YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution   SACRED HEART COLLEGE (AUTONOMOUS), THEVARA, KOCHI

- Name of the Head of the institution   Dr. Jose John

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Phone No. of the Principal   04842870501

- Alternate phone No.   9188400501

- Mobile No. (Principal)   9188400501

- Registered e-mail ID (Principal)   principal@shcollege.ac.in

- Address   Pandit karuppan road, Thevara, Kochi

- City/Town   KOCHI

- State/UT   Kerala

- Pin Code   682013

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy)   13/06/2014

- Type of Institution   Co-education

- Location   Urban

- Financial Status **Grants-in aid**

- Name of the IQAC Co-ordinator/Director **Dr. Joseph Varghese**

- Phone No. **04842870577**

- Mobile No: **9605047545**

- IQAC e-mail ID **iqac@shcollege.ac.in**

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

https://www.shcollege.ac.in/wp-content/uploads/IQAC/AQAR/AQAR-2022-23.pdf

4.Was the Academic Calendar prepared for that year?

Yes

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

https://www.shcollege.ac.in/wp-content/uploads/PDF/2023/SH-Calendar-23-24-Final-Print.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	**A+**	**3.503**	**2022**	**27/01/2022**	**31/03/2027**
Cycle 3	**A**	**3.30**	**2013**	**23/03/2013**	**22/03/2020**
Cycle 2	**A+**	**91.7**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 1	**Five Star**	**95**	**2000**	**17/04/2000**	**16/04/2007**

6.Date of Establishment of IQAC **01/03/2005**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
nil	**nil**	**nil**	**Nil**	**nil**

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the View File

composition of the IQAC by the HEI

9.No. of IQAC meetings held during the year   20

- Were the minutes of IQAC meeting(s) and   **Yes**
  compliance to the decisions taken
  uploaded on the institutional website?

- If No, please upload the minutes of the   No File Uploaded
  meeting(s) and Action Taken Report

10.Did IQAC receive funding from any   **No**
funding agency to support its activities during
the year?

- If yes, mention the amount

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

A faculty enrichment workshop on "Curriculum Framework Under the New Education Policy" was conducted on 26 June 2023. On 18 August 2023 the IQAC organised the Annual Academic Audit to evaluate departmental performance and to receive feedback from a panel of experts.

A five-day workshop "NEP: Roadmap for the Future" (11–15 December 2023) and "NEP: An Evaluation of the First Year Since Implementation" (17 October 2023), led by Dr. Mallika Pathak from Delhi University were conducted to provide guidance on the implementation of NEP 2020.

Several faculty development sessions such as "Empower Ed" (19 June 2023) and "Impactful Mentoring" (13 July 2023) were organized. Year-end department-level exit meetings with the Principal were held from 8th to 13th April to review academic and non-academic activities. Additionally, an NPTEL/Swayam Orientation programme was held on 14 July 2023 to promote flexible learning and career opportunities.

The Annual Planning Meeting was held over two days on 29th and 30th April 2024 to provide insights for the upcoming year. A Faculty Induction Programme (27 June–1 July 2024) was conducted to introduce new faculty to the college's vision, Outcome-Based Education, institutional policies, and Moodle platform.

Finally, good health and well-being initiatives included a talk on 14 August 2023, emphasising the dangers of drug abuse and the importance of a healthy lifestyle. These initiatives collectively aim to empower faculty and students while ensuring holistic growth and development.

12.Plan of action chalked out by IQAC at 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
Implementation of NEP 2020 and Four-Year Undergraduate Programme (FYUP)	Introduced FYUP framework with flexible and interdisciplinary learning. Skill-based courses and vocational training were incorporated.
Submission of AQAR for 2022-2023	Finalised and submitted AQAR reports. Conducted training for staff to ensure compliance with NAAC standards.

13.Was the AQAR placed before the statutory body?   No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Was the institutional data submitted to AISHE ?   Yes

- Year

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• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
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• If yes, mention the amount		

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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
2023-24	03/04/2024

15.Multidisciplinary / interdisciplinary

To develop students' intellectual, aesthetic, social, physical, emotional, and moral capacities, the college is integrating multidisciplinary and interdisciplinary courses into its curriculum, in line with the National Education Policy (NEP) 2020. The college is also planning courses on sustainability,

green initiatives, moral values, political awareness, and mental and physical health. To address student needs, short-term and vocational courses will be introduced to encourage self-employment and thus reduce over-reliance on government jobs. Programme and Course Outcomes are clearly defined to ensure students acquire the necessary knowledge, skills, attitudes, and values to achieve each programme's objectives.

16. Academic bank of credits (ABC):

Sacred Heart College has adopted a systematic and comprehensive approach to implement Outcome-Based Education (OBE) as part of the ongoing drive to strengthen teaching, learning, and assessment processes. The college actively engages with all its stakeholders, including employers, accrediting agencies, industry professionals, alumni, and students, to gather their inputs on educational outcomes, expectations and standards. These insights allow the college to define and refine the syllabus content, ensuring that the education provided aligns with current industry standards and demands. The primary objective is to prepare students to be industry-ready by equipping them with a robust set of skills—technical, soft, and life skills—essential for success in the modern workplace. The curriculum is meticulously crafted with input from all stakeholders and industry representatives, ensuring it is outcome-based and directly aligned with student needs. This is further complemented by targeted teaching, learning, and assessment strategies. Both direct and indirect assessments are conducted regularly to evaluate institutional, programme, and course outcomes. The OBE framework provides valuable insights into student competencies and their social impact, as well as the broader Heartian footprint. Following these evaluations, a department-level assessment is conducted against pre-defined benchmarks. If the desired outcomes are not achieved, corrective measures are implemented to improve performance. These outcomes are continuously reviewed, with updates provided by the assessment committee to the IQAC, ensuring an ongoing process of enhancement and alignment with industry expectations. This rigorous and adaptive approach guarantees that students graduate not only with academic knowledge but also with the essential skills to excel in their careers and contribute meaningfully to society.

17. Skill development:

Sacred Heart College is committed to enriching the vocational education and soft skills of its students in line with the National Skills Qualifications Framework (NSQF). The college

offers a diverse range of value-added courses. It is mandatory for students to complete at least one such course during their studies. These courses are carefully designed to impart practical skills and foster holistic development. Vocational courses include mushroom cultivation, apiculture, aquaculture, fish breeding, fish culture, fish identification, and rearing of edible and ornamental fishes. Workshops on taxonomy, ornamental fish management, and robotics and automation with AI integration provide hands-on expertise. Students also gain insights into mobile-app development using Flutter, web designing, Cheminformatics, and medical coding. Soft skill development is encouraged through courses like public speaking, communication skill training, counselling, logical thinking, and artistic performances. Language proficiency training in French, Spanish, and German is also offered. Additional courses include scriptwriting, film scripting, yoga, GST, SPSS, and data analysis. Innovative programmes such as computer literacy for senior citizens (under the aegis of Age-Friendly Club) , cake baking, Kung-fu, cosmetic and home care product manufacturing, and handling of chemicals provide unique learning opportunities. By engaging industry experts for vocational training, the college ensures that students are equipped with both practical skills and theoretical knowledge to excel in their careers.

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

The college has incorporated Indian Knowledge Systems (IKS) into its academic framework, in alignment with the objectives of National Education Policy 2020. Courses such as Introduction to Sanskrit Literature in Kerala, Epistemology in Sanskrit, and Scientific Sanskrit explore cultural, philosophical, and scientific dimensions of Sanskrit, while open courses like Sanskrit Glossary in Yoga and Communicative Sanskrit emphasize practical uses of the classical language. The course, Role of Sanskrit in Ayurveda, which is being offered as a signature course highlights Sanskrit's relevance in medicine. A six-month multidisciplinary internship project, "Understanding the Contributions of Ka??da (????) in Physics and its Documentation in Malayalam," fosters collaborative learning among students of Sanskrit, Physics, and Malayalam. Programmes on Kerala's indigenous martial art form, Kalaripayattu, the classical dance form of Kathakali, and the unique aspects of establishing herbal gardens introduce students to traditional culture and traditional medicinal practices from our state. The college believes that learning should not be confined to a classroom environment. To

this effect, the college has erected cultural installations in open spaces, transforming them into a living museum. The 'Stone Park', located near the lakeview ground showcases traditional stone kitchen implements such as ural (stone thresher), aattukallu (stone grinder), and ammikkallu (stone mixer), collected from diverse sources, including abandoned traditional homes. Additionally, the campus houses antique stone implements from heritage buildings around Kochi and several artefacts from temples in Kerala and Tamil Nadu, allowing students to experience these marvels at first hand. Museums attached to Zoology, Botany and Chemistry departments contain rich collections of specimens and scientific models. Seminar halls such as Fr. Melesius Hall are decorated with miniature paintings celebrating Indian artistic heritage. The college library, in addition to its extensive collection of books, also houses rare manuscripts, ancient coins, and Ayurveda texts. These steps align with the College's policy to holistically preserve India's heritage to aid the educational formation and research orientation of our students.

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

Sacred Heart College has adopted a systematic and comprehensive approach to implement Outcome-Based Education (OBE) as part of the ongoing drive to strengthen teaching, learning, and assessment processes. The college actively engages with all its stakeholders, including employers, accrediting agencies, industry professionals, alumni, and students, to gather their inputs on educational outcomes, expectations and standards. These insights allow the college to define and refine the syllabus content, ensuring that the education provided aligns with current industry standards and demands. The primary objective is to prepare students to be industry-ready by equipping them with a robust set of skills—technical, soft, and life skills—essential for success in the modern workplace. The curriculum is meticulously crafted with input from all stakeholders and industry representatives, ensuring it is outcome-based and directly aligned with student needs. This is further complemented by targeted teaching, learning, and assessment strategies. Both direct and indirect assessments are conducted regularly to evaluate institutional, programme, and course outcomes. The OBE framework provides valuable insights into student competencies and their social impact, as well as the broader Heartian footprint. Following these evaluations, a department-level assessment is conducted against pre-defined benchmarks. If the desired outcomes are not achieved, corrective measures are implemented to improve

performance. These outcomes are continuously reviewed, with updates provided by the assessment committee to the IQAC, ensuring an ongoing process of enhancement and alignment with industry expectations. This rigorous and adaptive approach guarantees that students graduate not only with academic knowledge but also with the essential skills to excel in their careers and contribute meaningfully to society.

20.Distance education/online education:

The college has a customized software platform running on MOODLE for the online engagement of teaching learning process. The platform is used to collect/mark assignments, share course material. In order to train stakeholders in the use and integration of Artificial Intelligence in education, the college organised 155 online workshops and sessions both nationally and internationally. The sessions benefitted around 25000 participants who learned about AI-enabled research tools. The sessions were meticulously documented and certificates were issued.   SH Vision (https://www.youtube.com/c/SHVision) is the college's Youtube channel dedicated to furthering the college's vision of knowledge dissemination online. The channel features educational content which include talk shows and interviews with eminent personalities, coverage of campus events including seminars and invited lectures and student-made content like introductions to popular books.   The college is also preparing to offer multiple online courses through SH MOOC - our online learning platform which is currently under development. Once launched, SH MOOC will facilitate extensive opportunities for learning beyond the college campus. The college library assists remote learning by providing access to learning materials and resources to students and faculty. Online workshop - 120 Offline - 35 Total participants - 25000 Documented, certificates issued

Extended Profile

1.Programme

1.1   **40**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1   **3388**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2   **1150**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3   **3766**

Number of students who appeared for the examinations
conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1   **901**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2   **168**

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**40**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 Total number of students during the year:	**3388**

File Description	Documents
Institutional data in Prescribed format	View File

2.2 Number of outgoing / final year students during the year:	**1150**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	**3766**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 Number of courses in all programmes during the year:	**901**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 Number of full-time teachers during the year:	**168**

File Description	Documents
Institutional Data in Prescribed Format	**View File**

3.3 Number of sanctioned posts for the year:	**168**

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**101**
4.2 Total number of Classrooms and Seminar halls	**112**
4.3 Total number of computers on campus for academic purposes	**392**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**4792.4**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Sacred Heart College has always been at the forefront of higher education arena in the country, offering courses, catering to the needs of the society, industry and the nation. The institution assesses the educational requirements at the local, national and global level on the basis of the feedback of the various stakeholders and prepares the curriculum accordingly. Curriculum design and development is carried out in congruence

with the vision and mission of the institution. The motto of the college 'A Righteous Heart Seeks after Wisdom' has a pivotal role in shaping the academic activities of the institution.

The curricula developed is relevant to the local needs as manifested by its focus on sustainable development goals (SDG), organic cultivation, ecotourism, entrepreneurship development etc.. The curricula developed is relevant to National Needs which is reflected in the design of Curricula according to UGC and CBCSS regulations. The curricula developed is relevant to Global Needs which emphasise on critical thinking and deep domain knowledge, innovation, gender sensitisation, professional ethics, preservation of environment, sustainable development and global citizenship.

The college developed an OBE based curriculum and created a framework where the knowledge levels, skill-based competencies and ethical/social skills are aligned with each other

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/964?criterion-i-curricular-aspects/11-curriculum-design-and-development/111-curricula-developed-and-implemented

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

35

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	[View File](#)
Details of syllabus revision during the year	[View File](#)
Any additional information	[View File](#)

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

899

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

30

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

35

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

The institution addresses cross-cutting issues related to

Professional Ethics, Gender, Human Values, Environment, and Sustainability by incorporating them into its curriculum, co-curricular activities, and administrative practices. These values are reflected in the institution's vision, mission, and core principles.

Several courses in both UG and PG programs address topics such as gender equality, women empowerment, entrepreneurship for women, transgender issues and gender-specific welfare initiatives. The Women's Cell, SWASTI, organizes awareness programs to address challenges faced by women and highlights opportunities for their growth. To inculcate social and ethical values, periodic value education programs are conducted for all students.

The institution is equally committed to environmental sustainability. Several courses prioritize topics related to sustainability, solid waste management and environmental consciousness. Initiatives such as promoting the use of cloth bags, paper pens, and recycled paper foster eco-friendly practices. Additionally, the HEAL (Heartian Extended Arm for Life) program engages students in community service. Under this programme, UG students are required to complete a 40-hour Service Learning module as part of their education.

The institution further reinforces its commitment to ethical values by mandating plagiarism checks for all PG dissertations, ensuring academic integrity and adherence to professional ethics.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

19	

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

677	

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1382	

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://aqar.shcollege.ac.in/2023-2024/category/976?criterion-i-curricular-aspects/14-feedback-system/141-structured-feedback-from-stakeholders
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://aqar.shcollege.ac.in/2023-2024/category/977?criterion-i-curricular-aspects/14-feedback-system/142-structured-feedback-system
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1281

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

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

179

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 students' learning levels and organises special programmes for both slow and advanced learners.

The teaching-learning process begins with an initial assessment of students' learning levels upon admission. While science and social science departments assess scientific reasoning and foundational knowledge, the humanities departments assess the communication skills of the students through detailed self-introduction and writing tests. Slow and advanced learners are identified on the basis of entry level tests and internal exams. Slow learners are inducted into remedial programmes after the first internal assessment test. The college offers mentoring for all students, maintaining a mentor to mentee ratio of 1:20. Mentors keep track of their mentees' academic progress, providing individual attention and care. There is a robust peer learning programme where students offer coaching to their peers. Fast learners are offered opportunities to showcase their academic excellence through the "Walk with a Scholar (WWS)", a programme of the Government of Kerala. Advanced learners benefit from invited lectures, academic paper presentations, and other opportunities, leading to improved self-confidence, communication skills, awareness of higher studies, and interpersonal relationships.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/835?criterion-ii-teaching-learning-and-evaluation/22-student-diversity/221-special-programmes-for-advanced-learners-and-slow-learners

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/03/2024	3358	168

File Description	Documents
Upload 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:

Providing academic instruction of utmost quality and facilitating experiential learning are hallmarks of education at Sacred Heart College. The college's autonomous status has enabled innovations in core, open, elective, add-on, and value-added courses. It also supports the implementation of the OBE model and ICT-integrated teaching-learning processes. The CBCSS (Choice-based Credit and Semester System) adopted by the college helps students choose their elective courses. Faculty at Sacred Heart College follows student-centric and participative teaching methods in the classroom. Teachers use a variety of pedagogical methods including the inductive-deductive approach, heuristic approach, discussion method, project and problem-solving methods, concept mapping and constructivist approach and traditional methods. The lecture method is supplemented by audio-visual presentations, which include Presentations, Videos, models, webinars and MOODLE online courses. Internship and field visits are mandatory for most programmes. All UG and PG programmes have project submission during their final semesters. Laboratory hands-on sessions, practical records and procedural charts enable the science students to have experiential leaning and training in their disciplines. Invited talks, workshops, seminars, and association activities keep students updated on the latest trends in their fields.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/838?criterion-ii-teaching-learning-and-evaluation/23-teaching-learning-process/231-student-centric-methods

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

Academic instruction at Sacred Heart College takes advantage of a plethora of ICT tools and technology enabled solutions to carry out the teaching, learning and evaluation processes. The faculty makes use of smart classrooms to enhance teaching with multimedia content and dynamic presentations. Classrooms are ICT-enabled with high quality projectors and Wi-Fi. A Learning Management System (LMS) on MOODLE platform is being used to coordinate learning activities and acts as a robust platform for sharing digital content with students. Learning materials, assignments and projects are frequently exchanged and valued through paperless means using the college's LMS. Teachers create lessons, manage courses, and interact with other teachers and students using this

platform. The faculty members make use of Google Classroom and Google Meet for academic transactions. Teachers create multimedia rich PowerPoint presentations to enrich their lessons. Recorded lectures are stored as e-resources, accessible to students both online and offline. Dedicated institutional G-suite email addresses with unlimited cloud storage available on Google platform and are provided for each faculty and student. A dedicated studio produces learning resources, including video lectures, documentaries, interviews, and news reports.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://aqar.shcollege.ac.in/2023-2024/category/839?criterion-ii-teaching-learning-and-evaluation/23-teaching-learning-process/232-ict-enabled-teaching
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

168

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The teaching-learning process in the College is meticulously organized in a participatory manner. Regular Annual Planning Meetings as well as Department level meetings steer the course of instruction. Curricular and co-curricular activities are charted out in accordance with a detailed Academic Calendar. The college ensures early preparation of the Examination Calendar. All aspects of examination including application, payment of exam fee and application for certificates have been made online. ? Academic Calendar Preparation: The Academic Calendar committee collect the details of all the department level programmes and align them with the major programmes of the college. The Examination committee prepare the schedule of various examinations for the academic year. Teaching Plan: The teaching plans for an academic semester are prepared by individual faculty/faculty members. The Head of the Department convenes the meeting of all course coordinators and completes the process of course plan preparation. The consolidated course plans with the mapping are presented in the department meeting before they are sent to IQAC. Adherence to Teaching and Academic plan: The Academic departments evaluate the progress of the course plans every month in its meeting. The Head of Department collects feedback from students informally about course completion. The Principal collects the teacher evaluation feedback at the end of every semester. The Principal and college council provide recommendations to enhance the teaching-learning process.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

168

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

79

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1398

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

17.12

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

153

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

The Office of the Controller of Examinations (CoE) is fully automated, managing all examination processes from admission to mark sheet issuance. The Examination Management System (EMS) used by the college is centralized, dedicated and secure software suite custom-made for the institution. The college has created a separate wing for software development and EMS maintenance. ? Online Application and Admission: Submission of application and fee payment for the various programmes are done online. Details of admitted students are collected through EMS. ? Attendance Marking: Once a student is enrolled, the system generates student lists and attendance is marked through the EMS. Faculty members are also provided with a mobile app to make the process time saving and efficient. ? Continuous Internal Assessment. The main features of the continuous internal assessment system at the college are: o Online entry of marks.

o Online Registration for Semester Examination. o Online issue of hall ticket. ? The Examination Committee of the college meets periodically to evaluate the examination processes and make recommendations for efficient, transparent, objective and speedy processing of the various examination related activities, early

redressal of exam related grievances and early publication of results.

File Description	Documents
Upload any additional information	**View File**
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/849?criterion-ii-teaching-learning-and-evaluation/25-evaluation-process-and-reforms/253-it-integration-in-examination-procedures

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The syllabi of all programmes offered by the college lists the Program Outcomes (POs), Program- Specific Outcomes (PSOs), and Course Outcomes (COs), along with their mapping, assessment tools, and attainment metrics. Specific training on Outcome Based Education is given to faculty members during the induction program. Faculty undergo continuous training on designing, mapping, and attainment of POs, PSOs, and COs. POs and PSOs are displayed in all classrooms and on the college website. The POs and PSOs align with: ? The vision and mission of the college. ? The POs and PSOs are developed through rigorous brainstorming sessions by IQAC, in consultation with experts, the College Council, and faculty. ? Steps for Curriculum Alignment and Assessment o Step 1- Curriculum Alignment: The syllabus for each program is mapped to POs, PSOs, and COs. o Step 2- Setting Benchmarks: Benchmarks are established by course teachers and departments for each course. o Step 3: Identification of Assessment Methods Direct Measures: Students demonstrate skills via assignments, seminars, presentations, and tests. Indirect Measures: Student surveys, alumni surveys, and employer feedback. o Step 4: Automated Attainment Report Generation o Step 5: Continuous Improvement Attainment reports guide program enhancements.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/851?criterion-ii-teaching-learning-and-evaluation/26-student-performance-and-learning-outcomes/261-publication-of-po-and-co

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The assessment of POs, PSOs, and COs are undertaken using both direct and indirect methods. Direct assessment includes course-embedded evaluations like assignments and exams, while indirect measures, such as surveys and alumni feedback, supplement direct data by providing insights into the learning experience. Rubric-based assessment ensures consistent evaluation by defining performance levels aligned with PSOs and mapped to specific POs. Faculty assess assignments as part of Continuous Internal Assessment (CIA) and again based on PSO-specific rubrics, using Bloom's Taxonomy to categorize competency levels as "low," "medium," or "high." Attainment is calculated, setting a 60% target for each outcome. COs are mapped to relevant POs and PSOs to gauge the overall achievement, which is reviewed annually to set new targets. Continuous improvement is achieved through this 'closing the gap' process. When targets are unmet, an action plan is developed, and adjustments are made to the curriculum and assessment methods. This approach ensures consistent enhancement in program structure and delivery, aligning with institutional goals for student success.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/852?criterion-ii-teaching-learning-and-evaluation/26-student-performance-and-learning-outcomes/262-attainment-of-po-and-co

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

974

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://aqar.shcollege.ac.in/2023-2024/category/853?criterion-ii-teaching-learning-and-evaluation/26-student-performance-and-learning-outcomes/263-pass-percentage

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://aqar.shcollege.ac.in/2023-2024/category/855?criterion-ii-teaching-learning-and-evaluation/27-student-satisfaction-survey/271-online-student-satisfaction-survey

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Sacred Heart College has cultivated a dynamic research culture through the implementation of strong policies and practices that encourage active participation in research by faculty, students, and scholars. This commitment has led to significant growth in research infrastructure, offering advanced spaces, equipment, and facilities that improve both the output and quality of research. The College hosts 7 Recognized Research Centres of Mahatma Gandhi University for Doctoral Research (Botany, Chemistry, Commerce, Physics, Economics, English, Zoology) and specialized laboratories, including: ? Space Research Lab ?

Arachnology Research Lab ? Biotechnology Lab ? Computational Chemistry Lab ? Biochemistry Lab ? Water Quality Assessment and Nano Science Lab

Additionally, the Fr. Berchmans Central Instrumentation Lab is equipped with state-of-the-art instruments such as High Performance Liquid Chromatography (HPLC), a Lyophiliser, UV spectrometer, and Fluorescent Microscope. Facilities that promote independent and collaborative research include: ? Desk spaces and cubicles with reliable internet connectivity for individual researchers ? Dedicated research rooms for shared classes and workshops The College's Research Promotion Policy actively encourages faculty and researchers to undertake projects of scientific and social relevance.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.shcollege.ac.in/wp-content/uploads/2020/11/Research-Policy-and-seed-money.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

14

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

3

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

24.5

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

12

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	**Nil**
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

3

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

2

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://aqar.shcollege.ac.in/2023-2024/category/865?criterion-iii-research-innovations-and-extension/32-resource-mobilization-for-research/324-departments-recieving-research-funding
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Sacred Heart College has established a dynamic ecosystem that promotes innovation, knowledge creation, and knowledge transfer through dedicated centres focused on innovation, research, entrepreneurship, community engagement, and incubation. These initiatives empower students and faculty to engage in sustainable practices, applied learning, and community-driven entrepreneurship, fostering both academic and societal growth.

Research and Innovation Initiatives: The college has a well-definedResearch Promotion Policy, implemented through key initiatives likeSHARE(Sacred Heart Advanced Research Endeavour),SHRI(Sacred Heart Research Initiatives) andHI-BIRDS(Heartian Initiative for Building Innovation, Research and Development Scheme). SHARE fosters interdisciplinary research and providesseed moneyto support innovative projects. SHRIfunds research projects across science, arts, humanities, and social sciences, with a strong emphasis on publishing findings in national-level journals. The HI-BIRDS program offersfinancial support and mentorship for research by postgraduate students, encouraging high-quality research that addresses real-world challenges.

The college has established various innovation centres that emphasize sustainable and innovative programmes—such as paper pen production, bio-bouquet making, and apiculture. Programs such as cage fish farming, cloth bag manufacturing, and the production of eco-friendly cleaning products not only benefit the local community but also instil a sense of environmental stewardship in students.

The Institution Innovation Council (IIC) plays a pivotal role in fostering innovation and entrepreneurship. The college's incubation centre provides aspiring entrepreneurs with the tools, guidance, and resources needed to launch projects that contribute to sustainable development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/867?criterion-iii-research-innovations-and-extension/33-innovation-ecosystem/331-creation-of-ecosystem-for-research-and-innovations

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

29

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	**A. All of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

2

File Description	Documents
URL to the research page on HEI website	https://www.shcollege.ac.in/research/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

58

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

17

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/873?criterion-iii-research-innovations-and-extension/34-research-publications-and-awards/344-booksbook-chapters-published

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

1359

File Description	Documents
Any additional information	**View File**
Bibliometrics of the publications during the year	**View File**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

27

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**View File**
Any additional information	**View File**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

26.65

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

7.41

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

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Sacred Heart College, Thevara, excels in community engagement through its numerous service-oriented units and clubs, including the National Service Scheme (NSS), and Age-Friendly Campus (AGF). The NSS Unit has undertaken impactful projects like theSnehaveeduHousing Project, which built twelve homes for the underprivileged, andHridyarambam, which distributed educational materials to tribal students. Collaborating with the Ministry of Social Justice, NSS organised ADIP Camps and medical drives, promoting inclusivity and health awareness. Ecological efforts include a biodiversity park, sapling drives, andSwachta Pakhwadacampaigns, alongside programmes with Nehru Yuva Kendra, Kites Foundation, and Suchitwa Mission, such as Fort Kochi Beach clean-ups and wall-painting projects.

The AGF initiatives focus on elderly empowerment through digital literacy and community mental health awareness. Programmes like food distribution at hospitals and elderly meetups with NGOs further extend the college's outreach. Departments of Sociology and Psychology contribute with street theatre performances addressing social issues.

Student-led initiatives like the Thrift Store and mental health campaigns such asSamsarampromote sustainability and well-being. Events like the Spice Coast Marathon combine fitness with charity, fostering community spirit.

Heartian Extended Arm for Life -HEAL is the college's primary initiative for coordinatingextension and outreach activities. Programmes under HEAL are organized through two dedicated extension centerslike SHCOOB (Sacred Heart College Centre for Ornithology, Organic Farming, and Biodiversity), Mithradham (renewable energy), and SHRINE (Sacred Heart Rural Initiative for Nature and Empowerment), enabling students to address local needs while fostering social responsibility

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/880?criterion-iii-research-innovations-and-extension/36-extension-activities/361-extension-activities-carried-out

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

76

File Description	Documents
Number of awards for extension activities in during the year	[View File](#)
e-copy of the award letters	[View File](#)
Any additional information	[View File](#)

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

116

File Description	Documents
Reports of the events organized	[View File](#)
Any additional information	[View File](#)

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the

year

3348

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

156

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

16

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

Sacred Heart College has developed adequate infrastructure

facilities for supporting teaching – learning process on the

campus. The management in its relentless attempt for excellence

has created state-of-the-art infrastructural facilities for the

holistic development of students.

Class Rooms

112 well-planned and spacious classrooms

Seminar Halls enabled with ICT facilities for innovative teaching

and learning

Spectacular Zoology and Botany Museums for providing experiential

learning for life science students

92 LCD projectors, 38 Smartboards, 7 LED TVs,

Media Lab and recording studio and e-content development

facilities.

76 Wi-Fi access points and 200 Mbps Internet leased line

facilities are available.

Library

Spacious library with 2 reading rooms and a confab which can

Page 35/130 30-10-2024 09:39:06

Annual Quality Assurance Report of SACRED HEART COLLEGE

occupy a total of 25 students.

A collection of 111000 books, 152 journals and periodicals, online

databases, and digital library.

Laboratories

Well-equipped laboratories with advanced equipment for cutting

edge research and experiments in all Science Departments.

Language lab with 40 computers and software

DST-FIST funded Central Instrumentation Facility Specialized

laboratories are set up for Space Research, Arachnology,

Computational Chemistry and Biochemistry.

Computing equipment and Facilities

200 MBPS leased connection,

fully Wi-Fi campus 392computers,

289 Computers for students' access

76 Wi-Fi access points.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/889?criterion-iv-infrastructure-and-learning-resources/41-physical-facilities/411-adequacy-of-facilities

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

With the vision and mission of achieving the "integral development of the individual persons" the College has developed adequate facilities on the campus for cultural activities, games, yoga and sports. The resources are shared among all the CMI institutes in the vicinity of the college.

Cultural Activities

Main auditorium with a large stage and green room.

State-of-the-art, fully air-conditioned auditoriums like Marian Hall and Melesius Hall.

Students' Centre Fr. Archangel Hall

Open Auditorium

Mini Auditorium

Fr. Aggeus Hall

Hridayatheeram Park

Butterfly Garden (recreation?)

Indoor space for dance - Platinum Piazza

Staff recreation room

The Amphitheatre for celebrations.

Lakeview grounds for organizing large-scale cultural events.

The College orchestra has an exclusive music room.

Yoga

Yoga was introduced in the College in 2013 as a co-curricular activity.

It is offered as an add-on course.

International Day of Yoga celebrations since 2015.

The School of communication produced videos of Yoga.

Sports and Games

The College is credited with infrastructure facilities for

5 basketball, 32.0x20.0 Mts

2 volleyball, outdoor 24.0x 15.0 Mts and indoor- 40x20 Mts

1 athletics, 200x150mts (1.22x 7 lanes) 2 football (100 x65mts)

1 cricket, centre wicket (20.12X2.64M) 3 cricket nets (4.88 X 1.02Mts)

2 shuttle badminton (13.41 X 5.18M)

1 yoga, wrestling, judo, taekwondo (10.8 X 6.27M)

3 table tennis (9.28X4.73M)

3x carrom board

3 Gymnasiums (1x open gym, 1x sports gym, 1x gym for public access)

1 Kabbadi (13X10 Mts)

1 handball outdoor (40X20mts) and 1 indoor

1 fencing (106 Classroom)

1 softball (100 x65mts)

1 baseball (100 x65mts)

1 outdoor tennis court

1 swimming pool (25M)

File Description	Documents
Geotagged pictures	[View File](#)
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/890?criterion-iv-infrastructure-and-learning-resources/41-physical-facilities/412-facilities-for-co-curricular-activities

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

111

File Description	Documents
Upload any additional information	*View File*
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	*View File*

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

40748396

File Description	Documents
Upload audited utilization statements	*View File*
Details of Expenditure, excluding salary, during the years	*View File*
Any additional information	*View File*

4.2 - Library as a Learning Resource

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

Sacred Heart College Library, named after the founder of the college, Rev Fr Francis Sales, with a collection of 111000 books and subscription to 152 journals and magazines is completely automated using integrated library management system. It has a spacious reference section besides 220 cubicles and research bay for students to sit comfortably and study.

Automation Software

- Page 38/130 30-10-2024 09:39:06
- Annual Quality Assurance Report of SACRED HEART COLLEGE
- Name of the ILMS Software: Koha
- Nature of Automation: Fully
- Version: 21.05.15.000

Digital Database and Electronic Resources

- UGC-NLIST membership, login ID and password for all

members
- RFID entry system enabled
- D-Space software installed for building institutional
- repository
- Fully automated library supported by Koha, Opensource
- Software and OS are in operation eg: Koha, D Space, Ubuntu,
- Debian, Mint-Linux, etc.
- Completely Wi-Fi enabled and networked
- 22 Desktops for free and fast browsing

Library Facilities

- DDC (Dewey Decimal Classification) system
- Turnitin plagiarism checker
- Researchers bay for Ph D, M Phil scholars.
- Scanning and reprographic facility available
- Unique Competitive examination and Civil service bay for
- students
- Mendeley Reference Manager and Research Methodology training
- for students and faculty members.
- Air-conditioned ICT enabled Library seminar hall with a
- seating capacity of 30
- 72 Rare Sanskrit books published before 1930

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/894?criterion-iv-infrastructure-and-learning-resources/42-library-as-a-learning-resource/421-integrated-library-management-system

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

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

21.19

File Description	Documents
Audited statements of accounts	View File
Any additional information	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 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

650

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

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The academic endeavours of the college are supplemented by a robust IT infrastructure. The college has a comprehensive IT policy that oversees the periodic updation and upgradation of its IT infrastructure. Recognising that seamless connectivity is an essential component of any modern institution, the college has ensured adequate internet bandwidth for the needs of staff, students and administration. Keeping in mind the ethical aspects of internet use, the IT policy has laid down clear guidelines on

how the college's IT infrastructure may be used by stakeholders. The policy covers all reasonable use casescenarios including the use of official email addresses, database security for storing studentinformation etc. Additionally, the college has put in place state-of-the-art cybersecurity systems comprising firewalls, anti-malware and anti-virus software. All communication exchangedvia the college's Exam Management System is encrypted and password protected. The campus is secured through round theclock CCTV monitoring (including restricted access areas such as the server room). The IT policy ensures that the software and hardware infrastructure is regularly updated. A sufficient amount is allocated as part of the college's budget for infrastructure upgradation on a year-to-year basis. The college also promotes Free and Open Source Software (FOSS) wherever possible.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/899?criterion-iv-infrastructure-and-learning-resources/43-it-infrastructure/431-it-policy

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
3388	392

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	A. All four of the above

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/902?criterion-iv-infrastructure-and-learning-resources/43-it-infrastructure/434-facilities-for-e-content-development
List of facilities for e-content development (Data Template)	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

105998503

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	[View File](#)

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

The college recognizes that high quality academic instruction and research is virtually impossible without adequate infrastructure. With a view to providing staff and students with an efficient learning environment, the college takes meticulous effort in maintaining and updating the campus infrastructure. To this effect, the college has put in place a comprehensive Infrastructure policy that is ratified by the college's Governing Council. The key statutory body overseeing infrastructure concerns in the Infrastructure Maintenance Committee, led by the Principal. While the Bursar holds primary

responsibility for providing and maintaining infrastructure, this duty is collaboratively shared with the Vice Principal and Heads of Departments (HoDs), ensuring a coordinated approach to campus upkeep. A dedicated full-time Supervisor who leads a maintenance team of ten skilled supporting staff ensures that all campus facilities remain in optimal condition. The upkeep of Laboratory instruments and equipment are overseen by HoDs. The HoDs are also entrusted with ensuring the smooth functioning of classrooms. Regular inspections and repairs of classroom furniture are conducted to maintain a comfortable and productive learning environment for students and faculty alike. The System Administrator and Lab Assistants maintain computers and related accessories across labs, classrooms, and administrative areas. The Physical Education faculty takes charge of maintaining the various courts, grounds and sports equipment on campus. The Library Advisory Committee, in collaboration with the Librarian, oversees the maintenance of the college library. They ensure that thelibrary remains as a valuable resource for students and faculty, supporting academic excellence and research.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/905?criterion-iv-infrastructure-and-learning-resources/44-maintenance-of-campus-infrastructure/442-maintenance-and-utilization-of-academic-support-facilities

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

618

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

422

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://aqar.shcollege.ac.in/2023-2024/category/910?criterion-v-student-support-and-progression/51-student-support/513-capacity-development-skill-enhancement-activities-organised
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

129

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

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

317

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of outgoing students progressing to higher education

534

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

75

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

142

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The College Union/ Students' Council

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

- **Election for the College Union is held democratically in conformity with the guidelines and procedures laid down by the College in accordance with the recommendations of Lyngdoh Committee and MG University for forming student councils.**
- **Election follows the parliamentary system.**
- **The council of class representatives (Student parliament), formed with two class representatives from each class (one boy and one girl) is constituted every year.**
- **Union consists of a Chairperson, Vice-Chairperson (Female), General Secretary, Magazine Editor, Two University Union Councillors, Two Lady Representatives, Arts Club Secretary, Class Representatives and a nominated Sports Secretary.**
- **The elected Union is mentored and guided by the Dean of Student Affairs and two staff advisors in organizing festivals and conducting art and sports competitions.**
- **The council of class representatives meets regularly and share students' ideas, interests and concerns with teachers and the management. Student Representations. Student bodies of each department, and the department Associations organize various events of the associations.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/919?criterion-v-student-support-and-progression/53-student-participation-and-activities/532-student-representation-in-committees-and-student-council

5.3.3 - Number of sports and cultural events / competitions organised by the institution

25

File Description	Documents
Report of the event	[View File](#)
List of sports and cultural events / competitions organised per year	[View File](#)
Upload any additional information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association of Sacred Heart College (AASH) plays a crucial role in linking the institution with its alumni, encouraging their active participation in the college's growth and development. With 6996 registered members worldwide, AASH operates through its web portal, https://alumnishcollege.org/. The association has established international chapters in North America, the Middle East and Germany, and national chapters in New Delhi, Bangalore, Chennai, and Assam. AASH is governed by an elected Executive Committee and organises the annual alumni gathering, 'Heartifest', on the third Saturday of each year. The event attracts over 10000 participants, including alumni from across the globe.

Recent initiatives include the launch of a dedicated alumni website by MP Shri. Hibi Eden. In 2023-24, an endowment was established by Kochi Mayor Shri. Anilkumar, an alumnus of the Zoology department. The "Sneha Veedu" housing project under the "Chavara Bhavana Paddhathi" initiative, has been able to construct and handover 12 homes for the homeless. Alumni contributions include donations to the college library, NSS volunteer awards to the tune of ?3.5 lakhs and funding for an initiative which distributes study materials to school students. Notable alumni achievements include Mr. Kuruvilla George's (1988-91 B.Sc. Physics) involvement in the Aditya L1 Mission and Dr. Biju A.T's (1999-2001 M Sc Chemistry) receipt of the Shanti Swaroop Bhatnagar Award. AASH also supports scholarships, seminars, and curriculum development to create a vibrant community of alumni.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/922?criterion-v-student-support-and-progression/54-alumni-engagement/541-alumni-support

5.4.2 - Alumni's financial contribution during the year	B. 10 Lakhs - 15 Lakhs

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 an effective leadership in tune with the vision and mission of the Institution

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

A strong leadership, which governs the institution with well-defined systems and organizational structure. The administrational structure includes, The Management Council, Governing Council, Academic Council, College Council, Staff Council and Departments.

The Finance Committee looks into the financial matters of the College and approves the purchases of the college. IQAC committee takes care of the different qualitative initiatives of the college based on stakeholders' feedback.

Decentralization of administration is ensured through faculty representation in the apex bodies like Governing Body, Academic Council and College Council. Participative administration is evident in different committees.

The long term and short-term strategic plans of the college are in alignment with the vision and mission of the college. The strategic goals are Strengthening Research Activities, Faculty Development & Consultancy, Student Support and Progression, Educational Leadership, Expansion of the Horizon of Knowledge Base and Infrastructure Expansion.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/926?criterion-vi-governance-leadership-and-management/61-institutional-vision-and-leadership/611-governanceleadership-in-tune-with-vision-and-mission

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The governance and leadership practices are closely tied to the college's vision and mission, emphasizing academic excellence, holistic development, inclusivity, and community engagement. Extensive preparations were undertaken in the 2023-24 academic year for the Four-Year Undergraduate Programme (FYUGP), including syllabus restructuring, admissions, timetables, and subject allocation. This highlights the college's proactive and structured approach in aligning with the National Education Policy (NEP). The institution demonstrates sustained growth through expansion in academic offerings, research, and infrastructure while adhering to its ethical and inclusive educational values. A participatory decision-making model engages faculty, students, and administrative staff. Autonomous committees and advisory bodies ensure transparency and accountability in institutional processes. The Institutional Perspective Plan outlines short-term and long-term goals, focusing on sustainable growth, digital transformation, and community engagement. Regular updates to the plan ensure the institution remains responsive to global trends and challenges.

Overall, Sacred Heart College's leadership combines tradition and innovation, with practices that not only reflect the institution's mission but also promote holistic development, academic excellence, and national priorities like NEP.

File Description	Documents
Upload strategic plan and deployment documents on the website	[View File](#)
Upload any additional information	[View File](#)
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/927?criterion-vi-governance-leadership-and-management/61-institutional-vision-and-leadership/612-effective-leadership

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The Institutional Perspective Plan at Sacred Heart College (Autonomous), Thevara, is effectively deployed, ensuring a well-coordinated and efficient functioning of institutional bodies. This is evident from the college's robust policies, administrative setup, and adherence to service rules and procedures, all of which are aligned with its mission and long-term goals.

The administrative structure is well-defined, with clearly outlined roles and responsibilities that promote operational efficiency. Key decisions are decentralized, enabling various committees, including the Internal Quality Assurance Cell (IQAC) and academic boards, to actively participate in governance. These bodies work collaboratively, ensuring transparency in decision-making, implementation of academic and administrative reforms, and efficient resource management.

The college follows well-established procedures for appointments, service rules, and promotions, in accordance with governmental and UGC regulations. Regular review and updates of these policies ensure they remain relevant and responsive to evolving needs.

In conclusion, the effective deployment of the Institutional Perspective Plan, supported by efficient functioning of the institutional bodies, ensures smooth governance and the continuous development of the institution. This approach enables Sacred Heart College to remain adaptive, forward-looking, and

aligned with its academic and community-focused goals.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/929?criterion-vi-governance-leadership-and-management/62-strategy-development-and-deployment/621-effective-deployment-of-strategicperspective-plan
Upload any additional information	View File

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

The functioning of various institutional bodies at Sacred Heart College (Autonomous), Thevara, follows a well-defined system to ensure efficient planning and implementation of policies and programs. The Management Council, comprised of trust members, oversees strategic decisions. The Principal serves as the administrative and academic head, ensuring smooth operations.

The college operates several statutory bodies. The Governing Body, College Council, and Staff Council make decisions on academic programs, examinations, results, fees, scholarships, and co-curricular activities. The Staff Council, meeting monthly, manages day-to-day administration, while the Academic Council and Boards of Studies meet biannually to review or create curricula for new and existing programs.

The Internal Quality Assurance Cell (IQAC) plays a vital advisory role, offering insights to the Governing Body on strategic planning, quality enhancement, infrastructure, and policy development.

Staff appointments in the aided section adhere to government guidelines, with service conditions defined by KER and KSR. Selection, promotion, and appraisal of unaided staff follow the college's HR policies, ensuring consistent and fair management practices.

This system enables the institution to maintain effective governance and continuous quality improvement.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.shcollege.ac.in/organogram/
Upload any additional information	**No File Uploaded**
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/930?criterion-vi-governance-leadership-and-management/62-strategy-development-and-deployment/622-effective-functioning-of-institutional-bodies

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) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

The College has always been paying special attention to ensure the intellectual and material well-being of its faculty and supporting staff. While providing intellectual and professional development, it also offers financial and health securities for its employees.

The following are the welfare schemes available for the teaching and non - teaching staff:

- **Group Insurance Scheme for self- financing faculty and staff.**
- **Gratuity and pension for self- financing faculty and**

staff.

- **Interest Free Loans by the Management to faculty and staff.**
- **College Credit Society provides loans to faculty and staff up to Rs. 10,00,000 /-**
- **Financial support for the construction of houses and to meet medical expenses**
- **Preference to children of teaching and non-teaching staff for admission to various courses.**
- **Support to children of non-teaching staff who are economically challenged.**
- **Incentives for research publication by Self-financing faculty.**
- **Awareness programmes for Non-Teaching Staff.**
- **The teaching and non-teaching staff organizes annual staff picnics, occasional tours and common celebration of festivals. The expense of the non-teaching staff tour is born by the management.**
- **Periodical technical training to the faculty and staff to familiarize with the Management Software System developed by the College**
- **Terminal Benefits**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/933?criterion-vi-governance-leadership-and-management/63-faculty-empowerment-strategies/631-effective-welfare-measures-for-staff

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

20

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 programmes organized by the Institution for its teaching and non-teaching staff during the year

7

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

168

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The college conducts a systematic internal and external audit every year to monitor its financial aspects relating to academic and non-academic activities. Internal audit is held twice in a year, by a committee constituted by the Management Council for a

period of 3 years. The College keeps up the proper internal auditing to fully guarantee that the institutional funds are used carefully. The Internal audit committee audits all financial transactions of the college, though they come under the general audit held annually by external agencies.

The external audit is conducted regularly by Chartered Accountants, Deputy Director of Collegiate Education and Accountant General' office.

Financial audits are conducted regularly and separately for the following accounts:

1. Personal Deposit Account is regularly audited by an external auditor.

2. Autonomy Grant is regularly audited by an external auditor.

3. DST-FIST Fund

The utilization of the allocated fund is released through the PFMS system of Central Plan Scheme Monitoring System (CPSMS) and is managed by the committee for the DST – FIST fund.

4. Jubilee Trust Fund is audited by external and internal auditors.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/938?criterion-vi-governance-leadership-and-management/64-financial-management-and-resource-mobilization/641-conduct-of-financial-audits

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

775.42

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

Sacred Heart College implements a comprehensive strategy for mobilizing funds to support its diverse developmental goals, ensuring the optimal utilization of resources from various sources.

Mobilization of Funds:

1. Earned Income (Fixed) – A significant portion of the college's income comes from student fees, with hostel fees also contributing substantially.
2. Earned Income (Variable) – The college raises funds for various activities through multiple sources:
   ○ Sponsorships – Sponsors support student initiatives, including festivals and events.
   ○ Consultancy Services – Faculty members contribute by offering consultancy services.
   ○ Alumni Contributions – Donations from alumni play an essential role in fundraising efforts.
   ○ Rental Income – College facilities such as the playground, computer lab, and examination halls are rented out for activities like exams, online tests, recruitment drives, and even film shoots on non-working days.
   ○ Contributions from Individuals and Philanthropists – These donations also serve as a significant source of funding.
3. Government Funding – The college receives funds from central agencies, including the UGC, RUSA, and Autonomous grants.

This multi-faceted approach ensures that the college effectively mobilizes resources to meet its developmental objectives.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/940?criterion-vi-governance-leadership-and-management/64-financial-management-and-resource-mobilization/643-strategies-for-mobilization-of-funds

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) of Sacred Heart College, Thevara, has made significant strides in institutionalizing quality assurance processes, as evident in its faculty and staff development programmes and extension activities.

Practice I: Faculty Development Programmes

To enhance academic quality, the IQAC has organized a series of professional development and administrative training programmes for faculty and staff. These sessions aimed at improving subject knowledge, teaching methodologies, and technical skills. The training covered critical areas such as Outcome-Based Education (OBE), research paper writing, intellectual property rights, ICT-enabled teaching, mentoring, research protocols, and plagiarism. These initiatives have positively impacted teaching quality and research outputs, fostering a culture of continuous learning and innovation among the faculty.

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

In alignment with its mission of nation-building and social responsibility, the IQAC has been coordinating various extension and outreach activities through HEAL (Heartian Extended Arm for Life). These initiatives culminated in the introduction of a mandatory 40-hour Service Learning program for every

undergraduate student. This program encourages students to engage with the community, providing them with valuable real-world experiences while contributing to social development.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/940?criterion-vi-governance-leadership-and-management/64-financial-management-and-resource-mobilization/643-strategies-for-mobilization-of-funds

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Sacred Heart College, Thevara, ensures continuous enhancement of its teaching-learning processes, operational structures, and learning outcomes through periodic reviews conducted by the Internal Quality Assurance Cell (IQAC). This systematic evaluation aligns with the norms set by accreditation bodies and institutional policies.

The IQAC plays a pivotal role in organizing these reviews, focusing on Outcome-Based Education (OBE), which emphasizes the achievement of specific learning outcomes by students. The teaching methodologies are regularly updated to incorporate innovative, student-centric approaches like blended learning, ICT-enabled teaching, and experiential learning. Faculty members are encouraged to participate in professional development programs that refine their pedagogical techniques and keep them abreast of the latest academic trends.

Additionally, the IQAC facilitates the collection of feedback from students, faculty, and stakeholders to identify areas of improvement. This feedback informs decisions on curriculum revisions, assessment reforms, and the introduction of new learning tools.

IQAC took strong initiatives for the curriculum restructuring for the Four Year undergraduate programmes based on National Education Policy.s

These periodic reviews ensure that Sacred Heart College remains

committed to delivering quality education while continually evolving to meet the dynamic needs of its students and society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://aqar.shcollege.ac.in/2023-2024/category/943?criterion-vi-governance-leadership-and-management/65-internal-quality-assurance-system-iqas/652-periodic-review-of-teaching-learning-process-etc

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	**A. Any 4 or all of the above**

File Description	Documents
Paste the web link of annual reports of the Institution	https://aqar.shcollege.ac.in/2023-2024/category/944?criterion-vi-governance-leadership-and-management/65-internal-quality-assurance-system-iqas/653-quality-assurance-initiatives
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	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

The college is committed to promoting gender equity, aligning its initiatives with the United Nations Sustainable Development Goal (UNSDG) 5. Annual action plans emphasize gender-focused courses and prioritize placing women in leadership roles across departments and councils.

Efforts are reinforced through regular gender awareness programs, anti-ragging campaigns, and sexual harassment prevention initiatives, complemented by 24x7 CCTV surveillance and awareness signage across the campus. Female staff accompany students on field trips to ensure security and inclusivity. The college has established Grievance Redressal and Sexual Harassment Prevention Committees to provide structured support, along with counseling services and gender sensitization programs. Facilities include common rooms with rest areas, incinerators, and napkin vending machines in girls' washrooms, as well as a daycare center with capacity for up to 50 children.

Key events during 2023-24 included:

* Kanal, a campaign on self defense of women * An awareness session on gender equality laws * Motivational Speech In Connection With Women's Day * An awareness campaign about menstrual cup * A session on mehendi designing * Gender audit orientation * Anaemia screening campaign

Together, these initiatives create a safe, inclusive, and supportive environment for all.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://aqar.shcollege.ac.in/2023-2024/category/947?criterion-vii-institutional-values-and-best-practices/71-institutional-values-and-social-responsibilities/711-gender-equity

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

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Over the past decade, Sacred Heart College has demonstrated a strong commitment to environmental protection and sustainability, embracing its moral, social, and legal responsibility to foster a waste-free and environmentally conscious world.

The sewage and water treatment plant as well as the incinerator which were purchased last year found good usage this year.

The College's comprehensive waste management policy emphasizes responsible practices across waste production, segregation, storage, handling, transport, and disposal. Maintaining a plastic-free campus, the College converts a significant portion of food waste into renewable biogas energy through its biogas plant, which supports canteen cooking.

Classrooms are equipped with separate bins—red for plastics and related materials, and green for paper—ensuring proper segregation before being transferred to a central waste segregation center. Canteen wastewater is processed through sedimentation pits with regular maintenance, while the School of Communications operates its own wastewater treatment plant to manage its specific needs.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	[View File](#)
Geotagged photographs of the facilities	[View File](#)
Any other relevant information	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge	**A. Any 4 or all of the above**

Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	

File Description	Documents
Geotagged 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
Geotagged 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 undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy 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**	**A. Any 4 or all of the above**

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	**A. Any 4 or all of the above**

File Description	Documents
Geotagged photographs / videos of facilities	[View File]
Policy documents and brochures on the support to be provided	[View File]
Details of the software procured for providing 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, socio-economic and other diversities (within a maximum of 200 words).

Sacred Heart College is deeply rooted in the values and principles of St. Kuriakose Elias Chavara, a prominent social reformer who stood against untouchability and other social injustices in 18th-century Kerala. The college upholds

democratic ideals of cultural, regional, linguistic, and communal harmony as part of its core ethos, striving to foster an inclusive community through the promotion of secularism, moral values, and faith in God.

The college's faculty, staff, and students represent diverse linguistic, regional, communal, and socio-economic backgrounds. Admissions to undergraduate and postgraduate programs are conducted in accordance with university and government regulations, ensuring special reservations for SC, ST, and other backward communities, along with seats allocated for minority, cultural, and sports quotas.

The institution celebrates diversity by observing significant cultural and regional events, reflecting its commitment to harmony. National occasions such as Republic Day, Independence Day, Gandhi Jayanti, National Youth Day, National Integration Day, and Constitution Day are marked with great enthusiasm by the three wings of NCC and NSS, highlighting the college's dedication to unity and national pride.

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

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

Sacred Heart College is dedicated to fostering awareness of constitutional values, rights, duties, and responsibilities among students and faculty through a variety of impactful initiatives and events.

The college's mission reflects its commitment to creating an environment where students are empowered to contribute to nation-building and societal betterment. To instill these values, the College organizes programs that emphasize the importance of constitutional awareness. At the start of each academic year, the Principal conducts a sensitization program highlighting the significance of constitutional duties and the role of individuals in becoming responsible citizens.

The College leverages multiple platforms—such as its official

website, Service Learning Record and IQAC-provided handbooks—to consistently reinforce constitutional principles. Additionally, the preamble of the Constitution is incorporated into the common curriculum for all undergraduate programs, ensuring a comprehensive understanding of its values.

National celebrations, including Independence Day and Republic Day, are observed with flag hoisting and parades by the NCC and NSS units, instilling a sense of patriotism and national pride within the college community.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The 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 Annual awareness programmes on the Code of Conduct are organized	A. All of the above

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 programmes, 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

Sacred Heart College places great emphasis on promoting national unity and upholding the nationalist, democratic, and secular values enshrined in the Constitution of India. The college fosters the principle of unity in diversity, instilling in students a democratic spirit that transcends religious, caste, class, and regional differences. To nurture these values, the college observes various national and international commemorative days, events, and festivals. Independence Day and Republic Day, two of the most significant days in India's history, are marked by ceremonial flag hoisting on campus, led by the Principal. Gandhi Jayanti is observed in a meaningful way, reinforcing the institution's commitment to the Father of the Nation's message of cleanliness. The college organizes a dedicated cleaning drive, which includes not only the campus but also the nearby KSRTC bus station, market, and housing colony. This year college also celebrated World Environment Day, World Blood Donor Day, World Peace Day, Khadi Day, World Food Day, National Constitution Day, Zero Day and Science Day etc. with relevant and impactful activities. Additionally, International Yoga Day is observed annually on June 21, under the active leadership of the NCC and NSS.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

BEST PRACTICE I 1. Title of the practice: Service learning 2. Objectives of the Practice: To instil a sense of social commitment in students. 3. The Context: The college considers as its mission to instil in the students the dignity of labour and caring attitude. 4. The Practice: The student groups visit old-age homes; destitute/isolation wards and child cancer wards of hospitals periodically, weekly cleaning drives of public places, beautifying vacant lots and creating awareness among the public

about cleanliness. 5. Evidence of success: The participants can empathise with the aged and the suffering. 6. Problems Encountered & Resources Required: The students as well as the public were sceptical initially. BEST PRACTICE 2 1. Title of the Practice: SHARE and Research Incubation 2. Objectives of the Practice: Coordinate the research promotion activities. 3. The Context: The college decided to create a forum for the promotion of research. 4. The Practice: Organises a science congress every year. 5. Evidence of Success : Successful in ensuring the quality of research of the Ph.D. scholars. 6. Problems Encountered and Resources Required: Paucity of time. 7. Notes: Plagiarism checking is often a thorny task

File Description	Documents
Best practices in the Institutional website	https://www.shcollege.ac.in/iqac/?display=best-practices
Any other relevant information	https://www.shcollege.ac.in/iqac/?display=best-practices

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Over the past ten years, the college has been actively engaging students in incorporating its environmental policy into their everyday lives. Both academic and extracurricular activities have been prioritized to achieve this goal. In response to the increasing demand for specialists in Environmental Science, the Department of Environmental Studies was founded in 2016. Prior to the introduction of the Master's program, the college launched a mandatory add-on course in Environmental Studies for all undergraduate students in 2017-18, making it the first institution in the country to do so. Mithradham, a unique research center in Aluva, acts as an extension of the college, demonstrating sustainability through wind and solar energy generation. The college began its solar energy journey in 2005 with two on-grid solar units, each with a capacity of 33 KW, generating approximately 140 units per day. Today, the college produces 155 KW of solar power, making it one of the first institutions in Kerala to approach 100% solar energy usage. To promote biodiversity awareness, the college has also established another extension center in the nearby village of Arayankavu.

File Description	Documents
Appropriate link in the institutional website	https://www.shcollege.ac.in/iqac/?display=distinctiveness
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Implementation of NEP 2020 and Four-Year Undergraduate Programme: Introduce the Four-Year Undergraduate Programme (FYUP), ensuring that it offers flexibility, interdisciplinary learning, and skill development in line with NEP objectives.

2. Complete the submission of the Annual Quality Assurance Reports (AQAR) for 2022-2023 and 2023-2024.

3. Follow up diligently on the NAAC accreditation process, ensuring all criteria and documentation are in place for a successful review and accreditation.

4. Implement targeted actions to improve the National Institutional Ranking Framework (NIRF) rankings, focusing on parameters such as teaching, learning, resources, research, and innovation.

5. Strengthen industry collaborations and enhance student placements, community engagement, and infrastructure to boost ranking outcomes.

6. Develop strategies to attract international students by enhancing the college's global presence and promoting its strengths.

7. Improve student intake from other states by offering scholarships, guidance, and support systems to foster cultural diversity on campus.

8. Increase research funding and opportunities for faculty and postgraduate students through the Hi-Birds initiative, fostering a culture of innovation and research excellence.

9. Encourage faculty and students to collaborate on interdisciplinary research projects, driving academic and applied research outputs.

10. Introduce an efficient waste management system by incorporating new machinery for processing plastics, bottles, and other degradable and biodegradable wastes.

11.Carry out comprehensive academic and administrative audits, ensuring that inclusivity is embedded in all areas of operations, including curriculum, teaching methodologies, facilities, and support services.

12. Organising Inclusive Professional Training Programmes in both Online and Offline modes.

13. Form a dedicated committee to focus on the implementation of Sustainable Development Goals (SDGs) across the college.