice: Sacred Heart College integrates advanced ICT tools into teaching, learning, and evaluation to ensure a comprehensive and enriched educational environment. The curriculum incorporates experiential, collaborative,

participatory, and problem-solving pedagogies, fostering flexibility and dynamism. Additionally, the institution promotes blended learning strategies, encouraging both students and faculty to engage with digital platforms. These methods create a robust framework that combines traditional and modern approaches, reinforcing the college's commitment to holistic education and societal advancement.

File Description	Documents
Best practices in the Institutional website	https://sacredheartcollege.ac.in/best-practices/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institution is committed to empowering women through a variety of initiatives. Financial literacy workshops have been organized to equip women with the skills to manage their finances effectively, covering topics like savings, investments, and financial planning. To foster entrepreneurial spirit, discussions and workshops on building startups, particularly in the mental health sector, have been conducted, providing a platform for women to share ideas and experiences. Additionally, the institution has facilitated skill development by organizing workshops on research methodologies, stock market basics, and share trading strategies. These initiatives aim to empower women to take control of their financial future, pursue their entrepreneurial ambitions, and contribute meaningfully to society.

Beyond financial empowerment, the institution also focuses on personal and professional development. Workshops on leadership, communication skills, and career guidance have been conducted to equip women with the necessary tools to succeed in their chosen fields. Mentorship programs have been established to connect women with experienced professionals who can provide guidance and support. By fostering a supportive and inclusive environment, the institution aims to empower women to reach their full potential and make significant contributions to society.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The institution has undertaken several initiatives to enhance academic and personal development. Faculty and staff have received training on new ERP software and Outcome-Based Education (OBE) to improve efficiency and student learning outcomes.

To promote environmental consciousness, the institution has organized awareness programs, tree planting drives, and eco-friendly workshops. Students have been actively involved in initiatives like making eco-friendly detergents and conducting water quality analysis in flood-affected areas.

The institution also prioritizes mental health by organizing awareness programs, counseling sessions, and workshops on drug prevention and career guidance. To empower financial independence, workshops on financial literacy, research methodologies, and entrepreneurship have been conducted.

Literary and cultural events, including poem writing competitions and religious processions, have been organized to foster creativity and spirituality. Community outreach initiatives like health camps, blood donation drives, and e-waste collection drives have been implemented to contribute to society.

To prepare students for future careers, orientation programs, internship guidance, and job fairs have been organized. Celebrations like Independence Day and Gandhi Jayanti have been commemorated through various cultural activities and awareness programs.