



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BISHOP VAYALIL MEMORIAL HOLY CROSS COLLEGE

CHERPUNKAL P.O, KOTTAYAM.

686584

www.bvmcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bishop Vayalil Memorial Holy Cross College, Cherpunkal was founded in 1995 by the Holy Cross Forane Church, Cherpunkal, of the Diocese of Palai under the patronage of Palai Diocese. The college belongs to Roman Catholic Syrian Christian Community and it is a pioneering self-financing college affiliated to Mahatma Gandhi University, Kottayam. The college is named after the first Bishop of Pala and the great visionary, the late Mar Sebastian Vayalil, who converted Pala into an educational hub by establishing and raising several reputed institutions for University Education way back in 1950s.

The institution is owned and administered by the Holy Cross Forane Church of the Roman Catholic Syrian Christian diocese of Pala. H.E. the Bishop of Pala is the Patron and Very Rev. Fr. Vicar, Holy Cross Forane Church is the ex-officio Manager of the College. It is an unaided College affiliated to Mahatma Gandhi University, Kottayam, Kerala and is managed by the Holy Cross Forane Church Educational Trust. The trust aims to render educational service to all students irrespective of the barriers of caste, creed, religion and language.

Situated on the banks of Meenachil River, close to the renowned Infant Jesus pilgrimage centre, the serene environment and tranquil ambience of the college facilitates the holistic development of the student. The college provides the best learning environment for students facilitating self-development and academic progress with its holy setting and the divine premises. Currently there are 7 UG courses and 2 PG courses with 917 students and 51 Teaching Staff. The college through curricular, co-curricular and extra-curricular activities aims to mould the students into socially responsible citizens with moral and ethical considerations.

Vision

We envision a brave new world beyond narrow domestic walls where empowered youth give value-driven leadership in the emerging global scenario to ensure life in abundance for all.

Mission

We commit ourselves to create a generation of dynamic youth
who are intellectually alert
socially committed and morally upright

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Educational durability and Educational enforcement policy of the college ensures that learners receive a high-quality and effective education.

1. MANAGEMENT

- The **educational legacy** of the management.
- The College has 6 brother institutions under the **diocese of Pala**, of which 5 aided colleges are accredited with A++ and one unaided college with A grade.
- The College is independently managed by a Trust of experts.
- The diocesan **feedback** system instituted ensures quality enhancement.

2. **INFRASTRUCTURE**: The college's well-planned academic blocks, computer centers, lecture halls, conference halls, staff quarters, hostels and students' centers, computer labs, an educational theater, media and audio rooms, seminar halls, ICT-enabled classrooms, a well-stocked library, and universal Wi-Fi access ensure an exceptional and comprehensive learning environment for all students.

3. ENVIRONMENT

- The campus, nestled on the banks of the River Meenachil, provides a **peaceful, nature-connected learning space**.
- The College has spacious, **eco-friendly buildings** with courtyards and pathways, fostering a perfect learning atmosphere.
- Our establishment offers **6 eco-classrooms**, with **2 located by the riverbanks**, aiming to rejuvenate and motivate students' minds.

4. STUDENTS

- This campus is home to versatile and talented students who possess a variety of skills.
- The students exhibit **good discipline and strong academic aspirations**, focusing on overall development for a well-rounded education.
- The **inclusive** mentality of the **students driving force** of the college.
- Students are self-motivated to do **part-time jobs** with their academics.

5. TEACHERS

- **Skilled, valued, dedicated and experienced** teachers.
- **Student friendly** teaching mentality of the teachers.
- The continued **innovation** in the teaching learning process.

6. **COMMUNITY**: The community possess great **support, harmony and concern**.

7. PROMINENT ACTIVITIES:

- Conducting **national-level workshops, faculty development programs**, and conferences.
- Maintaining a dedicated National Service Scheme (NSS) team with a large pool of volunteers.
- Operation of Wings, a women's empowerment cell, promoting **gender sensitivity**.
- Organizing outreach and extension initiatives for ongoing **community engagement** via HOPES.
- The **Green Club's** initiatives include tree planting, green space maintenance, sustainability promotion, and environmental awareness.
- The **Entrepreneurship Development (ED) Club** fosters entrepreneurial skills among students, providing opportunities for learning, growth, and showcasing abilities in the business realm.
- The active **placement and internship cell** facilitates numerous job and internship opportunities.

Institutional Weakness

INFRASTRUCTURE

- There is insufficient support from the government in terms of grants for enhancing infrastructure.
- An affiliated college faces limitations in curriculum flexibility due to pre-set guidelines from its affiliating body, potentially affecting their capacity to tailor the academic plan to specific requirements.

STUDENTS

- The affiliated university's inconsistency with its academic calendar results in delayed coursework and exams, causing student difficulties.
- A significant number of students face challenges in academic, financial, and emotional aspects, affecting their initial performance levels.
- A situation where there are fewer possibilities for internships and job placements may result from a lack of diversified sectors in the surrounding areas.

Teachers

- The high faculty turnover rate
- The absence of permanent university affiliations leads to uncertainty and instability for both students and staff members
- Lack of freedom to rearrange or alter the curriculum
- Limited knowledge about forthcoming academic opportunities

Institutional Opportunity

INFRASTRUCTURE

- Potential to initiate innovative courses tailored to the distinct needs of the local population.
- Combined with the Kerala Startup Mission, entrepreneurial endeavors can be promoted.
- Starting of new generation and industry-oriented courses
- Emphasis on solar-based renewable energy sources and the use of power-saving appliances.

Students

- It is possible to have additional international conference and invited lecturers
- A IELTS training center and foreign language study facility are within the campus premises
- Providing courses through SWAYAM NPTEL to both students and faculty members.
- Extending the facilities to the societies through HOPES
- To enhance value added/add-on course/online courses.
- With the introduction of the Institution Innovation Cell, there will be more opportunities for startups by faculty and students.
- Comprehensive and systematic placement cell activities to enhance students placements.

Teachers

- There is a possibility of creating corporate ties and institutional alliances to improve teaching-learning.
- MoUs and collaborations enhance educational programs and student learning through teacher

exchanges, study tours, academic collaborations, and the provision of short and extended transfer courses.

Institutional Challenge

INFRASTRUCTURE

- The affiliated system gives only limited academic freedom to the College.
- New advanced courses with good investment requirements are limited.

Students

- The dominance of the mother tongue/regional language makes it a challenge to impart soft skills to students from rural areas.
- Changes in the attitude and aspiration of the students.
- There is a lack of self-motivation among students, as they are very distracted by various electronic gadgets and social networking
- To improve communication in English for students from Malayalam Medium backgrounds

Teachers

- The importance of teaching soft skills to students, helping them excel in diverse professional environments and tackle global market challenges.
- It is also difficult to attract employers across the country to the college.
- Bridging the employment and academic skill gaps.
- Participatory learning presents difficulties because students are accustomed to learning from their school in a teacher-centric environment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Planning Framework

- **Articulation of Mission and Vision:** Establishes the overarching goals for educational endeavors.
- **Policy Framework:** Ensures alignment with national and international standards.
- **Academic Calendar:** Provides a structured timeline for curriculum development, review, and approvals, fostering responsiveness to evolving needs.

2. Academic Flexibility and Enrichment

- **Tailored Education:** Offers add-on courses and skill development programs aligned with industry needs.
- **Holistic Enrichment:** Integrates human rights education, gender equality awareness, environmental stewardship, and values-based learning into the curriculum.

3. Curriculum Development

- **Needs Analysis:** Rigorous examination of market demands, industry expectations, and societal needs informs learning outcomes.
- **Continuous Internal Assessment:** Multifaceted evaluation of student performance with results informing ongoing curriculum refinement.

4. Academic Delivery

- **Innovative Pedagogical Approaches:** Empowers faculty with cutting-edge teaching methods, technology integration, and interdisciplinary approaches.
- **Infrastructure and Resource Allocation:** Ensures access to state-of-the-art facilities and digital resources for effective teaching and learning.

5. Monitoring and Review

- **Internal Quality Assurance:** Committees dedicated to ongoing review ensure alignment with institutional goals and emerging trends.
- **Feedback Mechanisms:** Institutionalized feedback captures insights for continuous improvement, fostering a culture of openness and adaptability.

6. Documentation and Transparency

- **Comprehensive Documentation:** Records meeting minutes, reports, and approvals to ensure transparency and accountability.
- **Feedback Integration:** Actively seeks and values input from students, faculty, and stakeholders to inform ongoing curriculum refinements.

Teaching-learning and Evaluation

Bishop Vayalil Memorial Holy Cross College promotes dynamic and flexible Teaching-Learning process which endorses consistent learning aptitude and professional development of teachers as well as the continuous learning of students. The admission procedure is open and transparent and is done through University's Centralised Allotment Process (CAP). The college adheres to the reservation policies of the Government of Kerala.

Bridge courses and induction programmes are given to the newly admitted students to bridge the gap between their learning environments and to make teaching-learning process effortless. Remedial and peer teaching sessions are arranged for the students. The institution maintains optimum student-teacher ratio where each student is allotted with a teacher-mentor.

Student centric teaching methods are adopted by the institution through participatory/experiential learning and ICT enabled teaching. The college provides Orientation Sessions and Training Programmes to the teachers and students to make teaching-learning process more dynamic and productive.

Experiential Learning is promoted through Internships/Industrial Visits/Fieldworks, Skill Development Programmes, Exhibitions, Study Tours, Short Films, Nature Camps, Survey Based Researches, Film Screening,

Day Observances, etc. Students are encouraged to learn things through participatory methods such as Group Discussions, Peer Teaching, Workshops, seminars, Group Learning etc. Debates, Group Discussions etc. foster the methodical as well as analytical skills of students by adopting Problem Solving Methodologies. Use of ICT enabled tools in teaching-learning is promoted by the institution through interactive panels, computer labs, smart classrooms etc.

The full-time teachers against sanctioned posts is 100% and the student-teacher ratio during the assessment period is 1:20. The institution has a three-tier grievance redressal mechanism – Department, College and University level. The students are free to register their grievances related to examination either online or offline. POs, PSOs and COs are stated and displayed in the website and on department notice boards. A Handbook of POs, PSOs and Cos are available in each department. The attainment of course outcomes are analysed through direct

and indirect methods such as Internal Examinations, Assignments, Seminars and Attendance and Class Participation.

Result Analysis is done both at Department and College level and average pass percentage for the assessment period is 79.53.

Research, Innovations and Extension

The institution has established an ecosystem for fostering innovations, including raising awareness about Intellectual Property Rights (IPR

1. Entrepreneurship and Innovation Promotion:

Hosting workshops, seminars, and training sessions through the Entrepreneurship Development (ED) Club.

Exhibition and sale of student products to promote creativity and entrepreneurial skills.

Events like YOLO and TECHNE to foster innovation and talent showcase.

2. Skill Enhancement Programs:

Internships, industrial visits, projects, and dissertations for practical experience.

Workshops on research methodology, intellectual property rights, and entrepreneurship.

Career and Placement Cell seminars to enhance students' skills and employability.

3. Research and Intellectual Property Rights Awareness:

Seminars and workshops to educate students and faculty about research methodology and IPR.

Individual project works and dissertations to promote research and innovation among students.

Encouragement of publishing research papers in journals listed on UGC CARE list.

4. Neighbourhood Community Engagement:

Anti-narcotics rally to raise awareness about drug abuse.

Poshan Abhiyan campaign promoting proper nutrition and health practices.

Vocational training in door mat making and paper bag making for livelihood empowerment and environmental sustainability.

5. Cultural Exchange and Health Awareness:

Cultural exchange program to foster harmony and unity.

Blood donation camps and cancer awareness rallies to promote community service and health education.

Awareness classes on yoga, energy conservation, and diseases like chickenpox for holistic health promotion.

6. Department of Social Work and NSS Activities:

Flood relief, blood donation, outreach services, and food donation campaigns.

Electoral enrolment initiatives and services to psycho rehabilitation centers.

House construction projects and community awareness programs on World Disability Day.

7. Recognition and Awards:

Awards and recognitions from government bodies and personalities for outstanding service.

Certificates of gratitude from medical institutions for participation in blood donation campaigns.

Heartfelt expressions of gratitude from significant personalities for impactful contributions to society.

Infrastructure and Learning Resources

- The college boasts adequate infrastructure and physical facilities supporting teaching-learning activities.
- Spanning 5 acres, it's well-designed for academics and co-curriculars.
- Classrooms are well-illuminated, ventilated, and ICT-enabled with LCD projectors.
- The auditorium hosts conferences, exams, and annual events.
- Indoor auditorium, seminar halls, and air-conditioned conference halls are equipped with audio-video facilities.
- A licensed software Computer Lab offers computer literacy with 188 computers.
- The library is automated, spacious, and rich in books.
- ICT facilities, internet, e-magazines, and e-libraries are accessible to staff and students.
- Rainwater harvesting, with wells storing 68,500 liters, promotes sustainability.
- The canteen offers nutritious food catering to students' tastes.
- A gymnasium and yoga center foster discipline and inner strength.

- Ladies' restroom with first aid kits ensures privacy and comfort.
- Receptions in academic and administrative blocks cater to student needs.
- Computer assistants, office assistants, and technical support ease campus life.
- Maintenance personnel ensure upkeep of infrastructure.

Student Support and Progression

Orientation Programmes are conducted for the first-year students to familiarize them with the new environment.

- Awareness programs are conducted to educate students about various issues and their importance.
- College and department-level events are organized to develop students' soft skills, language, and communication skills and Life skills.
- Seminars and workshops on the latest technology are conducted for the students to stay informed and up-to-date.
- The Walnut Aptitude Training Programme and IELTS coaching provided by the institution help students pass various competitive examinations. Career counselling programmes are also offered by the institution.
- The college promotes various governmental and non-governmental scholarships. The Institution provides various scholarships like Bishop Vayalil Scholar ship and BVM freeships.
- The college promotes various cultural fests and sports activities. Cultural days like Onam and Christmas are celebrated, and various cultural and sports competitions are conducted every year.
- Students of the college are encouraged to participate in competitions conducted by other institutions.
- Placement and internship cell is conducting various initiatives for promoting placement
- The college through the Registered Alumni Association fosters collaboration, networking, and unity among alumni while providing crucial support to the institution through financial contributions, annual meetings, career guidance, and feedback mechanisms, enhancing the overall academic and developmental experience for both current students and graduates.
- The Grievance Cell functioning in the college provides a responsive environment and addresses student concerns promptly to ensure a harmonious educational experience, allowing students to report issues either in person or in writing.

Governance, Leadership and Management

Bishop Vayalil Memorial Holy Cross College (BVMHCC) operates with a visionary motto, "IGNITING THE LIGHT OF LIFE," aiming to inspire individuals towards positivity, growth, and purpose. Aligned with its vision and mission, the college's governance is decentralized and participatory, ensuring sustained growth and NEP implementation.

The college has a strong, structured organogram outlining stakeholders' duties and responsibilities. Institutional

Governance of BVMHCC has an inclusive leadership structure, with the principal overseeing academic functions and administrative duties, and infrastructure functions managed jointly by the Bursar and Principal. Committees like the College Council and Academic Council drive institutional functions, while functional auxiliary bodies ensure streamlined processes. Grievance redressal mechanisms address concerns promptly, fostering a conducive environment for students and staff. The leadership of the college is inclusive, democratic, and group-oriented. Each initiative is planned and carried out using a decentralized participatory process.

Strategic planning involves multi-stakeholder consultations and meticulous execution supervised by the Governing Body and College Council. Policies and service rules uphold transparency, while recruitment procedures adhere to regulatory standards. The institution deploys strategic plans efficiently, ensuring alignment with institutional objectives.

Faculty Empowerment Strategies with comprehensive welfare measures and career advancement opportunities are provided to both teaching and non-teaching staff. Financial support, educational assistance, and leave provisions to enhance staff well-being.

BVMHCC employs structured mechanisms for fund utilization and mobilization, supervised by dedicated committees and the Board of Management. Financial audits, both internal and external, maintain transparency and accountability, ensuring optimal utilization of resources.

The Internal Quality Assurance Cell (IQAC) spearheads initiatives to institutionalize quality assurance. Environment-friendly initiatives, ICT-enabled learning, faculty training, and leadership development programs enhance the academic prospects of students. Performance appraisal systems, mentoring policies, and digital platforms like EMBASE Pro Suite software contribute to ongoing improvement and transparency.

Bishop Vayalil Memorial Holy Cross College demonstrates a robust institutional framework, fostering excellence, transparency, and inclusivity across governance, strategy deployment, faculty empowerment, financial management, and quality assurance. Through its concerted efforts, the college is balanced to achieve its vision of nurturing dynamic youth and ensuring societal impact.

Institutional Values and Best Practices

Bishop Vayalil Memorial Holy Cross College (BVMHCC) is driven by its core institutional values of integrity, inclusivity, and social responsibility. Committed to fostering a culture of respect and equality, the institution prioritizes gender-neutral policies and initiatives to create a safe and equitable environment for all stakeholders. The institution's Women's Cell, Anti-Ragging Cell, and gender-neutral admission policies ensure a safe and equitable environment. Various programs and initiatives promote gender sensitization, skill development, and awareness on women-related issues.

Inclusivity is a cornerstone of BVMHCC's ethos, evident in its diverse student body and inclusive admission process. The institution celebrates cultural, regional, and linguistic diversity through observance of special days and events, fostering a sense of unity and harmony. Socio-economic inclusivity is promoted through scholarships and community outreach programs, exemplifying the college's commitment to holistic development.

The institution's best practices is further exemplified in various domains. Green campus initiative of the college aligns with sustainable development goals, providing hands-on environmental education and fostering eco-friendly practices. From nature tours to vegetable gardens, BVMHCC encourages environmental stewardship and community engagement. These efforts have garnered recognition and appreciation for their adherence to green protocols and successful community outreach.

Entrepreneurship development is actively promoted through initiatives like "Destijil" marketplace and the

Entrepreneurship Development Club, nurturing creativity and self-reliance among students. Various programs and events provide practical exposure and training in entrepreneurial skills, contributing to students' employability and fostering a culture of innovation.

BVMHCC's institutional distinctiveness lies in its holistic approach to social responsibility through the Holy Cross Providential Enlightenment Service (HOPES). Thematic areas such as child education sponsorship, tribal development, environmental protection, counseling, and healthcare services underscore the institution's commitment to community welfare. Evidence of success includes impactful activities like counseling sessions, career guidance programs, health awareness campaigns, and flood relief efforts, showcasing the tangible benefits of BVMHCC's societal engagement.

Despite challenges such as the COVID-19 pandemic, BVMHCC remains resilient in its pursuit of excellence and social impact. Through collaborative efforts and innovative initiatives, the institution continues to empower students, foster inclusivity, promote sustainability, and nurture entrepreneurial spirit, embodying its mission of holistic education and societal transformation

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BISHOP VAYALIL MEMORIAL HOLY CROSS COLLEGE
Address	CHERPUNKAL P.O, KOTTAYAM.
City	PALA
State	Kerala
Pin	686584
Website	www.bvmcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Baby Sebastian	04822-267520	9447776741	-	principalbvmhcc@gmail.com
IQAC / CIQA coordinator	Jepkin Jose	0482-2204357	9446448457	-	jepkinjbvm@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority-Certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CHERPUNKAL P.O, KOTTAYAM.	Rural	5	9003.73

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCA,Computer Science,	36	PLUS TWO	English	120	110
UG	BCom,Commerce,Computer Application	36	PLUS TWO	English	60	11
UG	BCom,Commerce,Finance and Taxation	36	PLUS TWO	English	60	9
UG	BA,Film And Media Studies,Visual Communication	36	PLUS TWO	English	40	22
UG	BA,Film And Media Studies,Multimedia	36	PLUS TWO	English	40	11
UG	BSW,Social Work,	36	PLUS TWO	English	50	45
UG	BCom,Business Studies,Data Analytics	36	PLUS TWO	English	20	6
PG	MSc,Computer Science,Computer Science	24	Degree	English	25	0
PG	MSW,Social Work,	24	Degree	English	58	58

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				1				48			
Recruited	2	0	0	2	1	0	0	1	18	30	0	48
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						8
Recruited	4		4		0	8
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	4	4	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	1	0	0	1	0	0	0	2	0	4
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	16	26	0	42
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	160	0	0	0	160
	Female	54	0	0	0	54
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	39	0	0	0	39
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	3	5	0
	Female	4	1	0	1
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	47	65	48	25
	Female	37	34	40	25
	Others	0	0	0	0
General	Male	159	189	160	117
	Female	72	82	101	118
	Others	0	0	0	0
Others	Male	5	11	5	2
	Female	3	5	3	3
	Others	0	0	0	0
Total		334	390	362	291

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Bishop Vayalil Memorial Holy Cross college fosters the holistic development of the students by endorsing academic, co-curricular and extracurricular growth through multidisciplinary approaches. The college has taken proactive steps in implementing the policies suggested by the New Education Policy with a well framed unit functioning towards the achievement of this goal. The NEP unit of the college with its co-ordinator and the members have organized multidisciplinary seminars, workshops, induction programmes, extension and outreach programmes to discuss about and imbibe the key principles and policies of NEP. all the teachers including the stakeholders are emphasized on the fundamental principles of the New Education Policy with a special focus on the diversity of curriculum and pedagogical strategies.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution is prepared to implement the Academic Bank of Credits in adherence to the guidelines set by the affiliating university and the Higher Education Department of Kerala State. Currently in the process of attaining official membership in the National Academic Depository, a government initiative under the Digital India Programme, the institution aims to establish an online repository for all academic awards. This initiative is designed to enhance the academic flexibility of students providing them with the freedom to chart their own learning path and gain recognition for their educational accomplishments. The institution employs a choice-based credit system for its programmes, contributing to the updated implementation process.</p>
<p>3. Skill development:</p>	<p>The institution offers a range of Skill Development Activities integrated into its diverse programmes, as outlined by the affiliating university, spanning from first to last semesters across various programmes. The college is instrumental in carrying out programmes on Soft Skills, Language and Communication Skills, Life Skills such and various awareness programmes on recent trends in technology. Bishop Vayalil Memorial Holy Cross College has a wide range of Skill Development Programmes uniquely designed for its stakeholders such as Ten Days Training Programme on Yoga, Mental Health Programmes like Know Yourself,</p>

	<p>Trainings on Life skills, Workshops on New Trends in Designing, Workshops on Movie Editing Techniques, Training Programmes on Entrepreneurial Skills, Seminars and Webinars on the Importance of Skills for Women etc. Students actively develop myriads of skills through a diverse array of hands-on experiences, encompassing fieldwork, internships, mini projects and they gain experiential learning through rural camps, observation visits, organic farming and more. These activities play a pivotal role in nurturing a broad range of skills among the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Bishop Vayalil Memorial Holy Cross College in adherence to the principles of the university, to which it is affiliated, promotes the learning of Indian languages, specifically Hindi and Malayalam, as second languages for undergraduate students in the curriculum. Various programmes, such as Cultural Exchange Programmes, Webinars, Seminars and the Observance of Hindi Diwas, World Mother Tongue Day are organized to foster Hindi language acquisition and an understanding of cultural values and the importance of mother tongue in the stakeholders. The Department of Languages conducts various literary competitions including essay writing, short story writing and poetry writing in Hindi and Malayalam aimed at instilling love and awareness for the Indian Languages among students. The curriculum of various programmes especially Social Work, BCom, Film and Media Studies have vivid instances of professional ethics where Indian ethos are incorporated into the student community. The institution actively integrates and promotes the study of literature, art, local language and culture among students through various activities such as field visits, heritage visits, exhibitions, discussions, debates and commemorating days of national significance. Furthermore, students actively engage in practicing and performing traditional art forms during cultural festivals under the guidance of the Department of Film and Media Studies.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution's programmes are structured in accordance with the Outcome-Based Education (OBE) format, a framework designed and propagated by the affiliating University in line with the requirements of the student community. The university has implemented OBE, clearly outlining</p>

	<p>Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO). The Course Objectives (COs) are in harmony with the PO-PSO format. All the courses are crafted and delivered with a focus on outcomes that enhance the logical and reasoning abilities of students, social responsiveness and entrepreneurial skills. The institution has undertaken effective measures to equip the faculty members with the policies and principles of OBE by providing necessary trainings on the significance of it and to facilitate the adoption of new pedagogical approaches.</p>
<p>6. Distance education/online education:</p>	<p>In order to implement distance and online education, the institution has taken proactive measures by affiliating with MOOC platforms, Red hat Academy and establishing a Local Chapter in the SWAYAM-NPTEL platform. Faculty members are actively encouraged to participate in MOOC courses at the college, promoting a blended learning system. Access to electronic resources has been significantly improved through the institute's digital library, facilitated by membership in NDLI. During the challenges posed by the COVID-19 pandemic, Bishop Vayalil Memorial Holy Cross College addressed the hurdles of online education by actively incorporating a Learning Management System (LMS)- EMIL LMS. This facilitated the smooth conduct of online examinations and internal evaluations through assignments and seminars. Mitigating the negative impact of the absence of face-to-face learning, online education transcended geographical barriers, fostering interaction opportunities between experts and students from distant locations.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Established under the directives of the Central Election Commission of India, the Electoral Literacy Club of the college operates under the monitoring of the District Election Commissioner. The club serves as a platform to actively involve and educate the students about their electoral rights. The club's primary goal is to familiarize the students with the electoral process, including registration and voting</p>
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	<p>procedures. By means of the Electoral Literacy Club (ELC), the Election Commission of India aims to instill a culture of active electoral participation among the younger generation, who are the future voters.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Appointed by the Principal, the college Electoral Literacy Club coordinator ensures that students are informed about their constitutional rights and duties related to the electoral process. Additionally, the coordinator may conduct tasks such as informal surveys to identify students who are not yet enrolled in the voters' list, aiming to enhance awareness and participation in the electoral system. The members of the Electoral Literacy Club are drawn from the college union, elected through a parliamentary process. Club meetings are regularly convened to provide a platform for discussions, updates, and the planning of events.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ELC of the college, under the guidance and support of the management, facilitates the interaction of candidate representatives from various political parties with students and faculty during elections, enhancing awareness and exposure. The college aims to foster a stronger constitutional spirit among them. This includes initiatives such as new voter enrolment campaigns, SVEEP (Systematic Voter's Education and Electoral Participation) rally and other awareness programmes. Moreover, efforts are made to ensure that individuals from all segments of society, irrespective of colour, caste, creed and gender are informed about their constitutional obligations</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) has devised an action plan for the upcoming years, aiming to extend its influence into the society and actively promote democratic values and participation in electoral processes. Presently, students have the chance to engage and converse with elected officials or candidates and are part of various awareness programmes on electoral literacy. The coordinator, in collaboration with student volunteers and class teachers, is formulating innovative ideas to instill in students a robust sense of constitutional and democratic principles.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>The club's action plan for the upcoming years includes official recording and subsequent efforts to</p>

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

ensure that students are registered as eligible voters. The college conducts surveys to identify the students who are not yet enrolled and assists them in the enrolment process. In association with social work department ELC conducts flash mobs , street plays, and other awareness programs.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1003	944	862	848	914

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 71

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	39	45	44	40

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
254.07	208.14	93.9	190.9	302.8

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum Planning

- **Academic Audits** at the end of every academic year evaluate the events and programmes to identify the downsides
- **Academic Retreats** every year to make efficacious planning in the light of the Academic audits held. A cautious long-term planning of 5years and short-term year wise planning are designed.
- **IQAC Meetings** on every 2nd Thursday followed by the College Council Meeting on 2nd Friday where the suggestions made by the IQAC are evaluated and approved by the Council. Department Level IQAC Meetings are held on the succeeding Mondays. **IQAC** co-ordinates the departmental plans and regulates the academic and co-curricular aspects.
- **Academic Council assesses the Academic Calendar** for Internal Evaluation, PTA, Association Events, Events of Clubs and Cells and frames an action plan for reference.
- **Department Meetings** twice every month to track the academics, to plan and evaluate the events conducted.
- Decisions are taken to conduct **monthly Staff Meetings** for the dynamic functioning of the institution through planning, continuous evaluation etc.
- **Workload and Time table** is prepared by each department to facilitate proper academic conveyance.
- **Semester Wise Master Time Table** is formulated at the beginning of each year.
- **Certificate and Add on Courses** outlined by the departments and the curriculum is approved and sanctioned by the Academic Council.
- **Campus Companion** records the institutional operations.
- **Individual mentors** for students
- **FDPs** for the staff to update them for professional excellence.

Curriculum Delivery

- **Induction Programmes** to make the students get acquainted with the semester system, to facilitate teaching-learning process.
- **Participatory Teaching** to promote and motivate the learners for active participation in the teaching-learning process.
- **Hourly register records** for hour wise attendance of students
- **Internship, Seminars, Industrial Visits, field work, labs and study tours** instigate experiential learning.
- **Rank holders** are honored.

- **Clubs, Cells, Forums, Associations** nurture the students' skills in entrepreneurship, designing, art, cultural activities, oratory, social service, and cater to the needs of girl students, minority students etc.
- **Placement Cell** for frequent placement Drives, Job Fair and to nurture students' professional skills.
- **Health and Fitness facilities** for students like Gymnasium, Indoor Badminton Court, Basket Ball Court, Volley Ball Court
- Yolo Park, Gurukul Open Classrooms, Jaka River View Park etc. to improve students' **Psychological wellness**
- **Counselling system** for students' emotional strength and academic wellbeing.
- **College Library** for the students' multidimensional growth
- **Monitoring Software** to assess the students' learning process.
- **Skill development sessions** to sharpen the students' personal and professional skills.
- **Remedial classes and Peer Teaching** for slow and advanced learners
- **PTA and Alumni Association** support the progress of the institution and acknowledge the meritorious students.

Continuous Internal Assessment

- **IQAC** monitors curriculum implementation and teaching learning process through feedbacks.
- **Assignments and Seminars** for students' continuous evaluation.
- **Internal examination Committee** organizes regular exams in accordance with the Academic Calendar
- **Time Tables for Internal examinations** are published in the website
- **Semester based result analyses** by departments to trace the need for flexible curriculum delivery.
- **PTA Meetings** after every internal examination as an extension for parents about student progression.
- Detailed estimation of results by **Academic Council**

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 10

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 29.4

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
375	258	404	160	147

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Vision and Mission of the institution along with the various courses offered in the curriculum have incorporated the crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

Professional ethics

- **46 courses** in the curriculum duly communicate the significance of professional ethics to the stakeholders
- Code of Conduct is communicated properly to the beneficiaries and is displayed in the website.
- Apart from textual learning, the students imbibe practical knowledge through **Fieldworks and Internships** in various organizations.
- Multitudes of **Induction programmes and orientation sessions or talks** for students to enhance professional ethics
- **Fests** to foster professional ethics and skills
- **Student Startup plan** presentations
- **ED Club** for entrepreneurship etiquette – professional competence, autonomy, productivity, efficiency, professional behaviour,
- Motivational talks by student professionals/professional experts for Professional Competency and capability enrichment

Gender

The institution is featured with the presence of a majority of female professionals in teaching and administration.

- **23** courses in the curriculum discuss the gender concerns and issues prevailing in the society.
- **Street plays, surveys, flash mobs** and other **gender awareness seminars** on domestic violence, gender bias and other issues of concern.
- The active **Women's Cell – WINGS** – plays an active part to enhance the confidence and self-esteem of women students and staff, to foster individuality, decision making and problem-solving skills and to sensitize women on gender related issues.
- **Awareness classes on gender concerns**
- Crafts Workshop/ Embroidery Sessions/ Tailoring Classes / Computer Literacy sessions for women or in adopted villages
- **Yoga classes/ Personality /Employability Skill Development Programmes**
- **Women's Day Observance**
- **Mother's Day Observance**
- **National Girl Child Day Observance**
- **Invited talks** on gender like “Aasuramakunna Sthree Purusha Bandhangaal

Human Values

- **39** courses provided supports instillment of human values.
- **House construction, services at Psychosocial Rehabilitation Centres, flood relief programmes** as part of institutional extension activities.
- **Outreach Programmes and Extension Activities** under NSS unit.
- The institution arranges various Sensitization Programmes, Seminars, Open Group Discussions, **Blood Donation Camps, Rallies, Counselling Services, Campaigns** etc. for students
- The college offers **Value Education and Moral classes** to the students as training sessions, through classes and as Value Addition sessions.

Environment and Sustainability

- **28 courses** in the curriculum deal with Environment and Sustainability
- Garden/ orchard/vegetable garden in and outside the campus
- Organic Farming Initiatives and Cleaning Programmes
- Green initiatives by Green Club like Green Park, Jaka River View Park, Pachakkoottam, Go Green with BVM
- Environment Day Observances by various Departments and the college, Anti Plastic Campaigns, Surveys etc. to promote green initiatives
- Public Awareness programmes, Energy Conservation programmes, Quizzes, talks on Sustainable Environment to foster to promote green environment

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

1.3.2

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

Response: 53.54

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

Response: 537

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 66.28

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
334	390	362	291	335

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
586	592	501	481	423

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 22.97

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
68	75	70	51	62

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

2022-23	2021-22	2020-21	2019-20	2018-19
293	421	250	240	215

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 22.29

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution implements student centric teaching methods through traditional and modern teaching-learning pedagogies such as **lecturing, participative/interactive teaching, experiential learning and ICT enabled teaching**. The teachers as well as students are given **Orientation Sessions and Training Programmes** to improve teaching-learning process.

Internships, Industrial Visits/Fieldworks, Career Orientation Programmes, Skill Development Programmes, Audio-Visual Learning, Exhibitions, Study Tours, Short Films, Nature Camps, MOOC on Organic Farming, Survey Based Researches, Film Screening, Day Observances, etc. form part of **Experiential Learning**. The institution offers fully fledged **Computer Labs** to support academic activities, research ventures and to meet the technological needs of students and teachers. **English Orientation Programmes** are organized to foster Language Skills among students focusing on the significance of English as the Global Language. The college retains exclusive learning environments to the students like *Gurukul Open Classrooms, Jaka River View Park* etc. The institute has an exclusive Entrepreneurship Development Club registered with the Directorate of Industries and Commerce, Government of Kerala to stimulate the entrepreneurial skills in students.

Through **Participatory Learning**, the institution encourages learning through a sequence of events and learning activities such as Debates, Quizzes, Workshops/Seminars/Webinars, Exhibitions, Group Discussions, Extension Activities/Outreach Programmes, Interdepartmental Activities, Researches/Projects, Activities of Clubs/Cells/Associations, Peer Teaching, Group Learning etc.

The college adopts **Problem Solving Methodologies** that can be beneficial to the students in their academic as well as real world experiences. The college Quiz Club along with the college Cells, Forums and Departments conduct Quiz competitions on various topics to instill in students a problem solving mentality. Various Skill Development Programmes undertaken by the departments, Internships, Industrial Visits/Fieldworks, Debates, Group Discussions, Extension Activities/Outreach Programmes etc. play a vital role in forming the methodical as well as analytical skills of the stakeholders.

ICT Enabled Tools

The institution has enabled Embase Pro Suit software for the effective and effortless functioning of academic and administrative activities.

ICT Facilities like Recorded Video Lectures, YouTube Videos, E-contents, Online classes through Google Meet, Zoom, Smart Classrooms, Interactive Panels etc. are instituted by the college for the benefit of the stakeholders. Class wise *WhatsApp Groups* for students as well as parents are created and sustained by the Departments for easy and immediate conveyance of academic updates. Constructive usage of **Social Media platforms** plays a crucial role in implementing effective teaching learning process. **Online Faculty Development Courses** are attended by teachers to foster pedagogy and teaching skills. **Interactive panels** installed in the classrooms fit in well with the teaching learning process through interactive learning. The learners are profited by means of collaboration, remote access to learning materials, sharing and exchange of ideas etc.

Screening of **Course Related Learning and Instructional Visual Presentations** like educational

videos, movies, documentaries, power point presentations etc.

The teaching learning process of the institution is centred on and planned around the Learner. The **Residential Camps** organized for the students facilitate the inculcation of social values through social engagement and exposure to diverse communities. They bestow them a systematized opportunity to grow and flourish through first hand experiences.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 88.75

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	48	45	47

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 17.37

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	7	6	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college employs formative and summative **assessment procedures** to ensure robustness and **transparency**, with a well-established **grievance redressal mechanism**. A three-tier grievance redressal system is in place to effectively address grievances. The evaluation process consists of two components: **internal assessment** contributes twenty percent of the marks for each paper, while the remaining eighty percent is awarded by University-appointed examiners based on students' performance in semester-end examinations.

Internal/ External Assessment Process

Continuous Internal Evaluation (20%)

Internal Examination + Model Examination 50%

Assignments 25 %

Attendance 25 %

External Evaluation (80%)

1. Semester end Examination Conducted by University
2. **Transparency In Continuous Internal Evaluation**
3. The **Internal Assessment Committee** coordinates the **internal assessment process**.
4. The schedule for the **Academic Performance** Enhancement Programme is prepared at the department level and distributed to the students.
5. The model examination schedule is displayed on the notice board.
6. Question papers are formulated at the **department level**.
7. After the internal examinations, written answer scripts are handed over to the respective teachers for evaluation.
8. **CCTV cameras** are installed to ensure the fairness of examination conduct.
9. Students receive their evaluated answer sheets within one week of the examination.
10. A **reevaluation** option is available for students who identify discrepancies in the valuation process.
11. **Forms A** (displaying various internal components of each subject) and **B forms** (consolidated internal marks of students) are generated and posted on department notice boards.
12. The teacher in charge of each class is responsible for uploading the **internal marks** on the **University Portal**.
13. Students facing valid personal inconveniences, preventing them from taking exams, can request a retest, endorsed by the principal.
14. Attendance is marked through an **ERP Software**, and after each class, the information is entered into the computer system.
15. The Parents-Teachers Association (PTA) organizes a Parent-Teacher-Student (PTS) meeting to inform parents/guardians about the academic progress of their wards once all internal marks are collected.

The Grievance Redressal System operates with efficiency within a specified timeframe.

1. The **Grievance Redressal System** operates efficiently within a specified timeframe.
2. **The Grievance Redressal Cell** in the College operates according to the guidelines set by Mahatma Gandhi University.
3. Students have the option to register their **grievances both online and offline**.
4. Internal evaluation grade sheets are posted on departmental notice boards and stored within the department for future reference.
5. Any discrepancies should be reported to the respective teacher, and if the grievance is not resolved, students can submit a written / website their complaint to the principal, who also serves as the chairman of the cell.
6. The cell convenes as needed, offering suitable resolutions for raised grievances; otherwise, the matter will be escalated to the university.

Grievance Redressal Mechanism

Three-tier Grievance Redressal Mechanism

Level 1 – Department Level (Class in charge/ HoD)

Level 2 - College Level Grievance Redressal Cell

Level 3 – University Level

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Programme Outcomes (POs) state the knowledge, skills and abilities the graduates and postgraduates should imbibe at the end of the programme. **Programme Specific Outcomes (PSOs)** state what the students learn specifically from the programme. The departments create **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COS)** adhering to the learning outcomes set and published in the syllabuses by the university.

Training on **Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO)** is provided by the **College/IQAC** to acquaint teachers with **Bloom's Taxonomy**, the tool used for measuring attainment.

The College communicates the **POs, PSOs, and COs** of all programs offered through its **website and department notice boards**.

At the beginning of each academic year, department meetings are held to assign courses and communicate with faculty members individually.

The PSOs and COs, as per the university syllabus, are conveyed to the respective teachers of the concerned papers.

Orientation Programmes are organized by the College for first-year students at the start of each academic year. The program's details, including its nature, syllabus, examination pattern, and outcomes, are communicated to students during this event.

Faculty members communicate COs to students and address their doubts while introducing topics every semester.

Exhibition of POs and PSOs is arranged in front of respective departments, and COs of each course are displayed inside the classroom for better awareness.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The **assessment process** employs both direct and indirect measures to gauge the attainment of **course outcomes**. These measures include

Direct measures

Internal Examinations

Assignments

Seminars/Presentations

Indirect measures

Attendance

Class Participation

Pre-Course Test: At the outset of each Semester of Inquiry, instructors evaluate students' prior

knowledge and experience before commencing new learning endeavours.

Formative Evaluation Ongoing assessments conducted throughout the unit or learning process, encompassing a range of formats such as orals, debates, role plays, MCQs, etc. These assessments are also referred to as assignments & Seminars.

Summative Evaluation: Conducted at the conclusion of the teaching-learning process, pre-planned and often taking the form of internal exams. These assessments are designed to allow students to demonstrate their learning within well-defined contexts and apply it in novel ways. Question papers for exams are crafted with consideration for the corresponding weightage of **Course Outcomes (COs)** and must align with them, facilitating the calculation of student performance for each CO.

Evaluation of Program Specific Outcomes (PSOs) and Course Outcomes (COs) is conducted through assessments and learning tasks structured according to Bloom's Taxonomy. Assessment outcomes and task achievements are synchronized with COs, and student performance in tests and assignments directly influences the attainment of each CO.

Summative and Formative marks are graded on a 3-point scale. The average score on this scale serves as the overall attainment for the respective course. This score is then correlated with COs and PSOs, and each Attainment score is calculated accordingly, resulting in the final attainment score.

Indirect techniques include

Feedback collection annually through a structured format prepared by the department on CO and PO attainment strategies.

Analysis of feedback at the department level, followed by detailed discussions.

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 79.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	202	251	291	302

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

2022-23	2021-22	2020-21	2019-20	2018-19
344	261	301	321	331

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.21</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Bishop Vayalil Memorial Holy Cross College has transcended the realms of **traditional classroom** teaching to promote and encourage innovation and **entrepreneurship** within the **campus environment**. The ecosystem of the college is attuned to develop the creative potential and innovative skills of students. It has an ecosystem that prioritizes students' innovations and has myriads of initiatives for the creation and transfer of knowledge and technology. The institution also creates awareness about **Research and Intellectual Property Rights (IPR)** in the students and faculty through various seminars and workshops.

The entrepreneurial skills of the students are nurtured through various workshops, seminars and training sessions especially through the activities of the Entrepreneurship Development (ED) Club of the college. Through various initiatives, like the exhibition and sale of the products by students the club actively promotes creativity, critical thinking, innovation and entrepreneurial skills of the students.

Additionally, the college hosts various Fests like **YOLO, TECHNE** and the like to develop innovation and expertise in students through which they could showcase their talents and develop their creative and

artistic potential.

The institution also boosts various skills of students through skill enhancement programmes and sessions. **Internships, Industrial visits, Projects, dissertations, short film making etc.** further add to the innovation ecosystem within the campus, providing the students with practical experience and visions. Research and innovation is promoted through seminars on research methodology and individual project works and dissertations done by students. Career and Placement Cell seminars too contribute to the innovation ecosystem of students through various workshops, seminars and interactive sessions.

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

3.2.2

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	1	0	6	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.01

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	0	4	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the past five years, our neighborhood community has been actively engaged in **various extension activities** aimed at **holistic development, social sensitization, and impactful contributions**. Let's delve into the outcomes and impacts of these initiatives:

Anti-narcotics Rally 2022 This rally served as a powerful platform to raise awareness about the detrimental effects of narcotics on individuals and communities, fostering a culture of **drug-free living** among the youth.

Poshan Abhiyan 2022 Through this campaign, we promoted proper nutrition and health practices, particularly among children and mothers, contributing to the overall well-being of the community.

Door Mat Making 2023 Empowering individuals through vocational skills like door mat making not only enhances their livelihood opportunities but also promotes sustainable practices by utilizing recycled materials.

Training in Paper Bag Making 2022 By providing training in paper bag making, we not only encouraged eco-friendly alternatives to plastic but also empowered individuals with skills for entrepreneurship and environmental stewardship.

Cultural Exchange Programme This initiative facilitated cultural understanding and appreciation among diverse groups, fostering harmony and unity within the community.

Blood Donation Camp- 2022 Blood donation camps play a vital role in saving lives and fostering a culture of altruism and community service among participants.

Urja Kiran Awareness Rally Raising awareness about energy conservation through Urja Kiran rallies contributes to sustainable development and instills a sense of responsibility towards environmental preservation.

Awareness class against Chickenpox Educating the community about preventive measures against diseases like chickenpox helps in reducing the incidence and spread of such illnesses, promoting **public health**.

Cancer Awareness Rally Such rallies serve as a platform to educate individuals about the importance of early detection, treatment, and prevention of cancer, potentially saving lives through increased awareness.

Awareness Class on the importance of **Yoga Promoting** the benefits of yoga not only enhances physical and mental well-being but also cultivates a deeper understanding of **holistic health practices**.

These initiatives, ranging from health awareness campaigns to **skill-building workshops** and **cultural exchanges**, have collectively contributed to the holistic development of our **neighborhood community**. By addressing social issues, **fostering awareness**, and **empowering individuals** with skills and knowledge, we have created a more resilient, compassionate, and inclusive community environment over the past five years.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Bishop Vayalil Memorial Holy Cross College, Cherpunkal is devoted to the society at large through various community and social services. The Department of Social Work along with the other departments, cells and clubs like National Service Scheme promote a service-oriented approach and instil the same in the stakeholders.

Myriads of outreach and extension activities are taken up by the institution like **Flood Relief Activities, Blood Donation Campaigns, Outreach Services and Food Donation Campaigns of NSS Unit like Poshan Abhiyan, Electoral Enrollment Initiatives, Services to Psycho Rehabilitation Centres, House Construction Projects, Community Awareness Programme on World Disability Day** etc.

The institution and the clubs and cells who have undertaken these extension and outreach activities received several awards and recognitions from government/ government recognised bodies and

significant personalities. Dr. Georgekutty, the NSS Programme Officer was honoured with the **Excellence Award** in recognition for the commendable leadership provided to the NSS volunteers of Bishop Vayalil Memorial Holy Cross College, in the house construction project undertaken at Kidangoor Grama Panchayat. The college has received **certificates of gratitude and appreciation** from Mar Sleeva Medicity, Pala and Carmel Medical Centre, Kizhathdiyoor, Pala acknowledging the institution's commitment to the society by being part of the blood donation campaigns. These are some of the recognitions received by the institution to name a few.

Apart from formal certificates, appreciation letters and honours, the college has received affectionate and sincere expressions of gratitude and admiration from significant personalities. These passionate words of appreciation, straight from the heart, add a genuine and touching layer to the recognition received.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	4	15	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 5

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The college campus **spans 5 acres**, serving as a venue for both academic and co-curricular activities, featuring a lush green natural landscape and abundant fresh air.

Well-lit and well-ventilated classrooms, equipped with comfortable seating and **ICT-enabled facilities including LCD projectors**, integrate technology seamlessly into the teaching process.

The campus boasts an **AC indoor auditorium, seminar halls, and an air-conditioned conference hall**, all equipped with audio-video facilities. Besides we have an **open auditorium** too.

The m³ square is used as **volleyball court and as a space for flash mobs** and various other open-air programmes.

A licensed software computer lab, housing 180 computers with both **Windows and Linux** operating systems, facilitates computer literacy and practical sessions.

The campus is **Wi-Fi enabled**, ensuring connectivity throughout.

An automated library with the **latest KOHA version** offers a plethora of e-resources catering to different groups within the college. **Xerox facilities** are also available for the students.

Staff rooms are equipped with **computers and printers** and reception areas in the administrative block and office cater to all informational requirements of students.

The campus **administration block** is friendly for **divyangjan individuals**, for their easy access **facilitated by lift installation**.

Water coolers connected to purifiers provide safe drinking water, and fire extinguishers are strategically placed in each block to ensure student safety. Handrails are affixed where necessary, and **CCTV surveillance** covers the entire campus.

The College has an **ED Promotion store**, an annexure of canteen, we have the ed store to collect and sell the articles which are made by students.

The **canteen** provides nutritious food tailored to students' tastes.

Dedicated parking spaces are allocated for both staff and students.

Rainwater harvesting, implemented via harvesting wells with a capacity of around **67800** liters of water, is spread throughout the campus.

Strategically placed dustbins are cleaned at regular intervals, with food waste directed to a bio gas plant. Plastic and non-degradable waste are collected by **Kidangoor Grama Panchayat Haritha Karma Sena**.

The college provides a **well-equipped gymnasium, indoor badminton court, basketball court and volleyball court** to instill discipline and inner strength.

Five Eco-friendly classrooms aim to enhance participatory and experiential learning for students.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 50.58

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
74.52	96.11	3.88	100.76	255.72

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The college boasts a **well-stocked library** system catering to the reading and learning needs of **both students and faculty members**.

Spanning 2100 square feet, the College Library offers cutting-edge facilities and services, situated on the first floor of the academic block.

The library's collection comprises approximately **7370 books, journals, and periodicals** covering a wide range of subjects.

A selection of reference books is meticulously maintained within the library for easy access by users.

Student **project reports** and **fieldwork reports** are archived in the library, serving as valuable resources for future students.

Subscriptions to leading magazines and newspapers ensure that users stay updated on current affairs and trends.

The library is equipped with **KOHA software** {Version 21.11- Year 2022}, streamlining its operations and enhancing user experience.

The college has registered an **NDLI (National Digital Library of India) Club** comprising both staff and students.

Hard copies of both **university and internal question papers** are archived within the library for reference purposes.

Operating hours for the library are from 9:00 am to 5:00 pm, Monday through Saturday, accommodating the schedules of students and faculty.

The Library Advisory Committee plays a pivotal role in supporting library initiatives, advocating for its development activities with the management.

The library actively participates in **observing Reading Day and International Book Day**, fostering a culture of reading and knowledge sharing.

Innovative practices such as promoting confident soft skills through loud reading are embraced, enhancing the overall learning experience within the library.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution prioritizes the regular enhancement of its IT facilities and ensures ample bandwidth for internet connectivity.

The college boasts a total of **224 computers**, with students having access to **188 computers in various locations such as computer labs, animation lab, Sound Studio, Television Studio** and the digital library.

To maintain a secure environment, the campus is equipped with an adequate number of **CCTV cameras**, promoting vigilance and personal safety for students, teachers, and other stakeholders.

Internet connectivity is provided through various sources, including BSNL and Rail wire, with available bandwidths of 175 Mbps, 75 Mbps, 40 Mbps, and 30 Mbps.

Service Provider	Type / Plan	Speed
BSNL	704234/BB NME 40MBPS	40Mbps
BSNL	705194/ Fiber 1049CS384	175 Mbps

Rail wire	FUP75Mbps -4Mbps,4.4TB	75
BSNL	704988/Fiber449 CS378	30Mbps
BSNL	704988/Fiber449 CS378	30Mbps

All **departments** are furnished with **computers, printers, and Wi-Fi** connectivity, offering seamless access for both students and teachers.

The college library operates on **KOHA software**, ensuring an automated and efficient system.

Dedicated staff, including **system administrators** for website maintenance and e-governance software, networks, and **computer technician** for IT facilities upkeep, contribute to the smooth functioning of the college's IT infrastructure.

Annual updates to the **Wi-Fi system** ensure consistent, fast, and reliable connectivity across all areas of the college premises.

A **125 KV generator** is available to provide power backup when needed.

The college ensures adequate power backup for computers and network systems through the provision of **60 kVA UPS** facilities.

For examinations, an **examination control room** equipped with adequate IT facilities is utilized to ensure a smooth conduct.

Seminar and conference halls are equipped with smart classroom facilities, enhancing the learning experience.

The college maintains a favourable **student-to-computer ratio of 5:1**, providing access through **188 computers distributed across 5 computer labs, a Wi-Fi-enabled campus with 40 Mbps speed, projectors, and printers/scanners/copiers.**

The institution provides **round-the-clock internet and Wi-Fi facilities** for both students and staff, supported by dedicated power backups through 6 KVA UPS.

Exact+ an accounting software is in place for financial management

The college streamlines **administrative and academic processes** efficiently through its **ERP system**, offering online fee payment options, attendance marking systems, and progress report generation.

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

4.3.2

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

Response: 5.34

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 188

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 1.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.357	1.90	2.027	1.665	1.017

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 12.32

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	126	133	97	107

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 77.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
827	684	812	567	633

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 52.22

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
109	113	132	149	144

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
193	202	251	291	302

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 9.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	13	19	8

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	0	4	1

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 10.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	9	12	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Bishop Vayalil Memorial Holy Cross College, Cherpunkal has a **registered Alumni Association** that contributes significantly to the development of the institution through financial and other sorts of support. The association promotes collaboration and networking among the alumni. The college has a tradition of organizing annual Alumni meetings to foster the spirit of unity and harmony among the alumni. The meetings play a crucial role in retaining their nostalgic memories letting them walk down the memory lanes.

The Alumni Association of the institution is formed with the following objectives:

- To provide the students chances of **collaboration and networking**
- To foster a sustained relationship between the alumni and the alma mater
- To conduct annual alumni meetings on a regular basis to develop unity and harmony among the alumni
- To give the students proper guidance on career and various industries through Alumni talks

The college values the feedback taken from the **alumni on infrastructure**, learning resources, **teaching-learning methodologies** etc. It is a regular practice to collect feedback from the alumni to make possible amendments. **The Alumni contributions** are invaluable for the institution which include child sponsorship, supplying study materials to the needy students like mobile phones for Online Classes during the times of pandemic.

The Alumni have a strong bond with their alma mater who visit their respective departments and teachers very often. The institution has **instituted Alumni Talk Series** with an aim to provide opportunities for the students of the college to converse with the prolific alumni. The firsthand accounts and anecdotes shared by these prolific alumni enrich the students' academic pursuits by offering practical insights into navigating career paths and overcoming challenges.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Response:

1.MOTTO: "IGNITING THE LIGHT OF LIFE"

- By the motto "IGNITING THE LIGHT OF LIFE" college inspires and encourages individuals to spark positivity, growth, and purpose within themselves and others. It represents the idea to make a potential difference in their own lives and the lives of those around them.

2.Vision: We envision a brave new world beyond narrow domestic walls where empowered youth give value-driven leadership in the emerging global scenario to ensure life in abundance for all.

3.Mission: We commit ourselves to create a generation of dynamic youth who are intellectually alert, socially committed and morally upright

4.ABOUT THE GOVERNANCE: The college makes strong efforts to ensure that its vision, mission, and objectives align with **national higher education goals**, regularly reviewing them for alignment. All significant activities and initiatives of the college are carried out by committees made up of individuals who represent the relevant stakeholders. The leadership of the college is **inclusive, democratic, and group-oriented**. Each initiative is planned and carried out using a **decentralized participatory process**.

- The college have a strong, structured **organogram** outlining stakeholders' duties and responsibilities.
- The college **infrastructure** is managed jointly by the Bursar and the Principal. The Bursar supervises the stakeholders involved in infrastructure development, who report to them.
- Administrative functions, Academic functions, Internal Quality Assurance Cell, Library and Funtional Auxiliary Operations of the college are overseen by the principal.
- The College Council and Academic Council are integral to academic functions. The Dean of Studies supports the principal in ensuring smooth and organized academic functioning.
- The Academic Council comprises head of the various departments, while the College Council includes coordinators for curriculum, faculty promotion, research innovation & extension promotion, learning resources, institutional best practices, examinations,

finance, and progression.

- Functional Auxiliary Bodies includes student council, clubs and cells of the college, which focus on streamline processes and efficiency improvement of the students.
- The College Administration Committee consists of superintend, administrative staff and technical staff, who oversee the academic and support facilities as well as the design, building, running, and upkeep of all the facilities.
- Operational managers play a crucial role in coordinating activities at each level of decentralization to ensure smooth functioning and efficient operations.
- **Staff meetings** are essential forums where various strategies are discussed, refined, and finalized.
- The students and teachers can **address the grievances** online and offline. To handle grievances in the college effectively, there are some key cells and committees in the college.
 - **Grievance Redressal Cell**
 - **Anti Sexual Harassment cell**
 - **Anti Ragging Cell**
 - **Women Cell**
 - **SC/ST Cell**
 - **Minority Cell**
 - **OBC Cell**
- For the effective **planning and implementation** of the four-year undergraduate programme under **NEP 2020**, a team of faculties has been formed and is working on it.
- **Short term and long-term plans** of the organization:
 - To establish an industrial park inside the campus.
 - To upgrade labs and classrooms
 - To facilitate the administrative and academic sections' automation.
 - To increase core sector Placements.
 - To establish incubation centers and become a center of excellence in technology, social service, and commerce.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Response: The college operates with a unique structure that aligns with the regulations set forth by the governing body and the affiliated University, in harmony with the institution's vision, mission, and objectives. The Governing Body, serves as the apex decision-making body overseeing critical aspects such as policy-making, strategic planning, and overall management. Composed of various stakeholders, including the Patron, the Manager, the Principal, the Bursar, and representatives from teaching and non-teaching staff.

1. Policies and procedures:

- The range of policy documents, spanning from administrative to operations policies, outlines the standards and principles upheld by the institution.
- The quality policies are implemented by the Governing Body and the College Council.
- The principal serves as a facilitator in executing institutional policies and ensuring smooth functioning within the educational institution.
- The Internal Quality Assurance Cell (IQAC) oversees the enhancement and maintenance of quality across different aspects of college operations.
- An elaborated Service Rules document maintained for a fair, transparent, and organized working environment for both teaching and non-teaching staff in an educational institution.
- The institution has a very quick dynamism to address the grievances via faster recording, settling and reporting.
 - The institution has a structured process for addressing academic grievances. Students are encouraged to first discuss concerns with faculty or department heads. If unresolved, they can approach the Examination Cell for exam-related issues. If still unresolved, grievances can be escalated to the college-level grievance redress mechanism involving senior faculty and administrators.
 - The institution outlines a structured approach for managing non-academic grievances. Students are advised to first discuss concerns with their department, especially those concerning infrastructure or departmental issues. Matters related to discipline are referred to the Discipline Committee. If issues persist, they are raised to the Academic Council,

consisting of department representatives, to address broader institutional concerns. In rare instances, unresolved grievances can be elevated to the Governing Body, comprised of senior decision-makers overseeing the institution.

- An elaborated Service Rules document maintained for a fair, transparent, and organized working environment for both teaching and non-teaching staff in an educational institution.

1. Recruitment Procedure:

- The college adheres to management regulations and guidelines regarding the selection and hiring of both teaching and non-teaching staff.
- Appointments are made according to criteria established by the government and the institution.
- Teaching staff recruitment follows the HR policies set forth by the management.

1. Strategic Plan Deployment:

- Strategic plans have been formulated following consultations with diverse stakeholders. Their execution and evaluation occur through a multi-stage deliberation process conducted in forums like the Governing Body, College council, Academic Council, IQAC, Administration team and general staff meeting.
- For the smooth planning and implementation Governing Body appoints a strategic planning committee which consists of executive director and committee members.
- Strategic plans committee is responsible for producing a document that outlines the college's upcoming plans and targets.
- The strategic framework for institutional growth and excellence spans across different domains including curriculum, infrastructure, student support, governance, management, and leadership. It aims to facilitate holistic progress by prioritizing teaching, learning, and evaluation while integrating innovation and extension activities.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: E. None of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Response:

Welfare Measures: The college has instituted comprehensive welfare initiatives for both its **teaching and non-teaching staff**, as part of its commitment to employees' satisfaction. This has cultivated an environment wherein staff members feel appreciated, assisted, and empowered to perform optimally. These initiatives not only showcase the **institution's responsibility** towards its employees but also inculcate a constructive and fruitful work environment. The major welfare measures for both teaching and non-teaching staff encompass:

- **Statutory Welfare Schemes:**
 - **Gratuity**
 - **Provident fund**
 - **Insurance through Employees State Insurance Corporation (ESIC)**
- **Non-Statutory Welfare Schemes:**
 - **Medical:**
 - **Maternity leave** for women employees for a period of six months which can be extended up to one year on request.
 - **Medical treatment facility** for employees who fall ill during duty hours.
 - **Financial**
 - **Salary increments** on an annual basis.
 - Advance salary payment in case of emergencies.
 - **Financial aid** in needy situations.
 - **Educational:**

- **Faculty development programs** are held with the goal of enhancing and empowering the teaching staff.
- **Duty leaves** to staff for attending seminars, workshops, and refresher courses.
- Financial assistance for the office workers' pursuit of further education.
- Financial support and **duty leave** for teachers and other staff to attend short term skill development courses
- **Leave for Staff**
 - **Casual Leave**
 - **Medical Leave**
 - **Maternity Leave**
 - **Duty Leave**
- **Additional advantages/amenities**
 - Counselling facility.
 - **Lift facility** for Staff
 - **Sports, games, gym and other indoor** recreation facilities for staff
 - Parking facilities for staff vehicles.
 - Common Celebration of festivals like New year, Christmas, Onam etc.
 - **Free Wi-Fi** facility
 - Bus facility
 - **SNEHANIALVU BVM Family Connect**: It is a platform for families of staff members to interact with each other and to cherish fellowship.
 - Annual retreat and orientation
 - **Canteen** facility
 - **Surveillance** system for campus security
 - Separate washroom facility.
 - Safe drinking water facility.
 - Computer with Wi-Fi facility in staff rooms
 - **Computer lab** for Staff
 - Staff tour
 - ATM Facility
- **Opportunities for Advancing Careers**: Available for Both Teaching and Non-Teaching Staff:
 - Faculty members are provided with special leave allowances to engage in professional development initiatives.
 - Library access is available.
 - Short-term programs encompass motivation-focused courses, skill enhancement training, and capacity-building sessions.
 - Financial assistance is provided to attend conference, faculty development programs, workshops, and paper presentations.
 - Financial support is available for publications.

Redressal Mechanism: The teaching and non-teaching staff can **address their grievances** online and offline. The institution has a structured process for addressing **academic grievances and non-academic grievances**. Teachers are encouraged to first discuss concerns with faculty or department heads. If unresolved, grievances can be escalated to the college-level grievance redress mechanism involving senior faculty and administrators.

Performance Appraisal System: The institution has implemented a five-tier performance evaluation

system aimed at assessing the teaching faculty's performance. This initiative seeks not only to assess performance against set standards but also to pinpoint areas for potential improvement, facilitating the faculty's ongoing progress and development.

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

6.3.2

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

Response: 3.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 2.78

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	3	0

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Response:

The organization possesses a clearly articulated system for overseeing the effective utilization of financial assets, complete with dedicated committees tasked with both tracking and maximizing the use of funds. This structured approach ensures that resources are managed efficiently and deployed

judiciously to achieve optimal outcomes.

Fund Utilisation Mechanism:

The **Planning Committee**, consisting of the Bursar, Principal, College Council, IQAC Coordinators, Superintendent and a faculty representative, conducts annual financial planning and prepares an **annual budget**.

- The **Purchase Committee**, headed by the Bursar, oversee multiple procurement tenders and the allocation of funds for sanctioned projects.
- The **Fund Mobilization Committee** is responsible for establishing a transparent and meticulously organized financial management structure to gather and administer funds provided by management and other supporters.
- The major sources of institutional receipts and funding are as follows:
 - **Admission fee**
 - **Bus fee**
 - **Application and prospectus**
 - **Hostel fee**
 - **Mess fee**
 - **Canteen collection**
 - **ED store collection**
 - **Library fee**
 - **Record fee**
 - **Rent from external bodies for conducting various competitive exams**
 - **Student welfare and academic support**
 - **Salary component**
 - **Staff professional development**
 - **Staff welfare extension and outreach programmes**
 - **Institutional maintenance**
 - **Administrative expenses**

The Board of Management is responsible for making crucial decisions regarding the allocation of funds within the institution. The Bursar ensures proper oversight of fund procurement. Teachers, tasked with roles in the Functional Auxiliary Operations are empowered to raise and manage funds within their respective domains, fostering a participatory management approach.

Financial Audit

Periodic audits are carried out on management accounts to uphold **transparency and accountability** in financial affairs. The maintenance of these accounts through the accounting software EXACT falls under the responsibility of the accounting department, overseen by the Bursar.

External audit

- External financial audit is conducted annually by Jais Thomas & Co.
- Audit objections/observations are acted upon promptly to rectify defects, if any.
- Various audit certificates are maintained meticulously. Management accounts undergo an external audit by an authorised **chartered accountant, Jais Thomas & Co.**

- The account of Administration, Library, Student support, alumni association and other functional auxiliary operations is externally audited.

Account transparency:

Complete openness is upheld in all financial transactions involving stakeholders.

Mechanism for settling audit objections:

The process for resolving audit discrepancies involves promptly addressing issues stemming from routine checks, clerical errors, duplications, etc., with immediate correction and presentation of supporting documentation. Instances requiring further explanation, such as errors of principle, discrepancies in depreciation provision, stock valuation, capital and revenue expenses, misstated outstanding expenses, fraud, or manipulation, are addressed by the Executive Director and rectified accordingly.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

INSTITUTIONALIZING QUALITY ASSURANCE AT BISHOP VAYALIL MEMORIAL COLLEGE

Bishop Vayalil Memorial College, under the auspices of its Internal Quality Assurance Cell (IQAC), has embarked on a journey to foster excellence and sustainability across its academic landscape. Here’s an overview of the initiatives and strategies implemented by IQAC:

1. Environment-Friendly Initiatives: Five environmentally conscious classrooms have been established, reflecting the college’s commitment to reducing its carbon footprint and promoting sustainability. These classrooms integrate green technologies and sustainable practices, contributing to the creation of an eco-friendly campus environment.

2. ICT-Enabled Learning: The integration of Information and Communication Technology (ICT) into the curriculum has transformed the learning experience of students. IQAC has facilitated the

incorporation of ICT tools and resources, enabling students to access a diverse range of educational materials online. This initiative not only enriches the quality of education but also equips the students with digital literacy skills essential for the modern world.

3. Training Sessions for Faculty Development: Recognizing the importance of continuous professional development, IQAC has established dedicated training sessions for faculty members. These sessions equip new faculty with the necessary skills and knowledge to excel in their roles, while academic retreats provide opportunities for collaborative learning and the exchange of best practices among educators.

4. Student Induction Programme and Bridge Courses: To ensure a seamless transition for incoming students, Bishop Vayalil Memorial College has implemented a comprehensive Student Induction Programme. This programme familiarizes students with college life, academic expectations, and available support services. Additionally, bridge courses are offered to address any gaps in foundational knowledge and prepare students for higher education challenges.

5. Leadership Training: IQAC has prioritized leadership development through specialized training sessions. These sessions empower students with essential leadership skills such as communication, teamwork and problem-solving, nurturing the next generation of effective leaders across various fields.

6. 5D – Performance Appraisal System: To ensure accountability and transparency, IQAC has introduced a 5-dimensional performance appraisal system. This system gathers feedback from multiple stakeholders, including students, management and faculty. These evaluations are compiled to analyze staff performance, with reports published on the college website for transparency.

7. Mentoring: A robust mentoring policy has been implemented to foster supportive relationships between students and teachers. Each teacher serves as a mentor to assigned students, offering guidance and support to overcome personal and academic challenges.

8. Clubs and Cells: Various clubs and cells operate within the college, providing platforms for students to explore their interests and creativity. IQAC formulates policies for each club and cell, ensuring alignment with the college's vision and goals.

9. Embase LMS: The implementation of Embase Learning Management System (LMS) marks a transition towards Outcome-Based Education (OBE). This system facilitates centralized planning, digitizes course materials and promotes transparency in educational processes.

Through its multifaceted initiatives, IQAC at Bishop Vayalil Memorial College has institutionalized quality assurance strategies and processes. By prioritizing innovation, sustainability, and excellence, the college remains committed to advancing academic standards and societal impact, ensuring a bright future for its students and stakeholders.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Bishop Vayalil Memorial Holy Cross College, Cherpunkal is much aware of the gender issues prevailing in the society even in this modern era. The college is instrumental in taking gender neutral stance in all the initiatives and activities taken up by the institution. The institution has constituted several cells and clubs to foster gender sensitization among the students and faculty. The **Women's Cell – WINGS** – of the college plays a pivotal role in making the stakeholders aware of their rights and duties along with making them aware of the cases and issues of gender violence that rise up frequently in the society. The **Anti-Ragging Cell** of the college safeguards the students especially the girl students from any sort of harassments that may occur in the name of ragging.

The **college admission and selection process of students is open and transparent** solely based on merit irrespective of any gender discrimination. Majority of the students are admitted through Single Window System. The college promotes the active **participation of girl students in the college union** through adequate representation. Various **gender sensitization programmes, awareness programmes and seminars on health and hygiene** are organized for the benefit of girl students. To foster skills and talents among the girls, various **Skill Development Programmes and Career Guidance Programmes** are arranged.

Celebration of National and International days of significance like Women's Day, Mother's Day, Girl Child Day, International Day for the Elimination of Violence against Women etc. make the students aware of the significance of women related issues and the need to take actions. **Seminars, Webinars and Motivational Talks on Women Empowerment, Gender Equality, Protection of Women** are conducted by the various departments of the college and the Women's Cell in collaboration with Pink Police, Janamaithri Police etc.

The college offers **adequate facilities to the girl students** including well-furnished and spacious hostel, 24*7 camera surveillance in and out of the college campus, security service at the campus, counselling service for emotional support and academic wellbeing, medi-care and rest rooms especially for girls to provide them necessary first aid and assistance, sanitary napkin vending machine facility etc.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Bishop Vayalil Memorial Holy Cross College, Cherpunkal owns decades old legacy of inclusivity with its efforts and initiatives taken to create an inclusive environment by promoting tolerance and harmony towards cultural, regional, linguistic, communal and socioeconomic diversity. The institution sensitizes the students and employees to the constitutional obligations such as rights, duties, values and responsibilities of citizens.

The college promotes the **admission process of students through Single Window System** opening the vistas of inclusiveness to the students from diverse backgrounds irrespective of the yardsticks of disparities. **Special concern is given to SC, ST students and other backward students and Freshers and scholarships** are given to students who are economically backward.

As part of embracing cultural, regional, linguistic and communal differences, the institution observes special days of regional, cultural and linguistic significance. **Onam, Christmas and Kerala day celebrations** incorporate regional and cultural inclusivity. Merit days, Fresher's days and Annual days are celebrated to inculcate the rich diversity of students' talents. **Independence Day celebrations, Gandhi Jayanti observances, Constitution day observances, SVEEP rallies, Republic day celebrations, Unity day observances, Human Rights day celebrations, Seminar on Nationality and Civic Consciousness, Human Rights awareness programmes** etc sensitize the students and faculties to the constitutional obligations. **Reading day and reading week observances** accommodate linguistic inclusiveness.

The institution takes up much initiatives to incorporate **Socio-economic inclusivity through various extension and outreach programmes including community services, flood relief activities** etc. To inculcate social and humanitarian values in the students, the college conducts **frequent visits to destitute homes** like Mariyasadanam, Lourde Bhavan etc. Mid-day meal programmes are instigated to encourage the students to contribute to the destitute people every Wednesday. Besides all the initiatives, the **student-teacher community has a strong rapport** which facilitates the holistic development of the students.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

7.2.1. Best Practices

1. Title of the Practice: Green-Campus; Pioneering Campus Sustainability.

2. Objectives of the Practice:

- To foster knowledge on the impact of human actions on nature.
- To develop and execute a comprehensive plan for creating a green and sustainable campus environment.
- To involve the campus community in environmental initiatives.

3. The Context: Environmental initiatives of the institution align with SDG 4, 13 and 15. By embedding environmental sustainability in the college, students gain practical experience in eco-friendly practices, fostering a sense of responsibility. **Green club** was created for students to involve in several activities and sensitise them about the problems being generated by the modern lifestyle. Such efforts not only align with societal expectations but also prepare students for a future where sustainability is increasingly integral to professional and personal life.

4. The Practice:

- **Campus Sensitisation Events:** The institution conducted nature-themed Campus Sensitisation Events.
- **Nature Tour:** It provided hands-on environmental education and offered insights into biodiversity, ecological systems, and conservation efforts.
- **Meenachil River Rejuvenation Sena:** A unit for this was formed on 20-09-2019.
- **Vegetable Garden:** The Students of the College engaged in the creation of a Vegetable Garden by cultivating Cabbage, Capsicum, Green Chilly, Pea, Ginger etc.
- **Farm Visit - Outreach programme** enabled the students to engage firsthand with sustainable agriculture, learning about **organic practices** and biodiversity.
- **Bamboo Forest** at the Meenachil riverfront of the college was inaugurated on 15-02-2018.
- **Green Park** was inaugurated in the campus on 11-01-2022. It's a space for an **outdoor classroom**.
- **Jaka Riverview Park** was inaugurated on 25-11-2022. It's an **eco-friendly outdoor classroom**.
- **Community Connect:** The College took initiatives to sensitise the neighbouring communities on the nature conservation programs.

5. Evidence of Success

- **Community Connect** - Awareness programmes

- Organized a public awareness programme on 05-07-2019. Students' prepared 1000 leaflets with the caption "*Prakruthikku Kootai Prakruthiyude Koode*". The leaflets describe how we can manage all types of waste items.
- On 02/12/2022 an awareness program was conducted at Kavalipuzha Mini Beach with the theme of "**Plastic Free Kavalipuzha**".
- **Campus Sensitisation Events**
 - **Quiz competition** on Agriculture and **Organic farming** on 08-12-2021.
 - **Seminars:** On 29-01-2019 conducted an awareness programme on 'Organic Farming'. On 15-02-2019 a seminar on **Energy Conservation and management**.
 - '**HERB-EXPO**' of around 200 medicinal plants was conducted on 02-09-2019.
 - **Flower Garden:** Shrubs were planted by a number of students on 04-12-2018.
 - **Green protocol:** Received an appreciation from the "Kerala Association of Professional Social Workers" for demonstrating strict and unwavering adherence to the green protocol.
- **Vegetable Garden**
 - Organized a **cabbage and Capicum** planting on 08-10-2018.
 - On 02-04-2019 the cabbage **harvesting** was inaugurated and the cabbage was distributed among students and teachers.
 - **Ginger harvest** was held on 07-01-2019. Also prepared 50 bottles of ginger-lemon squash on 10-01-2019.
 - The college level inauguration of the "**Haritha Keralam**" programme was done on 8th December 2019 and planted pea seeds in 180 grow bags.
 - **Gingiberi Mesis** an **organic farm** was created in campus to promote consumption of '**Chemical free vegetables**' on 13-01-2023.
- **Bamboo Forest** in our college exemplifies a sustainable initiative that enhances biodiversity, sequesters carbon, and supports eco-friendly practices.
- **Nature Tour** was organized on 17.12.2022 to Vagamon.
- The **classes** are taken in the **green park** regularly. 80% of the students frequently make use of the ambience in the Green Park.
- The Students of the College engaged in the Meenachil River Rejuvenation and conducted household surveys, clean-up activities, and awareness generation in collaboration with local communities.
- The students visited the "JYES farm" at Neendoor on 02-02-2019.
- Regular classes are held in **Green Park**, which serves as an eco-friendly outdoor classroom at Riverview Park, aiming to foster environmental awareness among students.

6. Problems Encountered and Resources Required: The institute considered implementing a Solar Panel energy project, but due to ongoing comprehensive infrastructure development, this initiative was postponed.

7.2.2. Best Practices

1. Title of the Practice: Entrepreneurship Development

2. Objectives of the Practice:

- To promote entrepreneurial mindset and skills among students.
- To cultivate a dynamic ecosystem that nurtures creativity.
- To encourage Social Entrepreneurship among students.

3. The Context: Entrepreneurship Development (ED) Club, the innovative approach of the college for budding entrepreneurs. This not only enhances their employability but also cultivates

a culture of self-reliance and creativity. Entrepreneurship Development initiatives in our college align with SDG 9. This empowers students to shape their destinies, fostering a culture of initiative, and propelling society forward through innovative and sustainable enterprises.

4. The Practice:

- "**Destijl**" serves as an innovative marketplace within college, specifically designed for students and staff to showcase and sell their products, predominantly focusing on handicrafts, food items, and various other offerings.
- **Entrepreneurship Development Programme:** To cultivate an entrepreneurial mindset among students, the college organizes seminars, training programs, exhibitions, and various other events periodically.
- "**Entrepreneur Development Club**" inaugurated on 25/10/2022. ED club has conducted many sessions and programmes to **promote entrepreneurship**.

5. Evidence of Success

- **Destijl:** Innovative **ED Store** within the college, specifically designed for students and staff to showcase and sell their products was inaugurated on 07-06-2021.
- **Entrepreneurship Development Programme**
 - **Micro Entrepreneurship Training Programme:** The 3 Day Micro Entrepreneurship Training programme was conducted on January 15th,16th,17th-2020. **Training** for candle making, umbrella making, soap making etc were given to the participants. The products out of the training were sold among the students and the **neighbouring community**.
 - **Cake feast 2k22: 'BVM cake fiesta 2k22'** on 22nd& 23rdDecember,2022 as a part of Christmas celebration.
 - **Art & Craft Exhibition:** From 15-01-2020 to 17-01-2020, the students of the college and differently abled institutions participated in the exhibition made from the products out of waste materials.
 - **Food Fest 2k22** took place on 09th November 2022.
- **ED Club:**
 - Ms.Teena Juby (CEO: Suzanne Baptism Outfit Store) delivered a her success and motivated to be a successful entrepreneur.
 - Mr.Ajin and Mr.Rohan of S5B. Com presented a **start-up plan** in the year 2022-2023. It's about designing an all-in-one app for storing warranty cards in digital format.

6. Problems Encountered and Resources Required: Many people find entrepreneurship daunting as a career choice, leading to challenges in altering perceptions among students.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

7.3 Institutional Distinctiveness

1. Response: Holy Cross Providential Enlightenment Service (HOPES) is a registered charitable society under the Travancore Cochin Literacy and Charitable Societies Act 1955. Society registration number is K-70/08. HOPES works as a community lab, to develop social responsibility among students of BVM Holy Cross College along with their classroom studies. HOPES take initiatives not only for the betterment of students of BVM Holy Cross College, but also for the outside community so that they get ample opportunities to build their own lives.

◦ **Thematic Areas:**

- Child Education Sponsorship Program
- Tribal Development Program
- Environment Protection Program
- Counselling and Career Guidance.
- Health Care and Services

2. Objectives

- To empower less privileged children through educational sponsorship, ensuring access to quality education, fostering literacy, and supporting lifelong learning.
- To facilitate the socio-economic empowerment of tribal communities by preserving indigenous cultures, promoting skill development, and enhancing capacity-building initiatives.
- To raise awareness about environmental issues and promote sustainable practices in communities.
- To provide counselling services for individuals facing emotional, psychological, or social challenges.

3. Activities and Evidence:

◦ **Child Education Sponsorship Program:**

- In 2018-2019, Children in the Cherpunkal region were selected as beneficiaries, and study materials were distributed to them at Govt Ashramam LP School Mutholi. 60 beneficiaries including students and parents participated. In 2019-2020, HOPES and Sanchari Unit collaborated to distribute study kits to 30 students on 13-09-2019, at BVM Holy Cross College's Conference Hall, aiming to foster interest in learning and provide conducive learning conditions. However, the academic years 2020-2021 and 2021-2022 faced significant disruptions due to the Covid-19, HOPES adapted its student support program by distributing 10 phones to economically disadvantaged families from 01-12-2020, to 01-01-2021, to rural areas.

◦ **Counselling and Career Guidance:**

- **Sensitisation Programmes:** In collaboration with Poonjar Panchayat, conducted an online awareness class on "SCREEN ADDICTION" for students and parents on 14-08-2021. On 18-06-2022, in association with Kudumbasree conducted an awareness class and activity session for approximately 30 Balasabha members at Muttom Kudumbashree Hall. "Moulding Family for a Better Future" seminar took place at Anganwadi in Manjoor on 22-05-2022, for parents and students. On

09-10-2020, at St. Augustine's High School Peringulam hosted a seminar on "ALCOHOL ADDICTION" to raise awareness among students and parents regarding alcohol consumption and impaired driving.

- **Individual Counselling:** Provided individual counselling for students, offering a safe space to address emotional challenges, enhance coping skills, and navigate academic and personal issues. During COVID-19 extended its services to public by collaborating with LSGs and given tele-counselling support to affected individuals
- **Career Guidance Program:** Led by different resource persons, aimed to equip students with the knowledge and skills necessary to make informed career decisions. Initially focused on higher secondary students, later was extended to college students, due to the challenges posed by the COVID-19 pandemic.
- **Internship:** HOPES acts as a live lab for students to do their internship programmes. And thereby up skill themselves as better professionals.
- **Health Care and Services:**
 - **Organ Donation Awareness class:** The Organ Donation Awareness class conducted to enlighten the community about the importance of organ donation. Mr. Aby Jacob, (Organ Donation Coordinator of Pushpagiri Medical College) served as the resource person for the event.
 - **Menstrual and Reproductive Health:** Conducted awareness class in Mutholi panchayath for students, aimed to dispel stigma and covered topics such as menstrual hygiene, reproductive anatomy, common disorders, and accessing healthcare services.
 - **Cancer Awareness Class:** In association with Mutholi panchayath conducted an awareness class on 08-04-2019. Tresya, cancer survivor, shared her experiences and informed about early detection methods. 40 above members were participated in the class.
 - **Aids Day Observation:** Conducted Street Play in towns of Cherpunkal and Pala, to raise awareness about AIDS on World AIDS Day.
 - **Eye Check-up Campaign:** On 21/7/2019, Eye Checkup Camp was conducted at Mutholy, inaugurated by Mr.Renjith G, President of Panchayat. A team of experienced ophthalmologists and medical staff of Fathima Eye Hospital Pala conducted eye examinations, distributed eyeglasses to those in need, and raised awareness about the importance of regular eye checkups.
 - **Food Collection Campaign:** Amidst the COVID-19 challenges, initiated a food collection campaign aimed at alleviating food insecurity among vulnerable communities. Adhere safety protocols and community engagement, collected essential food items, and distributed to needy.
 - **Mental Health Support in Flood Affected Area:** In response to the flood in Moonilavu, implemented a mental health support program aimed at addressing the profound psychological impact on affected individuals and communities. The program delivered personalized counselling, psychoeducation, and psychosocial support interventions.
- **Tribal Development Program:**
 - Drishya 2K18, 7-day rural camp in Kanthalloor from October 15th to 21st, 2018, as part of the Tribal Development Program, aiming to understand tribal lifestyles, challenges, and culture. Pratheeksha 2K19 followed, conducting a collection campaign to aid flood-affected areas in Wayanad, with a subsequent rural camp

held from 21st-31st August 2019. Despite the challenges posed by the COVID-19, Ithal 2K21 persisted, with Kanthalloor selected as the community focus, conducting need assessment surveys and community programs. Thalir 2K22, 3-day tribal development program, ensued in Kanthalloor, incorporating community enrichment initiatives, need assessment surveys, and provision of study materials to tribal students, all in collaboration with the Department of Social Work, marking continued efforts towards tribal upliftment and support.

◦ **Environment Protection Program:**

- **Energy Conservation Program:** In 2019-2020, several Urjakiran energy conservation awareness programs were conducted in Meenachil and Mutholi. In Meenachil, programs were held at the Grama Panchayath and a primary health center, with government officials and community members as participants. In Mutholi, program was conducted involving hospital staff and ASHA workers. In 2020-21, awareness programs focused on energy conservation at Poonjar and Kidangoor Panchayaths. In 2021-22, activities included an awareness rally and a signature collection campaign in Poonjar. In 2022-23 an awareness program was conducted for students at St. Mary's L.P school, Kidangoor. In 2022 an awareness Rally from Panachikappara Town to Gramapanchayath and a signature collection campaign in the Poonjar Town was conducted
- **Flood Relief – Material Collection Campaign:** In response to floods in Muthumala, Wayanad and in Kuttikal, Kottayam, organized a flood relief material collection drive to provide urgent assistance to the affected community.

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

5. CONCLUSION

Additional Information :

1. The institution's **best practices** are exemplified in various domains.
 - Green-campus: Pioneering Campus Sustainability
 - Entrepreneurship Development Programme
 - Psychosocial Support
 - Flood Relief
2. BVMHCC's institutional **distinctiveness** lies in its holistic approach to social responsibility through the Holy Cross Providential Enlightenment Service (HOPES).

Concluding Remarks :

Since its establishment in 1995, Bishop Vayalil Memorial Holy Cross College, Cherpunkal, has been instrumental in uplifting rural areas and has strived consistently to become a distinguished model in higher education by ensuring quality standards. The college has endeavored to enhance its infrastructure to adapt to evolving demands in modern teaching methodologies. With dynamic management, progressive vision, and enthusiastic faculty members, students, alumni, and parents, the institution has been able to achieve consistent growth. Offering Add-On Courses to supplement the existing syllabus, the institution aims to enrich students' skills. Programs such as Mentoring and Student Support further facilitate integrated learning opportunities.

BVMHCC's unique institutional identity lies in its comprehensive approach to social responsibility through the Holy Cross Providential Enlightenment Service (HOPES). Focused on thematic areas like child education sponsorship, tribal development, environmental conservation, counseling, and healthcare, the institution demonstrates a strong commitment to community welfare. Successful endeavors include counseling sessions, career guidance programs, health awareness campaigns, and initiatives for flood relief, highlighting the tangible benefits of BVMHCC's engagement with society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>372</td> <td>266</td> <td>514</td> <td>262</td> <td>229</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>375</td> <td>258</td> <td>404</td> <td>160</td> <td>147</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	372	266	514	262	229	2022-23	2021-22	2020-21	2019-20	2018-19	375	258	404	160	147
2022-23	2021-22	2020-21	2019-20	2018-19																	
372	266	514	262	229																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
375	258	404	160	147																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 541</p> <p>Answer after DVV Verification: 537</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p>																				

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.1.2 ***Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years***

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	75	70	51	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	75	70	51	62

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	101	89	82	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
293	421	250	240	215

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	1	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	1	0	6	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	6	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	0	4	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with

industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	6	21	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	4	15	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110.58	111.11	30	102.99	259.62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74.52	96.11	3.88	100.76	255.72

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

(INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24.40	6.5	4.2	4.07	2.9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.357	1.90	2.027	1.665	1.017

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.2 **Following capacity development and skills enhancement activities are organised for improving students' capability**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
109	113	121	140	132

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
109	113	132	149	144

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
344	261	301	322	331

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
193	202	251	291	302

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2 **Percentage of students qualifying in state/national/ international level examinations during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	15	15	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	13	19	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	0	7	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	0	4	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.2

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	19	11	29	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	9	12	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : As per clarification received from HEI, none of the screenshots are clearly visible, thus DVV input is recommended.

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	74	20	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	3	0

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	11	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>1001</td><td>944</td><td>862</td><td>848</td><td>914</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>1003</td><td>944</td><td>862</td><td>848</td><td>914</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1001	944	862	848	914	2022-23	2021-22	2020-21	2019-20	2018-19	1003	944	862	848	914
2022-23	2021-22	2020-21	2019-20	2018-19																	
1001	944	862	848	914																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1003	944	862	848	914																	

2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 89 Answer after DVV Verification : 71</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 432 986 544"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>49</td> <td>48</td> <td>45</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 622 986 734"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>39</td> <td>45</td> <td>44</td> <td>40</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	51	49	48	45	47	2022-23	2021-22	2020-21	2019-20	2018-19	45	39	45	44	40
2022-23	2021-22	2020-21	2019-20	2018-19																	
51	49	48	45	47																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
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