SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

HOLY CROSS COLLEGE (AUTONOMOUS)

HOLY CROSS COLLEGE (AUTONOMOUS), ROCH NAGAR, KURUSADY.
629004
www.holycrossngl.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Greetings and wishes from the land's end! Holy Cross College is happy to submit its SSR for the fourth cycle of accreditation to the NAAC.

Introductory note

Holy Cross College is the first Women's College in Kanniyakumari district established by the Sisters of the Cross, head quartered in Chavanod, France. It stands as a launch pad for the marginalized and the underprivileged young women of the locality. Initially the college was affiliated to the Madras University, later to the Madurai Kamaraj University and from 1990 onwards to the Manonmaniam Sundaranar University. The initial run was just with pre-university courses. Soon after, 8 under graduate programmes were sanctioned. In the year 2007, the college became Autonomous. It was recognized by DST through FIST support in 2013. The college was accredited with four star status in 1999, with B++ in 2005 and with 'A' grade (CGPA 3.34) in 2013. The institution with its vision and mission statements as vital signposts has successfully crossed 54 years under the dynamic leadership of 12 Principals. The college is spectacular with a thick green cover of pollution free ambience and enjoys a salubrious climate.

Location

Holy Cross College is ensconced within a 20 acre serene campus in a semi urban village called Kurusady. It is 20 km away from Kanniyakumari (Cape Comorin), the southernmost tip of peninsular India which lures tourists with its confluence of three seas, consecrated spaces, mythical richness, ethnic diversity, culinary delights, and leisure options. Kanniyakumari district enjoys the influence of disparate cultures and communities, high literacy rate and soft tourism potential. Though this district is not ideal for internships and employment, the institution has found many other ways to meet the employability needs and accelerate the growth of students.

Vision

Inspired by God's love manifested in the Cross of Christ, the Crossian Family envisions a just and harmonious society by empowering its women to be life sensitive through holistic education.

Mission

The college stands for total liberation and development of the students' whole person in order to prepare them to take their rightful place and responsibility in society.

This mission statement is reflected in the following core values:

- Inculcating spiritual, cultural, social and ethical values
- Striving for academic excellence and global competency

- Promoting research and innovation
- Developing social consciousness and responsibility to realize a just, secular and democratic nation
- Adopting practices for environmental sustainability and development
- Facilitating participatory leadership

Type of Institution: Christian minority grant-in-aid institution

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Driven by socially relevant, reasonable and inspirational vision mission statements
- Supportive, cordial, participatory and visionary management
- Highly qualified vibrant, motivated, dedicated and committed faculty
- Strong support and acceptance from the neighbourhood, alumnae and parent teachers association
- Good infrastructure facility
- Consistent good academic performance
- Ambience for quality research with sophisticated instruments
- Digitized and reader-friendly library with good collection of books and journals
- Automation of administrative and examination activities
- Serene, green, eco-friendly campus

Institutional Weakness

- Inadequacy of language skills due to the influence of vernacular medium of study at school level
- Reluctance of students to opt for challenging jobs due to low level mobility syndrome
- Paucity of Government fund for research
- Dearth of placement opportunities due to lack of industries
- Students with fixed mindsets refuse to explore new possibilities, take up challenging jobs and seek academic accomplishments

Institutional Opportunity

- Opportunities for experiential, experimental and participatory learning
- Sound Policies that nurture research, development and innovation
- Research and academic interaction through MoUs
- Incubation services for startups
- Scope for interdisciplinary and sponsored projects
- Exposure through International seminars, workshops and conferences
- Support and guidance from the well placed alumnae
- Organizing attractive job fairs
- Student participation in socially relevant extension activities

Institutional Challenge

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- Majority of the students are first generation learners whose entry level low motivation clings onto them for an extended period of time
- Lack of financial support from funding agencies for additional academic activities
- Keeping pace with global developments and technological advancements
- Difficulty in getting good internship opportunities
- Building stronger alumnae network across the world
- Attracting prospective employers to the campus who could organize recruitment drives
- Paucity of consultancy services by the faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The granting of autonomy has enabled the college to establish an academic system that implements and ensures the best realization of the vision / mission of the college. Under CBCS the college currently offers 15 undergraduate, 12 postgraduate, 4 pre-doctoral and 8 doctoral programmes.

The curriculum is revised once in three years to match the UGC syllabus and includes new courses to meet the local/regional/national and global demands. During the last five years, seven new programmes have been started and 368 new courses have been introduced. These courses equip the students to keep in pace with the developments in respective disciplines, meet the requirements of academia, industry and society, ensure employability and promoting entrepreneurship. All the programmes have well defined learning outcomes. The programme outcomes, programme specific outcomes and the course outcomes linked with the courses are made available to the students.

The language competencies are ensured by Part I and Part II courses while Part III courses are geared towards imparting subject expertise and promoting research endeavours. The flexible curriculum with freedom to choose courses from a varied generic and discipline specific electives, ability enhancement and 62 skill development courses meet the students' interest and aspirations. Part IV and V being mandatory to all, target the instilling of values and computer knowledge, development of skills, promotion of physical activity and inculcation of environmental bonding. The syllabus also successfully realizes the core values and pans the cross–cutting issues relevant to gender, environment and ethical concerns and issues pertinent to the needs of modern society.

Curriculum enrichment is realized through self directed learning with 49 faculty and 432 students pursuing MOOC courses. The self learning and skill enhancement courses offered by the Holy Cross Academy, field projects and internships enthuse the interested and advanced learners. Monitoring of the standard of curriculum is backed up by a thriving feedback mechanism involving all the stakeholders. Multi-pronged feedback is garnered to examine the diversity, flexibility, content relevance and delivery of the curriculum, and needful changes are executed.

Teaching-learning and Evaluation

The institution serves the rural community with a definite purpose of empowering young women who are first generation learners / graduates hailing from the marginalized and under privileged sections of the society. Transparency and adherence to government reservation policy make the online admission process effective in

assuring equity for students of varying socio economic, religious background as well as persons with disabilities. The average demand ratio is 1:2.96 and the teacher-student ratio is 1:16. Recruitment is done strictly adhering to the UGC, University and State Government norms.

Academic calendar / course schedules / teaching plans are carefully designed at the beginning of every year and its compliance is monitored. Special guidance is given to the advanced learners to take up extra credit / online courses, pursue projects and present papers in conferences and to publish in journals, take up coaching for competitive examinations etc. Multi-level remedial coaching is offered for the slow learners.

Innovative modern pedagogical practices in teaching and learning involving ICT tools contribute to a quality learning environment using E-resources, SMART classrooms, internet accessibility, online quiz and online assignments etc. The institution has incorporated the Learning Management System (LMS), Modular Object Oriented Dynamic Learning Environment (MOODLE) as an e-learning tool for content delivery. The student-centric learning process in the form of field/industrial visits, internships, research projects etc pave way for participative and experiential learning. The mentor – ward system with a mentor –mentee ratio of 1:18 monitors the academic and the personal well-being of the students.

The fully automated examination section facilitates a transparent and fair evaluation process directed by the Examination Committee. The students' attainment of learning outcomes is assessed and evaluated on the basis of their performance through formative and summative examinations using various assessment tools and processes. Publication of results of the summative examinations within 17 days is done online and via mobile phones. Revaluation is permitted on request and grievances are analyzed and redress duly. For the past five years the success rate of the ougoing students is 93%.

Research, Innovations and Extension

The college strives to ignite and augment a strong, socially responsible and integrated research culture in the campus. A well defined research policy has resulted in 8 departments being recognized as research centres with 61 research scholars. Under the guideship of 45 research supervisors, 34 scholars have been awarded Ph.D during the last five years. Nineteen government funded research projects, worth Rs. 65.69 lakhs have been undertaken.

The research committee regularly brings out the peer-reviewed bi-annual research journal 'Crossian Resonance'. During the last five years the faculty have published their research findings in 537 national/ international journals and 425 articles in books and conference proceedings. The institution has organized 103 National / International / State seminars / conferences / workshops and 63 endowment lectures during the last five years. All the departments have MoUs and linkages with national/International organizations.

An award grant of Rs. 59.50 lakhs under DST-FIST has been utilized for the addition of instruments like FTIR spectrometer, lyophilizer and Impedance analyser. Sr. Mercy Foundation for Research instituted by the management provides seed money / awards / incentives for outstanding research. There is a stated code of ethics for research and the software URKUND is used to check plagiarism.

The college has an Entrepreneurship Development Cell through which the students' entrepreneurial skills are honed. This helps the economically weaker students to 'Earn while they learn'. This cell along with Skill

Development Cell and the Student Research Forum govern the incubation centre which has initially promoted 6

start-ups.

The institution strives to raise socially committed generations. Hence extension activity is made mandatory to all students and is carried out through NSS, Reaching the Unreached Neighbourhood (RUN) programme and under the aegis of clubs such as YRC, RRC and Rotaract. The college has received 12 awards for its valuable 441 student-driven extension service guided by staff coordinators. The ideas that underpin these extension services are health and hygiene, assistance to the rural community, raising awareness regarding child protection, coaching in spoken English, planting saplings, preparation of household consumables like phenoyl, detergents and creating awareness about domestic savings. All these are done along with the help of local communities, Government offices and NGOs.

Infrastructure and Learning Resources

The stimulation for achieving institutional objectives and holistic development in students is facilitated by the adequate infrastructural facilities provided by the college. It owns 20 acre land with a built area of 2,09,801 sq.ft. The college has 3 seminar halls and 74 classrooms of which 43 are computer assisted and 16 are smart class rooms. The campus has LAN network system and Wi-Fi connectivity with 60 mbps data speed.

The UG, PG and research laboratories, DST-FIST instrumentation centre, SERB-FIST and DST-FIST Zoology laboratories have modern equipments for research activities. The three computer labs and the language lab with 251 computers serve the academic needs of students. The student computer ratio is 10:1. The seminar halls are well equipped for the conduct of seminars, conferences and intercollegiate festivals.

The central library is automated with ILMS catalogued with the OPAC for easy access to book circulation, reference. It is networked with INFLIBNET, e-ShodhSindhu, e-Shodhganga for e-resources. It is a repository of 52,873 valuable books, a good number of e-books and e-journals. An average of 3 lakh per year is spent on the purchase of books and journals.

The college offers ample facilities for the development of sports and games. It has a gymnasium with a working area of 5364 sq.ft., yoga hall of 2400 sq.ft., a 200 m track for running events and the sports field of 6 acres for outdoor games. The available sports facilities have been used to produce University blues, State, National and International champions.

The student hostel with 175 inmates is within the campus. Other facilities include 8 buses, canteen, bank, standby generator, hello point, stationary, 50 CCTV cameras, the RO plant, clean common room and rest rooms and other amenities are available for the benefit of the students. All the campus facilities are maintained through full-time staff members and maintenance contractors. Budget for infrastructure, library and other learning resources are earmarked annually based on the requirements.

The new 'Golden Jubilee Block' with plinth area of 60,000 sq. ft. to meet the growing demand for space is in progress.

Student Support and Progression

The college has instituted a strong culture of student support, capacity building, mentoring and alumnae engagement system. A very dynamic student council ensures student representation at all levels. They organize

cocurricular and extracurricular activities and are active representatives of Academic Council, IQAC, Anti-Ragging Committee, Students' Grievance Redressal Cell, Discipline Committee, Magazine Committee, Library Committee, Hostel Committee etc. Students are assisted to become high achievers in sports and cultural activities. Fifteen awards for sports have been received by our students in the national / international level. The college has a strong band of literarily and culturally talented students who have won top positions in the intercollegiate competitions. The college magazine and the department newsletters exhibit the creative potential of the students.

Student progression to higher studies and gainful employment is encouraged. Holy Cross Academy offers certificate courses in tailoring, hardware management, glass painting, TALLY, etc. Students are provided guidance to promote entrepreneurship, undertake NET / SET and other competitive examinations. Forty students have cleared NET / SET during the last five years. Sessions for skill development, personality enhancement, counseling for career and higher education are conducted with external experts. The Placement Cell gives pre-placement guidance for successful recruitment. Five hundred and twelve students have been placed during the last five years.

The institution offers a number of scholarships and freeships besides those provided by the government, thus giving assistance to nearly 80% of students. The college has established 198 endowment scholarships for the benefit of students. The psychological well-being of students is monitored by personal counselling, besides yoga and meditation. The Grievance Redressal Cell addresses the problems and complaints lodged by the students. The registered Alumnae Association of the college is proactive and participatory and plays an important role in the infrastructural development and academic standards of the college. The Alumnae Association works to advance the reputation and interests of their Alma Mater.

Governance, Leadership and Management

The institution has crossed five decades of meaningful existence, its potential unraveled because of its shared governance that is participatory, transparent, inspiring and innovative. The well–structured organizational system and well-defined organizational hierarchy under the leadership of the Principal encompassing the statutory and non-statutory committees promote excellence in the core academic activities as well as the administrative pursuits. Well-documented strategic plan aligns with the college vision and mission with the active involvement of the stakeholders in Boards / Committees at various levels. The organizational structure operates in both, top down and bottom up approaches ensuring the participation of all members in the system. Regular meetings in the college and departments with student involvement ensure that policy decisions reach all stakeholders.

ERP and e-governance are in place to ensure transparency. Service rules, code of conduct, employee welfare schemes are well-defined and adequate support is provided to faculty for professional development. The college has a well-structured Performance Based Appraisal System for the teaching and non-teaching staff. Effective leadership is the driving force behind all curricular and extracurricular activities. Responsibilities are shared bodies by faculty and students. A documentation centre in the college duly records all the activities and events.

The IQAC of the college which is at the helm of all quality promotions and sustenance initiatives meets

regularly and formulates guidelines for the effective functioning of various systems and committees. The IQAC has conducted 22 quality initiative programmes and adopted a feedback mechanism from all the stakeholders to promote and sustain quality standards in curriculum, teaching-learning and evaluation. The compliance of academic and administrative procedures and their continual improvement is ensured through systematic audit by the IQAC. The resource mobilization is through fee, projects and sponsorships.

Institutional Values and Best Practices

The core values of the college lay emphasis on human/universal values, ethics and community engagement. To proactively contribute to environmental sustainability, conscious effort is taken to create awareness regarding energy conservation and renewable energy usage. The institution has begun to meet energy requirements through renewable energy sources by using solar panels. A move towards paperless office through online admission and administration systems is initiated.

The green initiatives of the college include green audit, plastic-free campus, planting new saplings, monitoring carbon neutrality, effective waste management, recharging of the ground water through percolation ponds, responsible disposal of e-waste and practicing vehicle free day, car pooling and using the public transport etc. Budget for green initiatives/activities is allocated annually. The college has taken specific initiatives to address locational advantages and disadvantages. The Divyangjan Committee organizes various programmes for the physical, psychological, social and financial well-being of the persons with disabilities.

The nation building drive of the institution begins with individuals. Therefore value education has been a component of the curriculum. The sense of national and cultural heritage is cultivated through the observation of national days of significance like Independence Day, Republic Day, Earth Day etc. Religious celebrations under the aegis of '*Thiruvarul Peravai*', help in tracing the underlining unity amidst the major religions of the world. Celebrating birthdays and observing the death anniversaries of important national leaders and scientists nurtures patriotism and scientific temper among the students.

The college follows many best practices for students and staff. Some of them are student mentoring, financial assistance to needy students through social welfare fund contributed by faculty, regular student feedback, remedial coaching, periodic energy audit, the H.Share scheme (two rupee a week by students to help the needy), use of ICT, maintaining plastic-free campus and conducting unmanned sales, etc. The programmes organized by RUN, NSS, RRC and YRC and other co-curricular and extracurricular activities instill social responsibility in students and enable them to take part in nation building.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HOLY CROSS COLLEGE (AUTONOMOUS)
Address	Holy Cross College (Autonomous), Roch Nagar, Kurusady.
City	Nagercoil
State	Tamil Nadu
Pin	629004
Website	www.holycrossngl.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	M.R. Basil Rose	04652-261473	9487416509	04652-260704	holycrossngc@yahoo.com
IQAC / CIQA coordinator	G. Leema Rose	04652-260053	9791996553	04652-264340	crossiqac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes [Recognized Minority Institution.pdf]
If Yes, Specify minority status	
Religious	Christian
Linguistic	NA
Any Other	NA

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	02-08-1965
Date of grant of 'Autonomy' to the College by UGC	20-05-2007

University to which the college is affiliated		
State	**University name**	**Document**
Tamil Nadu	Manonmaniam Sundarnar University	[View Document]

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-01-1968	[View Document]
12B of UGC	01-01-1968	[View Document]

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	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	Holy Cross College (Autonomous), Roch Nagar, Kurusady.	Semi-urban	20	18884.7

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	BSc,Mathematics	36	Higher Secondary Passed	English	48	48
UG	BSc,Mathematics	36	Higher Secondary Passed	English	48	42
UG	BSc,Physics	36	Higher Secondary Passed	English	48	46
UG	BSc,Chemistry	36	Higher Secondary Passed	English	48	46
UG	BSc,Botany	36	Higher Secondary Passed	English	48	41
UG	BSc,Zoology	36	Higher Secondary Passed	English	48	43

UG	BSc,Computer Science	36	Higher Secondary Passed	English	48	48
UG	BA,English	36	Higher Secondary Passed	English	64	63
UG	BA,English	36	Higher Secondary Passed	English	64	55
UG	BA,Tamil	36	Higher Secondary Passed	Tamil	64	20
UG	BA,History	36	Higher Secondary Passed	Tamil	64	41
UG	BA,Economics	36	Higher Secondary Passed	English	64	20
UG	BCom,Commerce	36	Higher Secondary Passed	English	64	64
UG	BCom,Commerce	36	Higher Secondary Passed	English	64	58
UG	BCom,Commerce	36	Higher Secondary Passed	English	64	47
PG	MSc,Mathematics	24	Pass in B.Sc Mathematics	English	25	25
PG	MSc,Mathematics	24	Pass in B.Sc Mathematics	English	25	24
PG	MSc,Physics	24	Pass in B.Sc Physics	English	25	25
PG	MSc,Chemistry	24	Pass in B.Sc Chemistry	English	25	19
PG	MSc,Botany	24	Pass in B.Sc Botany	English	25	8
PG	MSc,Zoolog	24	Pass in B.Sc	English	25	19

			Zoology			
PG	MA,English	24	Pass in BA English	English	30	30
PG	MA,English	24	Pass in BA English	English	30	30
PG	MA,History	24	Pass in BA History	English	30	17
PG	MA,Economics	24	Pass in BA Economics	English	30	16
PG	MCom,Commerce	24	Pass in B.Com	English	30	30
PG	MSW,Social Work	24	Pass in any degree	English	20	4
Doctoral (Ph.D)	PhD or DPhil,Physics	36	As per qualification accepted by the syndicate of Manonmaniam Sundaranar University	English	11	5
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	As per qualification accepted by the syndicate of Manonmaniam Sundaranar University	English	7	3
Doctoral (Ph.D)	PhD or DPhil,Botany	36	As per qualification accepted by the syndicate of Manonmaniam Sundaranar University	English	10	4
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	As per qualification accepted by the syndicate	English	6	3

			of Manonma niam Sundaranar University			
Doctoral (Ph.D)	PhD or DPhil,Englis h	36	As per qualification accepted by the syndicate of Manonma niam Sundaranar University	English	8	6
Doctoral (Ph.D)	PhD or DPhil,Histor y	36	As per qualification accepted by the syndicate of Manonma niam Sundaranar University	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Economics	36	As per qualification accepted by the syndicate of Manonma niam Sundaranar University	English	7	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	As per qualification accepted by the syndicate of Manonma niam Sundaranar University	English	8	3
Pre Doctoral (M.Phil)	MPhil,Physics	12	Passed a relevant PG degree and who have passed in the qualifying examination of Manonma niam	English	10	4

			Sundaranar University			
Pre Doctoral (M.Phil)	MPhil,Zoology	12	Passed a relevant PG degree and who have passed in the qualifying examination of Manonmaniam Sundaranar University	English	10	0
Pre Doctoral (M.Phil)	MPhil,English	12	Passed a relevant PG degree and who have passed in the qualifying examination of Manonmaniam Sundaranar University	English	15	15
Pre Doctoral (M.Phil)	MPhil,Commerce	12	Passed a relevant PG degree and who have passed in the qualifying examination of Manonmaniam Sundaranar University	English	15	3

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				22				59
Recruited	0	0	0	0	0	22	0	22	0	59	0	59
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				67
Recruited	0	0	0	0	0	0	0	0	2	65	0	67
Yet to Recruit				0				0				0

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				55
Recruited	10	33	0	43
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	2	12	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	18	0	0	55	0	73
M.Phil.	0	0	0	0	4	0	2	61	0	67
PG	0	0	0	0	0	0	0	8	0	8

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	1	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	8	0	8

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
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	22	0	0	0	22
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	23	1	0	0	24
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	246	1	0	0	247
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	675	5	2	0	682
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	24	29	30	31
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	0	1	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	901	837	902	928
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	24	15	20	25
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		951	881	953	985

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
History	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Social Work	[View Document](#)
Tamil	[View Document](#)
Zoology	[View Document](#)

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3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
39	35	35	34	33

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2419	2435	2536	2482	2473

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
855	890	888	761	813

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
4753	4822	4932	4802	4550

File Description	Document
Institutional Data in Prescribed Format	View Document

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Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
73	68	43	77	63

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
733	707	692	694	681

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

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

3.4 Institution

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

2017-18	2016-17	2015-16	2014-15	2013-14
3620	2894	3338	3758	2872

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1175	1082	1057	1057	1028

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 77

Total number of computers in the campus for academic purpose

Response: 251

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

2017-18	2016-17	2015-16	2014-15	2013-14
298.49	249.82	103.29	135.67	169.67

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

A dynamic curriculum is the paramount feature of Holy Cross College accorded with the Autonomous Status in the year 2007. The curriculum is designed in tune with the vision and mission of the college taking cognizance of the educational policies of the UGC, expectations of the NAAC, the global needs, the cause of national development and the regional requirements.

- The curricula of all the programs are revamped once in three years to keep pace with the rapid developments in various fields of study, scientific and technological advancements, the demands of the academia and the industry and society
- While transacting the curricula, the college strives to impart a holistic education that inculcates in its students the qualities of social intelligence, adaptive thinking, cross-cultural competency, media literacy and trans-disciplinarity
- Every programme has its generic and specific outcomes with learning objectives and course outcomes, which aims at sensitizing the learner to local, regional, national and global needs and issues
- The Choice Based Credit System followed in Part III opens pathways for carefully defining and framing the learning outcomes of each course
- Part III components of the Arts and Humanities have made a great contribution to our traditions, heritage and culture through courses like 'History of Kanniyakumari District', 'Folklore' etc.
- Social sciences play an important role in the creation of a qualified workforce with the skills demanded by the global knowledge-driven economy
- Special papers in core science subjects and optional/elective papers provide opportunity to students to acquire theoretical and practical knowledge in latest areas like Energy Physics, Nanoscience, Nutritional Chemistry, Dairy Chemistry, Green Chemistry, Food Analysis, Eco-friendly Technology, Herbal Medicine and Pharmacognosy, Apiculture, Aquaculture, Culture and Capture Fisheries, Poultry Science, Vermitechnology etc.
- Environmental, economic and social issues like informal economy, gender, issues of governance and information technology address citizenship and civic sense
- Value Education programme, teaching ethical and moral values is imperative in the curriculum
- Knowledge of computers is made mandatory for students to become tech-savvy
- Innovative assessment processes and research projects help students to be in touch with social realities. Students engage in activities with local communities through courses such as Social Work, Environmental Studies, Commerce, Economics and History
- The institution offers value added courses, soft skill development programmes and promotes startups which mould the personalities of the students preparing them for their career as well as the life ahead
- Empowerment of students to deal with the various professional and personal challenges is fostered

through lectures, workshops, seminars and projects

- The curriculum mandates an outreach programme 'RUN' (Reaching the Unreached Neighborhood). NSS, YRC, RRC, RUN and Social Work department ensure that students are exposed to regional realities and development issues in a constructive way

File Description	Document
Any additional information	View Document

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

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 39

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 39

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 95.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
695	669	660	664	651

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File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 10.49

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

Response: 368

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

Response: 3507

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 39

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Holy Cross College integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics through various courses and co-curricular activities.

Gender

Gender sensitizing and equity programmes focus on women's equality and empowerment and create an attitude to be gender friendly.

- Syllabi of Part I Tamil and Part II English include literary sections relevant to women's issues
- 'Women studies' under Part IV is mandatory for all the UG students. Issues related to women such as Women and Religion, Women and the Constitution, Empowerment of Women, Female Foeticide and Egalitarian Principles are imparted through the book '*En Paarvaiyil Penn'*
- Core courses under Part III include 'Women Writers', 'Subaltern Literature and Feminist Writings'
- Importance of gender equity is addressed through the course 'Community Organisation and Social Action'. Rural camps organised by the students is also part of the curriculum
- 'Women's Cell' of the college conducts a number of programmes to create awareness about women's rights helping them lead a dignified life in the society

Environment and Sustainability

In response to factors and forces endangering environment, various environmental issues and concerns are included as important themes in the curriculum.

- 'Environmental Studies' is a compulsory course under Part IV for all the UG students. Energy conservation, field visits, project reports based on environmental issues such as climate change, pollution, environmental degradation and resource depletion, conscientise students the need to protect 'Mother Earth'
- Courses such as 'Renewable Energy Sources', 'Green Chemistry', 'Green Literature', 'Eco Literature', 'Herbal Plants', 'Conserving Rare Plants', 'Promoting Horticulture' and 'Soil Protection' give ecological insight and existential intelligence to understand interconnectedness 'Public Health Management' and 'Dynamics of Human Behaviour' for MSW

students lay emphasis on environmental sustainability

Human Values

Inculcation of spiritual, cultural, social and ethical values contributes for reaching ways to lead a holistic life.

- The syllabi of Part I Tamil, Part II English, B.A. Tamil and B.A. English inculcate human values to students
- 'Value Education I and II', the two courses under Part IV for UG students and 'Life Skill Training Programme' for the PG students help them to become better humans
- A course 'Human Rights Education' under Part IV is mandatory for all UG students
- The two courses in PG programme 'Social Welfare Administration and Human Values' and 'Counselling: Theory and Practice' impart human values
- Service Learning Programme - RUN and Service Training Programmes - Eco club, YRC, Rotaract Club, NSS, RRC, AICUF, Consumer Club, Women's Cell and Legal Literacy under Part-V enkindle human values in students

Professional Ethics

While cultivation of competency in their respective domains is the primary objective of the curriculum, ethical performance and practice in their future career is highlighted to the students during the learning process. Few courses that focus on the development of ethical competence are

- 'Research Methodology' for all post graduate and M.Phil. students
- 'Cost Accounting', 'Income Tax Wage Payment', 'Banking Practice', 'Business Management', 'Organisations and Legislations', 'Introduction to Professional Social Work' and 'Social Welfare and Administration' for UG/PG students

File Description	Document
Any additional information	[View Document](#)

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

Response: 192

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 192

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

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 71.71

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2090	1580	1847	1724	1607

File Description	Document
Any additional information	

1.3.4 Percentage of students undertaking field projects / internships

Response: 67.18

1.3.4.1 Number of students undertaking field projects or internships

Response: 1625

File Description	Document
List of programs and number of students undertaking field projects / internships	
Any additional information	

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

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C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 2.96

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1218	1114	1089	1089	1059

File Description	Document
Demand Ratio (Average of Last five years)	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 85.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
927	866	933	960	937

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institution follows an inclusive approach and takes efforts to identify and address the different requirements of the students. The college organizes orientation for every new batch of students at the commencement of the program every year.

Bridge Course is offered to the freshers by the Department of English to help them fit seamlessly into the new system. Streamlining the students in Part-II English is based on their performance during the Bridge Course. Mechanisms adopted to identify their learning levels are as follows.

- Marks secured in the Higher Secondary Examination
- Interview during admission
- Snap test
- Performances in classroom activities and laboratory activities
- Group discussions
- Formative assessment –I

The course instructors interact with the students to ascertain their social background, medium of instruction, disposition, aptitude for the current programme, aspirations and their learning needs and skills.

Special programs for slow learners

- Remedial classes are conducted and the progress of their performance are duly recorded
- Departments provide simple course materials
- The concepts are simplified and taught in the tutorial classes
- Modules, work sheets and question banks are prepared and given to the slow learners
- Mind map technique to facilitate knowledge retention
- Peer teaching, one to one teaching and periodic interaction enable the learners to improve their learning level
- Academic and personal counseling are given to the slow learners by the mentor and the members of the Counseling Cell
- Bilingual explanations and discussions are given after the class hours for better understanding
- Guided learners are provided with special attention in order to improve their performance at the end

semester examination

- To improve their English Language proficiency, special classes are organized to build up their language skills-listening, speaking, reading and writing
- Language lab helps to improve their phonetics skill
- Mentors track the progress of their mentees with compassion and give them the needed encouragement and motivation

Special programs for advanced learners

- Advanced learners take up self learning and online courses –MOOC, Swayam, NPTEL etc
- Opportunities are provided to develop their creativity by organizing/participating in association/club activities, intercollegiate programs, national / international seminars/ conferences/workshops
- Career orientation programs assist students to make meaningful career choices
- Coaching is given for competitive examinations like NET, SET, Bank examinations, etc
- Participation in Debates, Group Discussions, Problem Solving – Decision Making Exercises and Quiz programs
- Extensive reading and e- assignments are assigned to develop their creativity
- Guidance given to avail Government funded student projects
- Leadership training initiated through student administration and anchoring cultural events / fest
- Encouraged to take part in seminars, present and publish research papers

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

2.2.2 Student - Full time teacher ratio

Response: 16.34

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Student centric methods prioritize the students' interest and give them full freedom in the learning process. Through a variety of interactive processes the students are placed at the centre of learning which promotes their critical thinking, mathematical, technical and problem solving skills. With smart classes, ICT enabled teaching and computational methods, the highest potential of every student is tapped through a blend of traditional and contemporary methods. An eclectic approach is adopted to cater to the diverse learning needs of students.

Experiential learning

Students apply their conceptual knowledge to experience what they have learned in the classroom. The following experiential learning techniques boost the self- involvement of the students.

- Field work experience, Summer Training programs and Internship programs
- Skill based courses, Value added courses, Add on courses and Certificate courses
- Group projects in UG, individual projects in PG, Dissertation and mini projects enhance the research skill of M.Phil. students
- Practicum – Practical laboratory work link theoretical and practical work
- Collaborative learning involves groups of students to work together to solve a problem, complete a task or create a product
- Service learning experience through community based outreach programs
- 'Learning through Doing' - assignments, seminars and hands on training
- Industrial visits, educational tours, in-plant training and on job training
- Soft skill and capability enhancement training programmes

The institution adopts modern pedagogy and technology together with emerging trends to enhance the teaching-learning process. A Wi-fi campus enhances and modernizes the educational activities

- Learning Management System
- Classroom in a cloud – Google Classroom, Edmodo, Kahoot, Blogs, Schoology, Quizizz
- Short Learning Objects
- Webinars
- You tube presentations
- e-learning resources, e - tutorials, spoken tutorials
- Video lectures, Radio talks and Text related films
- Language Lab
- Prezi and powerpoint presentation

Participative learning

The institution makes sure of the active participation and dynamic learning stimulated through the following 3 participative learning methods:

- Flipped classroom, blended learning, simulations, case studies, real time analysis and multimedia sessions
- Mind maps, presentation of models, assignments, making charts and posters, designing journal / newspaper, album making, presentation and discussion
- Audio-visual, dramatic presentation, documentary films, video clippings and film shows
- Language laboratories, quizzes in the disciplines make the students participate genuinely
- Street plays, role plays and debates add variety and develop their skills

Problem solving

Problem solving methods enhance the real world knowledge. The following methods help the students deal with a problem, take risks and arrive at new knowledge.

Numerical computational methods of solving physical problems and simulation methods using computer

- Puzzles, educational games
- Virtual lab, Trial and error approaches
- Design and credit tables
- Defining a problem, creating hypothesis, designing experiment and predicting results are implemented through projects and working models

File Description	Document
Any additional information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 98.65

2.3.2.1 Number of teachers using ICT

Response: 146

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)	

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 17.66

2.3.3.1 Number of mentors

Response: 137

File Description	Document
Any additional information	View Document

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

Response:

The College annually publishes a handbook cum Academic Calendar that is planned and prepared well in advance. It contains relevant information like the date of commencement and the closing of the classes for each semester, the teaching- learning schedule and date of commencement of formative and summative examinations. The same is uploaded in the college website for the benefit of the stakeholders.

- The college carries out effective planning of the academic calendar for the successive year by drafting the plan of action at the end of the previous academic year
- A participative approach is applied in the process of planning, executing and monitoring the academic calendar by involving the members of the management, the IQAC, the Heads of departments, the Examination Committee and the Handbook Designing Committee.
- Strict adherence to the academic calendar is ensured
- Meetings of the statutory bodies are planned well in advance and tentative dates are fixed
- The various clubs and committees also chalk out their activities. Dates are alloted for certificate courses and special programmes which are offered to develop the personality of the students and hone their soft skills
- The hard copy of the same is distributed to all the students and faculty to enable them to plan perfectly the academic and other activities like conferences/seminars, endowment lectures, association activities, industrial visits, study tours, exhibitions, outreach programmes and lab to land training programmes
- Library Day celebration, Alumnae/ P.T.A meets, staff and students renewal programmes, ethnic/cultural/ sports fests are fixed tentatively
- The college has an excellent work culture. It functions and complies with the required number of working days and teaching days as outlined in the calendar
- The department timetable is prepared by each department, allotting sufficient time for each course. The departments design their programmes by making optimum use of the available resources. Their plans are assessed by the Principal and there is fair and just distribution of funds /resources for the benefit of all departments
- The HODs allot the courses to the course advisor based on their expertise and experience which facilitate the preparation of class time table and individual teacher's time table
- The detail teaching plan which incorporates the course objectives, the learning outcomes and the teaching methodology of the course to be taught is prepared by the individual faculty
- The faculty prepare the lab manuals and the schedule for experiments. The laboratory in-charge ensures the availability of consumables and equipment before the commencement of every semester
- Examination and evaluation related issues are monitored by the Controller of Examinations
- Periodic monitoring of the academic schedule, is done at the department level by the HODs and the Academic Planning Committee, keeping an eye on the quality of teaching-learning process,

students' feedback and results

Teaching plan

http://holycrossngl.edu.in/hcc-naac-2019/CriteriaII/234/TeachingPlan.pdf

http://holycrossngl.edu.in/teaching-plan-even-sem.php

Academic Calendar

http://holycrossngl.edu.in/special-links.php

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document]
List of the faculty members authenticated by the Head of HEI	[View Document]
Any additional information	[View Document]

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 44.15

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
73	66	63	62	55

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document]
Any additional information	[View Document]

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2.4.3 Teaching experience per full time teacher in number of years

Response: 12.51

2.4.3.1 Total experience of full-time teachers

Response: 1850.8

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 24.24

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	5	7	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

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2.5 Evaluation Process and Reforms

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

Response: 16.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	15	17	17	18

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	4	3	5

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 5.16

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	5	3

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examinations or student assessment play a very important role in deciding the quality of education. The examination committee is the backbone of the examination system.

The institution has taken several initiatives to ensure better standards, improve efficiency, uphold precision and transparency in the different steps involved in the conduct of examinations and declaration of results. Both continuous formative assessment and summative assessment are in place to assess the student.

Examination procedures

- The college has a separate office of the Controller of Examinations. The members of the examination committee, plan, discuss and decide upon matters pertaining to the end semester examinations
- The students are tested on different levels with questions based on Bloom's Taxonomy. They are assessed through tests, seminars, assignments, projects, case study, model making and open book system
- Care is taken to set questions of good standard. Preference is given to experienced question setters from reputed institutions and Universities and confidentiality is maintained at every step. A scrutiny board consisting of the Heads of the Department is constituted
- The ratio of internal and external marks is changed from 25:75 to 40:60 for NMEC (UG) and to 30:70 for PG Courses
- Students can download the hall tickets online
- To speed up the publication of results and enable students to pursue higher studies, centralized valuation system is followed and the result processing is fully automated
- The end semester examination results are published within 17 days from the last date of examination

Procedures of integrating IT

- Examination section is automated with a separate server
- Online assignments are given to students using web based software and Moodle quiz software integrated in Learning Management System
- There is a separate website for examination – www.holycrosscoe.in. when results are published the

students can download them

- Additional security features such as QR code, bar code and copy have been incorporated in the statement of marks. Online verification by corporates and institutions is done through www.holycrossngl.directverify.in.
- The intranet, internet Wi-Fi facility, intercom and public address system ensure better communication and facilitates paperless system. Data analysis software for outcome is also used

Continuous Internal Assessment

- The students are well informed about the evaluation process. The details are given in the college handbook and in college website www.holycrossngl.edu.in
- The CIA marks are sent to parents through SMS
- The students are given opportunity to avail extra credits by opting for self learning courses, publishing research articles in journals with impact factor
- Students who represent the college for sports at University/National/International levels are given extra credits and flexi time to write their examinations

Supplementary Examination

The final year students (UG & PG) can appear for the supplementary examination within 10 days from the publication of results to help them to get their degrees without delay

File Description	Document
Link for Additional Information	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The programme outcomes of all programmes of the institution aim at moulding graduates who achieve academic excellence with relevant knowledge in their core academic field with a lifelong quest for knowledge, and to be morally upright persons, embedded with civic and social responsibility in a multi-faceted society.

- Every programme of the college identifies a list of discipline-specific and multi-purpose skills, values, and knowledge, the graduating students will have, on completion of the programme
- The learning outcomes of the programmes are realistic, measurable, attainable and distinctive. They have been framed in par with the vision and mission of the institution and promotes the development of a coherent learning programme
- The learning outcomes encapsulate the educational aim of the institution and the purpose of the course. It enhances student engagement and understanding of the conditions and goals of their assessment and builds a foundation for lifelong learning
- The benefits of a programme of study is clearly communicated to the students. The programme outcomes help to guide students through the programme and enable the institution to demonstrate how a particular course contributes to the overall aims of its teaching
- The course outcomes are concerned with the achievements of the learner. They indicate to the students for whom, the course is intended, on the kind of career or future study for which it is designed
- When designing courses of a particular programme, the faculty are concerned with skills and knowledge that students are expected to acquire during the course. The course should address a common set of general competencies which include integrated and transferable skills and life skills such as communication skills, critical thinking, problem-solving, quantitative skills and a variety of social and workplace skills
- The IQAC of Holy Cross College has trained and equipped the teachers to write programme outcomes (POs), programme specific outcomes (PSOs), and course outcomes (COs) for all the programmes and courses through an effective three day workshop on 'Curriculum Design and Assessment' and also arranged programmes to develop a question bank to evaluate the learning

outcomes

The programme outcomes, programme specific outcomes and course outcomes are communicated to all the stakeholders individually and displayed in the college website, department notice boards and in the classrooms.

Programme outcomes are also made known to all the stakeholders of the programme through student awareness workshops, student induction programmes, faculty workshops and faculty meetings.

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

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The assessment of student learning outcomes provides information that sets student learning at the forefront of academic planning processes. The evaluation process by the institution confirms the extent to which the students have met curriculum outcomes or the objectives of their individual programmes.

- The students and faculty are aware of the learning outcomes of each programme and course which are clearly indicated in the curriculum
- The syllabus of each course which is outlined in the form of modules are mapped to the course outcomes, programme specific outcomes and programme outcomes which address the different cognitive levels of the learner
- The student's attainment of learning outcomes is assessed and evaluated by the institution on the basis of their performance through formative and summative examinations using assessment tools and process. (using data analysis software)
- The student's knowledge/skill is assessed throughout the semester by the faculty who records the performance of each student in each course based on formative examination (which includes three internal tests, home assignments and quiz). The assessment marks are sent to parents. An entry of the internal marks is registered online by every course teacher
- A summative examination conducted at the end of the semester evaluates the learner's attainment of outcomes in the total course. The knowledge and skills described by the course outcomes are associated to specific questions / problems in the formative and summative examination
- The questions asked in the examination or assignments are mostly aligned with course outcome of the respective programme. According to the performance of the student in answering each question, mapping is carried out with the respective course outcomes for assessing the attainment level
- The scores obtained by the learner in each question in the examination helps the evaluator to assess the accomplishment of programme outcomes, programme specific outcomes and course outcomes
- In each course, based on the analytical data and feedback from students, the level of attainment of each course outcome is compared with predefined targets. The drawbacks are analyzed and reforms

- in methodologies are made. Remedial measures and follow up action are taken to reach the target
- Continuous assessment system is implemented for assessment of laboratory work. Assessment is done on the basis of experimental skills, submission of laboratory records and oral viva voce
- The relevance of the programmes offered by the institution is ensured by periodically updating the course content and designing courses through respective board of studies in all programmes and their approval by the Academic Council of the institution
- The performance of the final year students, success rate, placement records are considered as indicators of attainment of the various objectives. Student portfolios (Cocurricular and extracurricular activities, higher studies, etc.) also serve as indicators
- Attainment of innovation and research aptitude is revealed by students who take part in research projects, seminars/ conferences/ workshops and present papers at various levels and pursue research work in their field of interest

File Description	Document
Any additional information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 93.1

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 796

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 855

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Link for annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.87

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	\text{View Document} View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	
e-copies of the award letters of the teachers.	

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	
Any additional information	

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 65.69

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
31.62	0.55	0	16.72	16.8

02-06-2019 05:16:55

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 8

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 8

File Description	Document
Names of research centres	[View Document](#)
Any additional information	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 30.41

3.2.3.1 **Number of teachers recognised as research guides**

Response: 45

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 148

File Description	Document
Details of teachers recognized as research guide	[View Document](#)
Any additional information	[View Document](#)

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.64

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

Response: 19

File Description	Document
Supporting document from Funding Agency	[View Document](#)
link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The main thrust of the college is 'Empowerment of Women'. The college aims to nurture the entrepreneurial spirit by encouraging, inspiring and nurturing the students to work with new innovative ideas through periodic activities related to innovation and entrepreneurship. To achieve this, the institution has imbibed the goals and objectives of the MHRD towards Innovation. The Institution Innovation Council (IIC), which has been instituted under the auspices of MIC, MHRD, reorients the mind-set of students and builds ecosystems to encourage high quality research, innovation and entrepreneurship.

Entrepreneurship Development Cell, the Skill Development Committee and the Student Research Forum promote the first generation entrepreneurs. They trigger motivation, awareness, interest and desire and are involved in the following activities

- Participation in the three-day 'Entrepreneurship Awareness Camp' funded by NSTEDB-DST Field visits/industrial visits to various places in Kanniyakumari district to observe and study the available resources
- Successful alumnae are invited to share their experiences with the upcoming entrepreneurs Training by a team of experts from 'Rebuild Kumari' and MALAR (a women self-help group) to prepare food products using jackfruit, banana, and tapioca that are exclusive to Kanyakumari district
- Food carnivals are organized inside the campus
- Exhibits of the students attract buyers and this promotes women empowerment initiative and encourages the students to evolve as successful micro-entrepreneurs
- Skill development programmes such as handicraft, tailoring, jewel making, glass painting, Aary work and fashion designing are offered by the Holy Cross Academy
- 'Earn while you learn' scheme is successfully implemented through tailoring, bridal make-up, banner and paper bag making
- Gaining micro-entrepreneurial skills through value-added courses such as mobile servicing, multimedia training, photography and photoshop, domestic appliance service, maintenance of household appliances, making soap and phenoyl, candles and chalk crayons, food processing, culturing fishes, etc.
- Initiated start-ups such as mushroom culture, hydroponics, vermicomposting, sericulture, etc. Members of IIC participated in the one day Dissemination Workshop on ARIIA, Smart India Hackathon 2019 organized by MHRD
- Three student teams (each with six members) submitted proposals for problem solving statements mentioned in Smart India Hackathon 2019

The Institution drives to foster the culture of innovation through various activities and will establish a

strong platform to have Incubation ecosystem in the near future.

File Description	Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 14

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	3	1	1

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 23

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	6	3	2	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 6

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	0	1

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)
e- sanction order of the Institution for the start ups on campus	[View Document](#)
Contact details of the promoters for information	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.76

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 34

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 45

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 0.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
39	35	17	11	14

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

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

Response: 2.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
141	70	65	78	73

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

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

Response: 2.35

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 3.5

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Believing in the credo that education insulated from society cannot result in the greater good, extension services have been integrated into the curriculum for the holistic development of the students. Activities are carried out and the services are rendered through Reaching the Unreached Neighbourhood (RUN), National Service Scheme (NSS), Youth Red Cross (YRC), Eco Club, Rotaract Club, Women's Cell, Consumer Club, Childline and the departments. A total of 33 neighbourhood villages are on our radar. Through the outreach activities school children of twelve government-run schools were coached Basic English, grammar and communication, computer use, basic Mathematics and training them in folk arts like *kolattam, oyilattam and kumiattam*. Such activities are aimed not only to help the neighbourhood children become competent and responsible but also transform our students to be linked and duty bound to the society beyond their academic life.

Further, the students involve themselves in the awareness campaigns on the road safety and the traffic rules, twelve rallies highlighting democratic responsibility of voting, gender equality issues and distribution of pamphlets to the villages to prevent epidemics. Mock parliamentary sessions are played out involving neighbourhood children. These efforts promote a sense of citizenship among adults and younger segments of our society.

Within the institution, the students are given training to make utility products like soap, candle, washing powder, phenoyl, kitchen garden, promotion activities like vermicomposting, mushroom cultivation, kitchen gardening food preservation methods, basic electric gadgets maintenance and banking practices for the public. They are imparted to the students with the aim of making them more reliant in their own lives. Under the lab to the land programme these skills and practices are transferred to the people of the villages linked to the institution.

Thirteen medical camps, ten blood donation and six blood group identification camps, three eye care camps, three first aid camps are conducted to promote awareness, treatment, health and hygiene habits. These activities help the villagers in enhancing the quality of life and help the students to understand the value of life.

Care for the elderly has become our special focus and in order to make the students aware of their responsibility towards the elders of their families, the institution arranges for regular visits to seven old age homes. They demonstrate their determination that they would take care of their elderly parents or in-laws with kindness and care.

Eco-consciousness programmes such as planting saplings, *Parthenium* eradication, pollution control, awareness on plastic-free environment promote the appreciation and respect for Mother Nature.

The extension activities envision joint efforts with NGOs and the Government to conduct programmes like Swachh Bharat, Digital India etc. These activities promote human values, social harmony and rebuild the standard of living of the poor and the deprived. By identifying themselves with the society and transferring their knowledge and skills, the students are in the journey of being true agents of social change.

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

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	2	4	0

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

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 441

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
110	104	65	66	96

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 78.66

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1900	2100	1700	1800	2200

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Government or NGO etc	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 45.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
87	33	55	27	26

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 180

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
41	39	19	43	38

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 65

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	9	11	10	11

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

Holy Cross College owns 20 acre land with a built area of 2,09,801sq.ft. It has always set standards in infrastructure provisions all through its five decades.

- There has always been an optimal number of classrooms matching to the number of students. Currently 74 classrooms and three halls meet the needs of the student community
    - Forty three computer assisted classrooms including 16 smart classrooms and three halls for ICT enabled teaching-learning
- Laboratories, the main stay of scientific learning, have been elaborately equipped to provide training for students at undergraduate, postgraduate and research level. There is a total of 7 UG, 8 PG laboratories, 8 research centers/labs. In addition, to promote research and hands-on-training the institution has

    - DST-FIST sponsored Zoology laboratory
    - DST-FIST Central Instrumentation Centre
    - DST-SERB laboratory
    - Tissue culture laboratory
    - Microbiology laboratory
    - Wet lab for ornamental fish culture
    - Sericulture unit
    - Vermi compost unit
    - Herbal Garden
    - Mushroom cultivation unit
    - Hydroponics unit

To facilitate quality research, the following research facilities are available:

- Keithley Meter
- FTIR Spectrophotometer
- UV-VIS spectrophotometer
- Laminar airflow
- HPLC
- Bacterial Incubator
- Affinity Chromatography
- Lyophilizer
- Camera attached microscope
- Electrophoretic apparatus
- Radioactive counters (Alpha, Beta and Gamma)
- Tubular furnace
- Deep Freezer

- Fermenter
- PCR Unit
- To impart technological expertise, the college has five computer labs with three hundred and one computers, fourteen laptops, sixty printers and seven scanners
- The language lab is well stacked with 30 computers, appropriate software and lesson material to develop language skills
- The institution has made major pathways into e-learning. Media centre is used for lecture capturing and e-content development
- Construction of the new 'Golden Jubilee Block' (60,000 sq.ft) is in progress

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

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

Response:

The Physical Education department was established in the year 1966 for the sports aspirants to excel as achievers. The available sports facilities have been used to produce maximum University blues, District, State, National and International champions. The 6 acre sports field with ample space for indoor and outdoor games has the following facilities

- Gymnasium with the working area of 5364 sq.ft.
- Table tennis board, badminton court, chess boards and weight lifting set for indoor sports
- Basketball, volleyball, kho-kho, kabaddi, ball badminton and football ground for outdoor sports
- Robot propelling machine for table tennis practice without subordinate
- High jump bed ensures safety to the individuals and also makes indoor training possible
- 200 m. track for running events
- Long jump pit and sectors for throwing events
- Gym fitted with manual jogger, abdominal king, twister, rowing machine, ergo cycle, multi gym, single station unit gym and weight lifting set
- Yoga hall (2400 sq.ft.) for teaching yoga for the students
- A stock room and dressing room for players
- Adequate first aid facilities to meet any emergency situations
- Free hostel facilities to the outstanding sports students
- Admission fee, tuition fee, and examination fee waiver / concession for National and State level players and also to the selected players from financially disadvantaged background
- Extra credits for District, University, State, National and International level players
- Recognizing the facilities of the college University, Zonal and District level tournaments are carried out in the campus every year
- As we have ample facilities, the students are well trained by specialized coaches along with the Director of Physical Education in indoor, outdoor games and athletic events. An average of 500

students make use of this facilities daily

To host cultural activities the college has three halls with LCD projectors, audio facilities, colour lightings, and effective sound systems. Moreover, certain accessories and make-up kit are available for common use. The halls also have green rooms and restrooms attached. The Fine Arts Committee focuses on the cultural activities in the campus supported with adequate infrastructural facilities.

- The Multipurpose Hall (15468 sq. ft), is the biggest hall with a big stage and large background screen where fifty students can perform at the same time. It is the venue for the cultural activities, common functions and celebrations. It can accommodate 2000 students
- The utility of the Cecile Hall (1500 sq. ft) is of great use during clubs and committees celebration, and it can accommodate 110 students
- St. Joseph's hall (1600 sq.ft) has eight air-conditioners and accommodates 200 students
- To conduct outdoor culturals and festivals like Pongal, open space in the campus is utilized
- To meet with the growing demand for space, another hall (Golden Jubilee) is under construction
- The adequate facility of the institution helps the students to achieve at all levels in sports and cultural events.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

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

Response: 59.74

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 56.13

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five

years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
126.00	150.60	22.80	89.80	152.50

File Description	Document
Audited utilization statements	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library plays a catalytic role in learning and research. On an average, 3500 library patrons of diverse age groups including students, school kids, teaching and administrative staff, research scholars, neighboring college students and researchers, clergy, alumnae and the locals make use of this repository of knowledge. It possesses a wide range of arts and science resources. There are 52873 books (34694 titles), 42 journals with 7038 back volumes, 39 magazines, 4 English and 3 Tamil dailies, a tabloid – 'Employment News', 77,000+ e-books and 3,600+ e-journals. The facility of open access system is adopted in the library. Books are issued, renewed and returned in a computerized circulation counter. OPAC (Online Public Access Catalogue) facility is an added advantage.

Details of the software used for Integrated Library Management System

- Name of the ILMS software   :   Smart Library Automation (Custom made)
- Nature of the automation (fully or partially)   :   Fully
- Version   :   3.0
- Year of Automation   :   1999 (upgraded periodically)

The library is automated using the Smart Library Automation software (Custom made) in which Visual Basic (VB) software is the front end and Structured Query Language (SQL) is the back end for storing database of the library.

Modules Used in ILMS software:

- **Book Entry**: The newly purchased books are entered in the database
- **Book Issue Entry**: To enter the books that are issued
- **Book Receipt Entry**: To enter the books that are returned
- **Theses and Dissertation Entry**: To enter the theses and dissertations details
- **Student Gate Entry**: Details of students visiting the library are entered
- **OPAC tab and Terms Search Tab**: The books can be searched in terms of book title, subject,

publisher, author name, accession number, call Number, year and term search

- **Boolean Search**: The logical operations 'AND' and 'OR' are used for searching books by book title and by author name. AND to narrow search and OR to expand search results
- **Reports**: The required report can be generated using the software
  - Accession number, title, academic year, publisher, account name, subject name, book reports can be generated
  - Theses and dissertations reports
  - Student entry reports
  - Book issue/return reports can also be generated using the software

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

Holy Cross College library was established in the year 1965. It is a treasure trove of rare books, special reports, e-resources, collection of thesis and other knowledge resources. We have a special collection of books which are first editions, highly priced and rare. '*Olaichuvadi*', valuable manuscripts of Sahitya Akademy aficionados and other native writers are treasured. Other collections in philosophy, psychology, sociology and religion are found in our library. We also have a good collection of books from the authors of our locality.

Special Features:

Library preserves the following,

- The annual college magazines, documentaries, college anthem, golden jubilee song, donated books, the bi-annual research journal - 'Crossian Resonance', student magazine - 'Crossian Cosmos', department newsletters, IQAC newsletters and department magazines
- Rare books, encyclopedias, dictionaries, anthologies, thesaurus, bound periodicals, current periodicals, peer reviewed journals
- Multi disciplinary and Inter-disciplinary research journals
- Library profile
- Library handbook
- Documentary register to record Reader's Forum activities
- Publications by staff and debut novels by students.
- Magazines by students

Theses and Dissertations   :   852

Rare Books : 1939

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.3 Does the institution have the following

    1. e-journals
    2. e-ShodhSindhu
    3. Shodhganga Membership
    4. e-books
    5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.21

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.43	2.39	3.26	3.74	4.23

02-06-2019 05:17:08

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	
Audited statements of accounts	
Any additional information	

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	

4.2.6 Percentage per day usage of library by teachers and students

Response: 23.1

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

Response: 593

File Description	Document
Any additional information	

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and the students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICT for a range of activities.

Deployment of IT infrastructure is done through system administration team. All the academic and administrative IT infrastructure requirements are addressed by this team. The college regularly upgrades both the software and the hardware facilities as per academic requirements. The following are the strategies for deploying and upgrading IT infrastructure and associated facilities. Computers are replaced periodically.

The following IT facilities are available in the campus:

Number of computers and laptops with configuration

301 computers: (dual core 2.9 GH2,core duo 2.2 GH2,i3 540 3GH2 i3 – 4170 3.70GH2 i3 6100 3.7 GH2 with 2 GB to 4GBRAM and 160gb TO 1TB HDD)

14 laptops (Dual core 2.2GH2, i3-4170 3.70GH2, i3400SU 1.70GH2 with 2GB RAM and 320GB to1 TB HDD)

Computer-student ratio

At a remarkable ratio of 1:10, with Wi-Fi / LAN Facilities

Network

The campus wide Network Up- gradation with Giga byte Smart Managed switches and AC1200 concurrent dual band PoE access points.

LAN facility

LAN facility is available in the computer lab, library, research centres, examination section and all the administrative, and accounts offices.

Wi-Fi facility

The entire college is enabled with Wi-Fi (administrative section, research centre, departments, library, hostel and SMART classroom).

Server

Server Lenovo SR530 Rack Server with Cent OS and IBM X3610 Rack Server

Licensed software

- Clarity s.Net V7.0
- Spelling fusion
- Tense buster
- Beat the clock
- SISOIELS
- Quick Heal Antivirus
- Open Source S/W are, My SQL,TURBO 3.0, SMART Library Automation(customize),

College Automation (customize), C, C++, JAVA, ANDROID, TALLY, HTML,

OFFICE, Exam Automation software, COREAL VIDEO STUDIO ULTIMATE 2018

Number of nodes/computers with internet facility:

The college has 301 nodes/computers with internet facility

Internet Speed

High speed connectivity from multiple ISPs with 60 MBPS.

Classroom

16 SMART class rooms with LCD projectors and TV.

Camera Installation

Installation of the campus with 50 CCTV cameras in the year 2015.

Fire wall

Installation of firewall with sophos August 2018

Media centre

Media centre for e-content development September 2018

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

4.3.2 Student - Computer ratio

Response: 9.64

File Description	Document
Any additional information	View Document

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS**

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 60.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
78.89	89.96	65.44	128.06	138.27

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

The comprehensive infrastructure of the college constitutes elementary features like buildings, classrooms,

playgrounds, ICT-enabled classrooms, transport, canteen, gardens, computer laboratories, language laboratory, library and laboratory facilities.

Physical, academic and support facilities are provided by the management as per the requirements. The HODs, librarian, physical directress, controller of examinations and the office superintendent submit their requirements in terms of physical /academic/ support facilities at the end of every academic year. The principal together with the Finance Committee sorts out and presents a report in the Governing Body for approval and implementation.

A separate register is kept in the college office to record the requests for the repair works and the superintendent checks and monitors the completion of the task.

Policy details of systems

- Allocation of space to build up infrastructure facilities is to be approved by the College Managing Committee
- Based on the infrastructural plan, the Finance Committee recommends the physical, academic and support facilities to the Governing Body for approval
- Condition based maintenance and breakdown maintenance should be approved by the College Management Board
- Budget for maintenance must be approved by the Finance Committee
- Urgent requirements for unscheduled infrastructural work may be approved by College Managing Committee
- All projects related to academic facilities must be approved by the principal
- Principal in consultation with the College Management Board permits the Government /University to make use of the class rooms for the conduct of examinations
- Principal assigns the task to the concerned personnel within the campus. As a policy, the HODs, faculty, non teaching staff and other service personnel are given responsibility to maintain the facilities under their supervision and report to the principal /vice principal / superintendent for maintenance
- For maintenance of computer network and software, the institution has AMC with service provider
- Maintenance of solar panels, power distribution systems, AC, CCTV, LCD projector, PA systems, laptops, printers, water filters, Wi-Fi is done by the service providers
- Access to the library by faculty, students, visitors and guests is based on the library rules, intimated through the handbook/ website
- Fire fighting equipments are provided in the campus for preventing and tackling hazards

Mechanism of maintenance

- All the buildings of the college including the waiting shed, rest rooms, seminar halls, administrative sections, library and class rooms are maintained at the end of every academic year (white washing, repairing furniture and fixing additional fans and lights and furniture to meet the increasing needs)
- Electrical and plumbing maintenance works are done with the support of skilled persons and the expenditure is met by the college based on the budget
- The class rooms, the halls and the green area are cleaned and maintained regularly
- Department laboratories, research centres, DST-laboratories, computer lab and language lab are put on call basis maintenance according to the requirement
- To ensure fitness to wholeness indoor games such as table tennis, badminton, chess and yoga and

outdoor games like football, volley ball, basket ball, kabadi, kho-kho, handball and ball badminton are provided to the students. The playgrounds are maintained by the marker and monitored by the physical directress

- A fleet of 8 buses are maintained by the transport section of the college
- To conserve power, CFL bulbs have been replaced with LED lamps. The solar power with 5 KVA is maintained by the Department of Physics
- The college has two generators with 62-KVA, 20KVA to provide uninterrupted power supply. It is maintained by the college technician / electrician
- Maintenance of solar panels, power distribution system and AC, CCTV, LCD projector, public address system, laptops, printers, Wi-Fi is undertaken by the respective suppliers
- Fire fighting equipments in the laboratories, hostels, library and offices are maintained by the electrician/technician
- The battery backup and invertors and servers for computer network are regularly checked and maintained by Vilraay Computer Centre
- Library softwares and college office softwares are maintained by 'Soft Solutions', Chennai
- The worn out rare books from the general library and department libraries are given for binding annually
- Service providers like cafeterias and banking facilities are hired on contract basis. The maintenance is done by the college management
- Wet lab and sericulture garden are maintained by the Department of Zoology; Sericulture and medicinal plant garden are maintained by the department of Botany; Oxidation pond is maintained by the management
- Four bore wells are used for constant water supply. In each block and in each floor of the college building there are provisions to supply mineral and purified drinking water. These systems are maintained by "Mariam Marketing Aqua"
- The overhead tanks are cleaned on a regular basis

All physical, academic and support facilities are provided to the stakeholders, maintained and used optimally so that the students get the maximum benefit out of such facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 60.89

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1114	1616	1495	1644	1653

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 19.37

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
492	517	427	499	454

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 89.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
2410	2334	2252	1779	2307

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

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5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Any additional information	[View Document](#)

5.2 Student Progression

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

Response: 12.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	90	104	94	138

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 46.2

5.2.2.1 Number of outgoing students progressing to higher education

Response: 395

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 52.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	28	0	3	1

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	32	3	5	3

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

5.3 Student Participation and Activities

5.3.1 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) during the last five years

Response: 15

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	1	0	1	5

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

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

Response:

Student representation and participation have been an integral part of academics and administrative activities. It provides necessary assistance to students, to acquire meaningful experiences for learning in the campus and facilitate holistic development and progression.

- The college has an effective student council which is elected every year democratically. The student council consists of President, Vice-President, Secretary and Joint Secretary. The joint

secretary is a Divyangjan student.They work together with the Deans of students and the Principal of the college.

- The student council members serve as a bridge between the management and the students.
- Students actively involve themselves in various committees such as

- Student Council
- Academic Council
- Internal Quality Assurance Cell
- Admission Committee
- Quality Circle
- Internal Compliance Committee
- Discipline Committee
- Anti- Ragging Committee /Anti Eve Teasing Committee
- Students GrievanceCommittee
- Fine Arts
- Department Associations
- Student Research Forum
- Women's Cell
- Reader's Forum
- National Service Scheme
- Consumer Club
- Legal Literacy Committee
- Media Committee
- Placement Cell
- Intercollegiate Competitions Committee
- Youth Red Cross
- Red Ribbon Club

- Each of these committees has its own purpose and helps in building high self esteem and leadership qualities in students
- Students play a vital role in many activities like organising seminars, workshops, symposium, and intercollegiate sports, cultural and quiz meet
- Student's administrative day, a unique feature of the institution provides a splendid break for the students to substitute the role of faculty and they take active participation in teaching and administration
- In order to inculcate research aptitude in the students the institution has a Research Forum in which the student members effectively take part and widen their knowledge
- To ensure the safety and wellness of the students, the discipline committee takes care of the disciplinary issues. This committee has student members who help in maintaining discipline in the campus
- The active participation of students in community outreach programmes (RUN) strengthen their intellectual growth supplemented by social consciousness. This in turn boosts up their understanding of their social responsibility and makes them future leaders and responsible citizens
- Service oriented committees like NSS YRC and RRC conduct medical and blood donation camps. Through these activities, the students transform the vision of the college into reality
- The students are given opportunities to be the members of various clubs and committees like

Rotaract, Eco Club, Legal Literacy Club etc. Their active participation in these clubs and committees enhance their personality development

- ○ Each department has an association with their students as president and secretary; it focuses on the academic progress of the students

All these experiences during their college days help the students to build a successful career and lay the foundation to transform into optimistic and enthusiastic individuals. The Politicians, the Principals, the District Educational Officers, the Chief Educational Officers are examples of the alumnae who excel in their career, having earned the rich experience of administration in the campus.

Our alumnae wherever they have dropped roots keep expanding their knowledge horizons, continue to update their skills and adopt themselves to the ever changing environment of their respective domains.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 83.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
84	87	86	78	84

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

- The college has a strong Alumnae Association which is registered (6/2019) and functional. The association aims to build a link between the alumnae and the alma mater, with selfless intention for the growth and the development of the college and the society. They offer practical support to the students to face the current challenges of the competitive, professional world as they start their career.
- The executive committee members are elected once in three years and they are responsible for the functioning of the association
- The association organizes an annual meet at the college every year on the second Saturday of August and those who are successful in various walks of life are honoured
- Throughout the year, alumnae chapter meetings are organized at different places of the nation
- A glittering galaxy of alumnae come together enthusiastically with cherishing memories to intensify the strong bond with their alma mater
- The alumnae make a considerable contribution for the betterment and excellence of the college
- The activities of the association have been quite noteworthy in the context of academic excellence of the institution. The alumnae as members of BoS are actively involved in framing the syllabus
- The alumnae are invited as resource persons for workshops and seminars. They share their professional experience and motivate the students
- To interact and communicate with the alumnae in a more convenient and consistent manner an open online forum has been created by the institution
- Many of our alumnae are well placed in software industries and well-reputed educational institutions. Having first hand experiences of the external world they render their service in administrative and academic bodies of our college
- The association set a goal of Rs.1 crore to be mobilised in 10 years
- The contribution of our alumnae for the release of the golden jubilee souvenir and the construction of the golden jubilee hall is exemplary
- On the golden jubilee year (2014-2015), our alumnae came together, shared their experiences in the presence of students and motivated them
- The association conducted periodic meetings to chalk out plans for the interaction of the alumnae and the delegates during the autonomy visit
- The members of the association planted 50 saplings in the campus as a green initiative during the last five years
- Every year, elderly alumnae of our institution are honoured with mementos. Mother Emile award, instituted by the association is given to the socially committed students of the locality
- Alumnae are the special stakeholders of our institution. Their only interest is to see the institution flourish and grow in stature

File Description	Document
Any additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: 5 Lakhs - 10 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 84

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	18	19	17	15

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Inspired by God's love manifested in the cross of Christ, the Crossian family envisions a just and harmonious society by empowering its women to be life sensitive through holistic education.

Mission

The college stands for total liberation and development of the students' whole person in order to prepare them to take their rightful place and responsibility in the society.

This mission statement is reflected in the following core values

- Inculcating spiritual, cultural, social and ethical values
- Striving for academic excellence and global competency
- Promoting research and innovation
- Developing social consciousness and responsibility to realize a just, secular and democratic nation
- Adopting practices for environmental sustainability and development
- Facilitating participatory leadership

Holy Cross College is administered by the Society of the Congregation of the Sisters of the Cross of Chavanod (France), Madurai Province under the Society's Act No. Tamilnadu Act, 27 of 1975. The president of the society is the chief administrative head of the College Managing Committee and the Governing Body. Powers of the management, secretary, principal and vice principal are well defined in the Education Policy of the Society.

The Governing Body of the institution along with the principal steers the institution to accomplish the strategic plans in tune with the vision and mission of the institution.

Action plans for various programmes are formulated at the end of every academic year by the faculty under the leadership of the principal based on the objectives of the institution.

Being an autonomous college affiliated to Manonmaniam Sundaranar University, Tirunelveli with 12(f) and 2(b) status, external experts and university nominees represent the statutory bodies like Academic Council, Boards of Studies, Finance Committee, Planning and Evaluation Committee and Award Committee. Their suggestions and recommendations are incorporated into various academic and administrative functions of the institution.

All the examination related activities are rendered through the controller of examinations and the Examination Committee.

Annual budget is planned by the Finance Committee, discussed in the Governing Body and executed through the respective administrative sections.

Hostel admission and administration are done by the principal (chief warden) assisted by 2 wardens appointed by the College Managing Committee.

Staff council members and staff representatives of various clubs, committees and associations propel the institution towards the achievement of the mission, the objectives and the strategic plans.

Academic audit is conducted at the end of every year under the leadership of IQAC for all the departments. Feedback from the students, parents and alumnae, non teaching staff and the faculty are considered for the designing and implementation of the strategic plans of the institution.

Periodic meetings are conducted by the HODs wherein the faculty discuss and decide on academics, research, extension activities and student support services. The decisions are implemented with the consent of staff council which is convened once a fortnight.

The various academic and administrative bodies serve as the fulcrum of the institution aiming at the empowerment of women students through holistic education.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Transport facility

Introduction

The institution always takes due care to consider the invaluable perspectives and suggestions of all front-line personnel in making sound decisions with regard to resource allocation, drafting and revamping curriculum, setting goals, guiding students, improving infrastructure, planning and evaluating new ventures and fund raising programmes. The level of investment, particularly, that of the employees, students and alumnae, and their willing participation in decision making have contributed greatly to the success of the institution.

Case study

The institution's funding priorities are based on the recommendations received from stakeholders who recommend procedures and policies that would add to the existing facilities and the physical environment of the campus.

- One such facility added is the TRANSPORT FACILITY that functions in the campus with a fleet of eight buses for staff and students to commute safely at subsidized rates.

Reasons for implementing stakeholder request

- The student strength of the college is 2419
- Set in a semi urban backdrop, staff and students had to rely totally on the public transport system for their daily commutation to the college
- Private, personal conveyances were adding to the carbon foot print
- While availing the public transport system students face problems from stalkers and eve-teasers
- Students from rural areas do not have sufficient buses plying in their routes
- Delays were common during morning hours
- Requests began to pour in from all sides, parents, students, staff, faculty, alumnae and IQAC. Besides, the well wishers also placed their demand to extend transport facility as a privilege
- Clean transport facility for sustainable development was an immediate need

The repeated requests of the stakeholders were addressed without further delay. So, studies were made on routes that had limited or no public transport facility and decisions were made accordingly, by the statutory and the non-statutory bodies

Overcoming Implementation Challenges

- Implementation challenges were collectively addressed by all stakeholders
- Partial funding by students, alumnae and well-wishers has made transportation a reality

Impact of this participative governance

- To the existing three buses, five more buses have been added during the last five years
- Easy navigation, reduction in bus travel time, well chaperoned safe commutation, quick, affordable, improved and operational transport facility, reliability and sustainable development
- Availability of transport facility for industrial visits, field visits, charity drives etc. in the campus
- Ensuring freedom from overcrowding and footboard travel in public transportation
- Making available to staff and students from remote villages hindrance free travel facility

Brief Profile

Places covered per day – 136

Area covered per day – 454Km

No. of beneficiaries - 480

Conclusion

At present, parents and students have requested for buses to operate from *Marthandam* and *Panagudi*. This is under consideration.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Golden Jubilee Block – A Stakeholder focused initiative

A long felt need by the stakeholders of the institution had been a new auditorium with state of the art infrastructure. Repeated requests from the students, encouragement from the alumnae, demands placed by the parents and suggestions received from the faculty and administrative staff made the management set a clear trajectory after due deliberations with the statutory and non-statutory bodies, alumnae, well-wishers and philanthropists. Also a steep rise in the demand ratio and the ever evolving needs of the digital natives made us plunge into this venture with grit and determination. A perspective project of constructing a golden jubilee block to commemorate the happy tidings of the institution crossing its fiftieth milestone was slowly beginning to take shape. It is a great dream that is getting materialized at the south east side of the campus with a '*Thinnainoolagam*' at the entrance to cater to the diverse needs of youth. This augmentation of infrastructure is a big activity based on a strategic plan and has been able to materialize through resources from many ventures.

Physical features of the block

- Estimated plinth area (Ground floor) -   30,000 sq. feet
- Estimated plinth area (1st floor)   -   30,000 sq. feet
- Total outlay   -   Rs. 10.39 crores
- No. of class rooms   -   12
- The block houses space for academic, administrative and cultural activities
- It is Wi-Fi enabled with high speed internet, excellent acoustics, audio visual equipments, digital studio, exquisite podium, comfortable furniture, clean comfort stations (rest rooms), relaxing zones, student lounges, water refill stations etc.
- Fully networked classrooms enable faculty and students to use the latest instructional technologies
- Well equipped labs that feature fibre optic connections, facilitate computer aided instruction, internet access and data power
- A well stacked library and a well equipped central instrumentation facility
- Infirmary, counselling centre, women's study centre and *divyangjan* centre for reducing stress of the students and minimizing the attrition rate
- User friendly peaceful green ambience and space for organic cultivation at the patio
- Archiving facilities for collection of rare books, manuscripts, culinary collections, archaeological art crafts, palmyrah scrolls, etc.

In short, this great edifice symbolizes the strategic direction, effective oversight, efficient management, excellent planning and motivation and collaborative and collective effort of the institution. It is designed

for multipurpose and is, specially, structured in such a way to add more storeys to it. This would prevent further use of land and the consequent loss of bio-diversity in the campus.

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

- Holy Cross College (Autonomous) is run by the Sisters of the Cross of Chavanod headquartered in France. The apex body of the institution is the College Managing Committee wherein the president is the provincial of the Madurai province of the congregation
- Matters related to policies and strategic plans regarding starting of new programmes, restructuring of curriculum, establishing of research centres, fixing of salaries, remuneration details, fee structure, welfare schemes, staff recruitment, student admission, selection procedures and evaluation methods are discussed in the governing body wherein, the president is the chairperson
- The president of the Managing Committee appoints both the secretary and the principal. The secretary sees to the recruitment, pre-service training programmes, self appraisal procedures and sanctioning of leave other than casual leave based on the rules and regulations of the government of Tamilnadu and UGC. She is accountable to the Regional Joint Director of Collegiate Education, with regard to appointment and promotion procedures
- The principal plays a key role in planning, directing and executing the activities of the institution with the assistance of the vice principal, controller of examination, deans, heads of the departments, office superintendent, faculty and staff
- Principal is the chairperson of all the statutory and non-statutory bodies other than the Governing Body and board of studies
- Finance matters related to physical, academic and support facilities are monitored by the Finance Committee under the direction of the superintendent
- The students' activities are coordinated by the deans of students and curriculum related activities are coordinated by the Deans of Arts and Science
- HODs convene the meeting of the board of studies with the permission of the principal
- The redressal of grievances of students is through the Dean of students and the HODs.
- The redressal of grievances of staff are effectively done by the prinicial and secretary. Decisions taken are usually bottom up. Participative decentralised governance is in place.
- The current and future needs of the institution, the society at large and the environment are addressed by the management and the major decisions are taken in the bi-monthly staff council meetings

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

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	
ERP Document	
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	
Any additional information	

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Introduction

The various bodies / cells / committees of the institution equip students with a wide range of transferable skills, prepare them for rewarding careers, and enable them to respond creatively to new developments, innovations and challenges. One important activity successfully implemented based on the minutes of the

meetings of these bodies / cells and committees are the strengthening of communicative skills in English in the campus.

Importance of English language

Today, English is the most popular language across the globe. Students hailing from diverse sets of background sometimes find the English language a threat to confidence and self esteem. An overwhelming desire to overcome this linguistic hurdle is gauged from their representations to the teachers and the suggestions of the student representatives for steps in that direction.

Lending a listening ear

- Student representatives and teachers brought the request to the respective heads of the departments. The bridge course had given them the hope that such programmes, help them scale heights
- The HODs presented the matter in the staff council meeting and during the discussion it was realized that the same request had also come from the PTA, alumnae and the college council as well
- In consultation with the Governing Body and the Management Committee, the principal directed the staff to take immediate steps to cater to the demands of students
- A serious discussion in the IQAC resulted in seeking the help of the Department of English to draft constructive and innovative plans

Measures taken

- Awareness talks are given on how English is the link language that binds nations and people
- A three day training programme on communication skills - 'Explore, Expand and Excel' and a seven day programme on 'Training in English Language Skills for Teachers' were organized
- Spoken English trainers conduct workshops and impart advanced skills in speaking and writing
- Every year, the Department of English conducts the 'Bridge Course' ('Take off with Spoken English') and at the end of the programme the students exhibit their communicative capacity with ease
- The visual, the aural, the reading, writing and the tactile learning styles are adopted in English classes
- Communication skills are developed through word building games, skits, guided peer teaching, group discussions, quizzes, games, translation sessions, creative writing workshops and mock TED talks
- Students learn articulation nuances of intonations and enjoy listening to stories in the well equipped language lab
- One copy of the English daily 'The Hindu' is provided in every class
- Different disciplines also impart communicative English in their own way
- Captions on the importance of English are displayed in the campus

Impact

- English has become the campus culture
- Employers who hire our students certify that our students have better English speaking skills, coping skills and transferable skills than their counterparts
- There is an ascending growth curve in employability prospects
- Students are able to assist foreigners in 'soft tourism'

Conclusion

Communicative English has enhanced the core competence and confidence of the individuals.

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

6.3 Faculty Empowerment Strategies

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

Response:

The schemes of the government for the welfare of the teaching and the non-teaching staff are implemented without delay. Vital information is duly displayed. Some of the welfare measures are listed below.

- Provident fund (PF) facility for all employees who come under the eligibility criteria
- Health insurance for aided faculty and ESI medical facility for staff of the self financing stream
- Financial assistance, moral support and psychological counseling in times of need
- Priority given in admission for the wards of employees
- Gift cheques for the children of the employee at the time of marriage
- Financial aid for renovating the houses of non-teaching staff
- Pooling and donating funds in times of crisis to the support staff
- Financial assistance to meet emergency medical expenses of the support staff and their family members
- Fee concession for the wards of non-teaching staff
- Granting maternity leave, medical leave, sabbatical leave, casual leave, RH as per government norms
- Compliments to non-teaching staff (S.F) during yuletide season
- Free medical checkup on obesity, bone density, cancer detection and follow up instructions
- Inviting oncologists to create awareness on self-diagnosis of cancer in general and breast cancer in particular
- Talks on the needs and importance of blood and organ donation, use of alternative medicines, healthy diet and administering herbal medicines
- Yoga, awareness talks, seminars, retreats and healing liturgical services for the well-being of the afflicted
- Flexi timing for staff who put in extra hours of work
- Soft skill training for support staff
- Canteen facilities, banking facilities, photo-copying and scanner facilities in the campus
- Festival get-togethers, team lunches, picnics and tours for a happy unwind
- Child care centre for the children of employees

- Study leave for faculty pursuing research leading to doctoral degree

File Description	Document
Any additional information	[View Document](#)

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

Response: 35.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
56	46	49	54	49

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	8	7	8

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<u>View Document</u>
Any additional information	<u>View Document</u>

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 100

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

File Description	Document
Details of teachers attending professional development programs during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Teaching Staff

- Performance appraisal for faculty is done every year with confidentiality and a great deal of mutual respect. Performance appraisal had been conducted based on Academic Performance Indicator and student feedback till 2016-17. The new format on performance appraisal with 360 degree feedback was done in 2017-18
- The secretary of the college explains the aim, objectives and need for performance appraisal before giving the format to the faculty. Performance appraisal format has three components:
  - Professional development includes the membership of the faculty in professional bodies, research publications, organizing workshops/seminars and introducing innovation
  - Professional practice includes all academic performances of the teacher in the classroom environment
  - Professional responsibility and personality traits include the qualities of the teacher, her relationship with other faculty and the non-teaching staff

- A five point scale format with three sets of questions is given to each teacher. The personal responses on professional practice and professional responsibility are studied along with the feedback given by students and colleagues
- The interaction of the secretary with the the faculty gives an opportunity to defend, clarify or speak her mind. The secretary of the college appreciates the faculty for the efforts put in for the welfare of the student community and also gives constructive suggestions for the individual's growth

Outcome

- Faculty self-appraisal has led to a lot of proactivity, motivation and awareness with regard to the modern educational challenges. It helps the faculty recognize their own accomplishments, knowledge level, performance skill and enables them to identify their strengths and weaknesses
- Self-assessment on the basis of parameters like paper presentation, organizing seminars, exhibitions, curriculum design, consultancy services, participation in extracurricular and cocurricular activities, responsibilities held, improvement programmes attended, social services rendered and awards won kindle their quest for pushing boundaries
- It also helps them refine and modify their modes of instruction to suit the demands of students
- Due acknowledgements are given for innovations and achievements. It enables them to observe how their own merits are approved, appreciated and honoured by their superior

The system enables feedback to teachers and gives a chance to the management to know the knowledge, skill and attitude of each faculty and recognize her talents. It gives an opportunity for the management to make right decisions in the selection of faculty as deans, COE, members of statutory bodies, coordinators of research and extension activities.

Non-teaching staff

  The parameters for the appraisal of non-teaching staff are their functional efficiency, work output, personality traits, individual skills, team skills, etc. The self appraisal is given to them in the form of a questionnaire with 5 point scale and collected by the secretary every year.   The secretary of the college interacts with the staff members and their difficulties are analyzed with compassion and addressed with due sensitivity.

        The staff members who update their knowledge and their soft skills through relevant courses are appreciated and encouraged.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution is prompt in using the grants allotted by the government and non-government agencies. Care is taken to utilize the grants for the allotted categories. Further, the institution ensures the utility of the same through diligent auditing.

Annual budget from the autonomy grant is allotted by the Finance Committee for various academic and administrative requirements. At the end of every financial year, the utilization is audited by the external auditor and submitted to the UGC.

The grants from the UGC and the government are audited by internal and external auditors and the financial statement is submitted to the Regional Joint Director's office in Tirunelveli. Moreover, all the financial support to the institution by the government and UGC are audited by the auditors appointed by the government.

Annual budget for the self-financing programmes is planned by the Finance sub-committee for the various academic and administrative requirements of the staff and students of the self-financing stream. At the end of every financial year, it is audited by the College auditor and is again subjected to an audit by an external charted accountant appointed by the Society of the Sisters of the Cross of Chavanod.

External audit from Joint Director's office has been conducted for the year 2007-08 in 2013-14 and for the years 2008-09 & 2009-10 in 2015-16. So far, there is no audit objection.

External audit from AG's office has been carried out for the period 2011-12 to 2015-16 on January 4th 2016. There were no major audit objections and the minor objections noted and informed, have been rectified.

File Description	Document
Any additional information	[View Document](#)

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

Response: 259.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
16.23	104.53	44.57	60.01	33.91

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

Being a government aided autonomous college affiliated to Manonmanium Sundaranar University with 12(b) and 2(f) status, the salaries of the aided staff members are from the government.

Sources of mobilization

- Student fee
- UGC grants / UGC -autonomy grant / Central and State government funds for projects and seminars
- DST-FIST and DST-SERB funds
- Fund generated through research projects
- Endowments by alumnae, retirees and philanthropists
- Student welfare scheme - fund generated by faculty
- Alumnae fund
- Mobilization of funds for rural camps from philanthropists

Strategy

- Expanding infrastructure through fund raising projects and student fee
- Availing the funds from UGC/ DST/other funding agencies for research, seminars/ projects
- Mobilizing and disbursing of funds generated through student welfare scheme for the financially backward students.
- Providing endowment prizes/scholarships/ lectures with funds from alumnae/ retirees/ philanthropists
- Utilizing the autonomy grant as per the norms of UGC
- Utilization of research fund for augmenting infrastructure facilities
- Upgrading learning resources with funds generated by way of donations from well-wishers and alumnae

Resource mobilization and utilization policy

- The institution has a policy and procedure to monitor effective and optimal utilization of available resources for the development of the stakeholders
- Annual budget is prepared at the beginning of the financial year, in view of the income and expenditure and channlised after approval from the finance committee and the college management committee
- Fee deposited by aided students is allocated to the non-salary account and audited annually
- Fee collected from the students of self-financing stream is to be utilized for the salary of the

teaching and non-teaching staff of the S.F stream and also for the enhancement of academic and physical facilities

- Fee collected from the students of self-financing stream is to be utilized for the salary of the teaching and non-teaching staff of the S.F stream and also for the enhancement of academic and physical facilities
- The managing committee plans and confers about the augmentation of infrastructure including buildings. Building committee is constituted to monitor the construction work
- The amount donated for endowment prizes/scholarships/lectures by philanthropies is to be maintained as fixed deposits and the interest is utilized for the purpose for which it is given
- The student welfare fund contributed by the faculty is maintained systematically with transparency and is utilized for the benefit of the financially backward students
- The audit statement of the grant sanctioned by UGC/DST/TANSCST for the conduct of seminars, projects, conferences is to be sent to the concerned agency
- Voluntary contribution by all the students through H.Share is channelized for charity purposes and outreach programmes
- Funds collected for the victims of natural disasters, HIV patients, physically challenged people are to be sent to the concerned organizations or persons with the consent of the principal
- The departments and the library also prepare their annual budget and the finance committee allocates the fund
- There is internal and external audit for all financial commitments

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC which is the dynamic throb of our college focuses in the institutionalization and internalization of quality culture by integrating quality policies through effective implementation of quality assurance procedures and initiatives. The IQAC assesses and develops quality parameters for the improvement of various academic and administrative activities of the institution.

Two significant practices institutionalized as a result of IQAC initiatives are:

1. Teacher Profile and Quality for pursuing excellence

- A student's academic success depends on the quality of teachers. The college has a strong policy push towards recruiting the best workforce who have graduated from colleges of high repute. So academically accomplished individuals with a flair for teaching are recruited.
- Teachers undergo a pre-service training, input is given in academic coursework, general dealing in class, administrative responsibilities such as serving in clubs and committees, research possibilities

etc.

- The teachers are given opportunities to update themselves through FDPs, induction courses, refresher courses and capacity development programmes
- Teachers meet the internally determined needs like ensuring English speaking skills, promoting entrepreneurship culture and imparting of soft skills
- Apart from mentoring and coaching, teachers promote research acumen by building a research culture in the campus
- Partial funding and sabbatical leave are given for professional development
- Awareness talks, seminars, conferences and workshops help teachers adopt 21st century teaching skills to improve student engagement and achievement
- Staff explore ideas, methods and have collaborations and are members of professional bodies
- Organize/ attend seminars, conferences, workshops, take up minor/major projects and pursue interdisciplinary, multidisciplinary and transdisciplinary research
- Teachers learn and keep abreast of the latest developments and strive for individual and institutional excellence

2. Enhancement of Quality Research.

Quality research incorporates well-structured research design which supports the delivery of meaningful research outcomes. The following initiatives have been taken by the IQAC in sensitizing/promoting a quality research culture in the institution

- Promoting quality research through "Crossian Research Forum" with the publication of multidisciplinary bi-annual research journal 'Crossian Resonance'
- Enhancing research capability of faculty/students by organizing National / International level seminars/conferences, catering to the current needs
- Motivating eligible faculty to get guideship promoting knowledge generation, social mobilization and integrate an interdisciplinary approach
- Goading the faculty to serve as eminent resource persons and prove their mettle within and outside the country
- Motivating faculty to take up major and minor research projects
- Encouraging faculty to author books and awarding them for publications in highest impact factor journals
- Updating research labs with necessary software/computing facilities, and providing the faculty and students access to online journals/books
- Energizing faculty/students to utilize the advanced research laboratories to do academic/research projects and present/publish their findings in seminars/journals
- Increasing the number of MoUs and linkages and involve in collaborative research with national institutes and international universities
- Building an innovative ecosystem by establishing the Entrepreneurship Development Cell, Skill Development Cell, and the Student Research Forum to hone the skills and research aptitude of students and promote startups

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Role of IQAC in reviewing and implementing reforms in teaching learning

- The IQAC plays a vital role in institutionalizing norms, setting up benchmarks, promoting quality teaching and learning, developing human resources and monitoring and reviewing the learning outcomes
- It aids in making education resourceful, innovative, flexible and stimulating
- With responsibility and accountability it tries to push boundaries at every step and prods the institution to bring about radical reforms whenever and wherever possible
- There are remarkable reforms activated by the IQAC in curriculum design, teaching patterns, evaluation methods, use of ICT and modern pedagogical practices
- It has established that learning outcome is the driving force for module design and delivery
- Two major reforms initiated by the IQAC are Outcome Based Education and ICT enabled teaching-learning

I. Adopting Outcome Based Education across all Programmes

Outcome based education (OBE) methods have been adopted in the education system worldwide. It focuses on the knowledge, skill and competencies the graduate is expected to attain upon completion of a program. OBE is a student-centric instruction model which focuses on measuring student performances through outcomes.

Instead of ranking and examination, the use of assessments, opportunities and classroom experiences provide necessary support for the students to achieve their goals. The learning outcomes i.e. the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and the Course Outcomes (COs), state what students are expected to know and are able to do by the time of graduation. There is flexibility in the method of teaching and the faculty act as a mentor to the student in achieving the defined goal.

Being the need of the hour a three day workshop on 'Curriculum Design and Assessment' was conducted on 27th, 30th and 31st October 2017 by IQAC. This workshop was initiated to train the faculty members on proficiency required for adopting the OBE model. The importance and procedure for implementing OBE for all the programmes was clearly explained to the faculty. Faculty were trained to develop the POs, PSOs, and the COs using tips and samples in various programmes.

The outline of the system is distinctly explicated.

- Defining learning outcomes in alignment with institutional objectives / goals
- Defining educational outcomes what the learner will know and be able to do when they graduate from a programme (POs)
- Defining educational outcomes what the learner will know and be able to do when they graduate from a specific programme (PSOs)
- Defining educational outcomes what the learner will know and be able to do at the end of a course (COs)
- Organizing/designing the curriculum that will produce the desired objectives and outcomes
- Mapping the course outcomes with the programme specific outcome and programme outcome
- The learning outcomes are communicated to all the stake holders individually and displayed in the department notice boards and college website and made aware through student induction programmes, faculty workshops/meetings
- Using performance indicators which focus on the specific expectations of a programme
- Application of assessment tools and processes form part of OBE. Formative and summative examinations, course assignments, seminars, quiz, project work, class tests, open book examinations are in use
- The students' attainment of learning outcomes are assessed and evaluated on the basis of their performance in the formative and summative examinations using data analysis software
- Assessing the attainment of educational objective of an institution is through employer satisfaction survey, placement records of students and their progression to higher education records

The OBE system helps building learner competencies in students that would enable them to cope with the demands of the changing global scenario making them employable.

II. ICT enabled Teaching - Learning

Education through technology promotes better knowledge, presentation skills and innovative capabilities. The college has established a culture centered on innovative modern pedagogical practices to make the teaching-learning enterprise more productive and meaningful through using the following ICT tools.

- Learning management system - MOODLE for content delivery
- Media centre with lecture capturing facility
- Wi-Fi facilitated campus to access and update current online resources
- Enhancing learning experiences and providing new sets of skills
- Facilitating the training of faculties in ICT to use tools
- Digital literacy and media literacy through skill based courses, seminars, awareness talks and training programmes
- Multimedia courseware development
- Recorded lectures and content sharing
- Using google apps for education
- Online assignments and tests using google classroom, Edmodo and schoology
- Organising webinars and use of moodle platforms
- Use of inflibnet, academic websites, urkund, e-publications and wiki educators etc.
- Mobile learning as a form of e-learning for students
- 49 faculty and 432 students pursuing Massive Open Online Courses (MOOCs)
- Employing the flipped classroom and blended learning
- Virtual lab
- Usage of smart boards to enhance teaching-learning process

- Online/ cloud based academic management systems
- Online digital repositories for lectures, course materials, and digital library

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 8.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	6	6	9	8

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The IQAC of the institution functions as a significant quality monitoring body and contributes to quality enhancement and sustenance through internalization of quality culture and institutionalization of best practices by planning and initiating the activities of the academic and administrative domains of the institution. Following are the incremental improvements made during the last five years.

- Seven new programmes (B.Com (S.F), M.Sc Mathematics (S.F), M.A. English (S.F)) and doctoral programmes (Chemistry, Economics, Commerce, History) have been introduced
- Curriculum design and development on par with the UGC/University norms based on local, national and global needs
- Seminars on outcome based education, curriculum design and development and teaching learning process by IQAC
- Program outcomes, program specific outcomes and course outcomes are clearly stated and displayed
- ICT enabled teaching enhanced with Wi-Fi facility, smart class facilities and google class room, google site, EDMODO, kahoot and blogs
- E-content development and lecture capturing system
- Internal and external academic administrative audit to ensure quality teaching-learning process
- Drafted policy and code of ethics for research and consultancy
- DST-FIST sponsored common instrumentation centre with instruments worth Rs. 61.6 lakhs in addition to the instruments to the departments
- One major and 18 minor projects worth Rs. 65.7 lakhs availed
- 103 seminars/conferences have been organized
- 405 extension activities through RUN, NSS and various clubs and committees
- 45 faculty serve as research guides for 61 researchers and 34 research scholars have been awarded doctoral degree
- 116 publications in UGC notified journals and 421 in UGC non notified peer reviewed journals
- 585 publications in seminar and conference proceedings
- New golden jubilee block with an auditorium, class rooms and guest rooms at an outlay of Rs. 10.39 crores

- Divyangjan friendly ramp in all blocks
- New space for vehicle parking
- A herbal garden with more than 220 herbs
- E-governance in academic and administrative systems
- Green initiatives (Green audit, zero plastic campus, shuttle free day)

The recommendations and suggestions made by NAAC during the third cycle in January 2013 and the follow up actions taken are listed in the additional information.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 101

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	15	19	21	16

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

Safety and Security

Holy Cross College ensures safety and security to the students through the following measures.

- Security services are provided in the campus round the clock
- 50 CCTV cameras are installed in the campus for safe movement of the students
- Laboratories and library are provided with all possible safety measures
- Wardens are appointed in both the blocks of the hostel. Adequate staff to take care of the hostellers round the clock
- Internal Compliance Committee and Grievance Cell address issues in and around the college premises
- Ragging affidavit forms are duly signed by the students and their parents
- There is safe commutation through college buses and private vehicles
- Awareness programmes conducted in workplaces, public places, study centres and family circles
- Buildings are checked for their structural stability and are carefully maintained
- Safety and precautionary measures are installed to prevent fire
- The open wells are covered with iron mesh and the oxidation pond is provided with fence

* Awareness programmes on safety, security and cyber crime are conducted by competent authorities for the students

Counselling

Counselling is given to students at all levels right from their entry to the college.

* During admission, senior members of the faculty guide the students to choose programmes based on their marks and aptitude.
* In the department, each faculty acts as a mentor for every 16-17 students guiding them in academic, co-curricular and extracurricular activities to develop socio-emotional competencies
* The mentors are given training to be effective counsellors
* There is an active counselling centre to address life's challenges in a positive way, helping the students to clarify issues, explore options, develop strategies and increase self-awareness
* Students who need special care and guidance are directed to the psychotherapists from 'Centre for Light' or Kottar Diocesan Counselling Ministry (KDCM)
* The institution has signed an MoU with KDCM

Common Room

Common room is provided with the following facilities

* Reading materials advocating healthy habits and nutritious diets
* Safe drinking water
* Medicine kits
* Newspapers, magazines and audio visual equipments
* Indoor games like carrom, chess etc.
* Wi-Fi facility
* Rest room
* Soap and towel
* Napkin vending machine
* Cafeteria close to the common room.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 9.35

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 8210

| 7.1.3.2 Total annual power requirement (in KWH) | |
| Response: 87769 | |

File Description	**Document**
Details of power requirement of the Institution met by renewable energy sources	<u>View Document</u>
Any additional information	<u>View Document</u>

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 4.41

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1012

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 22963

File Description	**Document**
Details of lighting power requirements met through LED bulbs	<u>View Document</u>
Any additional information	<u>View Document</u>

7.1.5 Waste Management steps including:
• **Solid waste management**
• **Liquid waste management**
• **E-waste management**

 Response:

Holy Cross College follows the policy of waste reduction at source, reusing, recycling and associated public education.

Solid waste management

- Dust bins, paper tray, pen disposable bags are used in every classroom
- Large dust bins are kept in common areas.There are separate bins for degradable and non degradable wastes
- Plastic reduction policy is followed in the campus and measures are taken to reduce carbon foot print
- Bio-degradable plates and cups are used in the college canteen. Meals are served in stainless steel

plates and cups during the seminars / workshops and common programmes

- Twelve tonnes of organic fertilizer are produced per year from bio-degradable waste and four tons of vermicompost is produced every year from 8 vermicompost pits. Vermicomposts are either sold or used in gardens
- Scrap metals, corrugated cardboards, examination papers and newspapers are sold or sent for recycling
- Pig excreta, bird poop, cow dung and leaf litter are used as raw materials for compost and vermicompost
- Napkin vending machine and incinerators are in usage
- Reuse of papers with one sided printouts
- Waste food is diverted to hog farm and cattle farm
- Construction debris disposal is carried out through commercial agencies
- Non recyclable plastics are banned in the campus

Liquid waste management

Amount of water used   = 1,00,000 litres/day

Amount of water treated = 70,000 litres/day

Method used to purify water

- Sewage water from the hostel and laboratories is channelized to the waste water treatment pond
- Water flow is regulated through closed PVC pipes
- Typha is planted in the mouth region of the channel to absorb toxins/ heavy metals released from hostel waste water
- Sand bags are used for filtration and the water is purified
- Metal screens are placed along the flow path to filter floating wastes and treated water from oxidization pond is used for moriculture and horticulture

E- waste management

- E-waste is prevented at source or delivered to e-stewards
- The staff and students are encouraged to use USB drives instead of CD-ROM
- TFI monitors are replaced with LED onesThe cartridge of laser printers are refilled
- UPS batteries are recharged, repaired and exchanged by suppliers
- Damaged computers are used in the practical sessions of the skill development course "Computer Hardware Training"
- Computers are bought under buyback system

File Description	Document
Any additional information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

- 'Rain is the life blood of every grain we eat'
- The momentum of using rain water harvesting pits is sustained since its launch in 2001 by the Tamil Nadu government
- The college has 8 rain water harvesting pits to capture and store rain water and recharge the ground water table
- The trapped water in the water table is utilized through 5 bore wells and 1 open well
- The catchment areas are open terraces, courtyards, unpaved grounds and roof tops
- The college has sensitized the youth and the neighbourhood with hard hitting slogans, hoardings and pamphlets and organized a number of awareness programmes and campaigns to keep the ground water level stable
- The ground water table in the campus has not seen any dip even in adverse climates
- The students are made aware of the scope and operations of rain water harvesting and conservation techniques used in our campus
- Steps are taken to rejuvenate the existing rain water harvesting system when repairs occur
- The pits have the filter media of the right size and depth so as to improve infiltration
- Considerable reduction in runoff, improvement in ground water levels and reduction of strain on the municipal corporation water supply
- Rain water is also harvested into underground cemented tanks directly and used when needed
- To promote water-efficiency practices, more than 400 trees are planted inside the campus leading to a natural way of water harvesting and recharge
- Bunds are erected and tanks are connected to the well to recharge deeper acquifers. Not a drop of water is let out of the campus
- There is no water stagnation that becomes the breeding place for vector borne diseases

File Description	Document
Any additional information	[View Document](#)

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Holy Cross College, always pursue green knowledge and green practices along with academic pursuits; construct green certified buildings that are economical, follow energy and resource efficiency during renovations, fresh constructions, alterations and repair work and reduce waste at source. Reduction of the carbon foot print, usage of bio-preferred products, practice of electronic stewardship, prevention of

pollution, promotion of sustainable acquisition policies and environmental green audit are the green initiatives taken by the institution in addition to the green practices like carpooling, shuttle free day and common transportation.

Students, staff using

- Bicycle
- Public Transport
- Pedestrian Friendly Roads

Holy Cross College is situated in a semi-urban area. So public transport facility has been provided by the Tamilnadu State Transport Corporation from the inception of the institution. More than 30% of students and 25% of staff use public transport facility and 30% of students and 60% of staff use pooled transport systems. 40% of students and 15% of staff use pedestrian friendly roads. Also staff and students from nearby places commute to the college using bicycles.

The campus is connected by a network of open spaces with pedestrian friendly roads having sidewalks. Speed breakers have been provided and speed limit is fixed. Regulation of traffic during rush hours in the campus is done by the security personnel and volunteers from administrative staff and faculty from each department.

Plastic-free campus

- Plastic is banned in the campus
- Lunch brought only in reusable containers by staff and students
- Reducing the junk food covered in plastics in the canteen
- Collecting and storing the plastic wastes and handing them over to the municipality for recycling
- Clean and plastic free-campus is maintained by Eco Club, staff and students
- Placards with inspirational captions to instil ecosophy in young minds
- Synthetic flex and banners prohibited in the campus
- Used ball point pens are collected and sent to recyclers

Paperless office

- Online application forms for admission, payment of fees, application for scholarships, online quiz, submission of assignments, examination on a few subjects, display of results, payment of salaries and submission of research articles
- Digitization of information for transfer of documents, records and files
- Use of WhatsApp, SMS and email for communication
- Announcements through public address system
- Digital circulars and notices
- Optimum use of one side used papers

Green landscaping with trees and plants

- The campus has a green area of 71,961 square meters and a separate lawn area of 9,000 square meters
- The institution maintains a substantial green cover of 54% leading to reduction of carbon footprint

- 'Know green and think green' is promoted through awareness program
- Beautification of the campus by setting up ornamental garden, herbal garden, botanical garden and moriculture
- A unique garden with mosquito repellent plants
- Planting trees by the retirees in the campus
- Protecting the biodiversity of the campus
- 88 saplings have been planted during the last five years while commemorating the national days of importance alone
- Efforts are on to replant for the loss of trees during ocki cyclone in 2018

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.29

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.7	0.7	0.5	6.12	1.0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**

7. Special skill development for differently abled students

8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	
Any additional information	
link to photos and videos of facilities for Divyangjan	

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 43

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	5	12	5	5

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	
Any additional information	

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 50

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	12	6	13	4

File Description	Document
Report of the event	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 100

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
41	23	14	10	12

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian

personalities

Response:

India is a land of multi-ethnicity and is known for its cultural diversity and colourful festivals. The institution celebrates national and regional festivals to impart the historical significance of these days among youth and also to keep the ancient traditions alive. It also commemorates the birth/ death anniversaries of great Indians, for students to emulate them and scale heights.

To inculcate the historical significance of the national festivals, the institution celebrates Independence Day, Republic Day, Gandhi Jayanthi, National Integration Day, Martyr's Day, Education Development Day and Teachers Day. These festivals infuse in the students the feeling of patriotism, motivating them to honour the ideologies of non-violence and the valuable contribution of our leaders. These days are marked by enriching talks, patriotic songs and cultural programmes which spread the spirit of harmony, unity and patriotism among students.

To develop scientific temper and to sensitise the students about the contributions of the great Indian scientists – Sir. C.V. Raman, A.P.J. Abdul Kalam, Srinivasa Ramanujam, Dr. Vikram Sarabhai, Satyandnanath Bose, Homi J. Bhabha, the college organizes various programmes. Competitions ranging from essay/elocution, quiz, skit, film shows, exhibitions, grain carpeting, model making etc. are in place. School children of the neighbourhood are also involved and motivated to have a scientific outlook with a spirit of enquiry.

Religious and cultural festivals celebrated in our institution symbolizes the sense of brotherhood and oneness. Students of different religions and cultures celebrate together, share their happiness and spread the message of unity in diversity. Onam is celebrated with *athapoo kolam*, singing and acting out the significance of Onam. The harvest festival, Pongal is celebrated with the boiling of the first rice of the season in painted clay pots. Spiritual luminaries from different denominations grace the function. Christmas is an occasion for reunion dinners, exchange of gifts and greetings and charitable endeavours. Deepavali is remembered as a festival of lights. Interreligious prayer service is conducted with lights to signify Diwali.

Women's day is a global day celebrating the social, economic, cultural and political achievements of women and inspiring role of women. International Women's Day is celebrated every year to highlight the achievements of women through skits, role play, mime, street plays and inspiring talks.

These celebrations form an integral part of learning. They bring the young generation together with love and patriotism, to value the importance of cultural and traditional beliefs and appreciate the scientific inventions.

The details of the national, regional and cultural festivals - http://holycrossngl.edu.in/hcc-naac-2019/CriteriaVII/7118/Celebrations.pdf

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and

auxiliary functions

Response:

The institution promotes and maintains transparency in its financial, academic, administrative and auxiliary functions.

Financial transparency

- The institution ensures that all financial transactions, reports and documents are handled with integrity.The institution presents timely and accurate information to the statutory authorities and stakeholders
- Timely disbursement of various government scholarships to students
- The disbursement of salary of the staff working in the self-financed and management stream are done through bank
- Day to day financial transactions is tracked by the bursar, superintendent and the principal
- Fee structures are open and transparent
- Departments plan their annual budget for their year round activities and maintain financial transparency in their account which is monitored through the internal audit mechanism initiated by the IQAC
- The institution has an external auditor who regularly audits the accounts of the college at the end of every budget year
- The audited statements are submitted to the Goverment agencies. Utilization certificates are sent on time

Academic transparency

- To ensure academic transparency the following details are presented in the handbook/uploaded in the website
  - Rules and regulations of the college
  - The regulations, structure of the curriculum, syllabus, teaching plan in module form with POs, PSOs, COs, learning outcome with pedagogy and question paper pattern are uploaded in the website
  - List of various committees related to cocurricular activities and student support services

- Academic responsibilities and activities beyond curriculum are fairly divided among all the faculty members so that both students and faculty participate effectively in various auxiliary programmes
- Quality and transparency in academic functioning are activated through structured stakeholder feedback monitored by Curriculum Steering Committee
- Marks scored in formative and summative examinations are duly notified to students and the parents
- The extract from the minutes of Academic Council is uploaded in the college website
- Scheme of valuations are uploaded in the website
- Answer sheets of the formative assessment are returned to the students

Administrative transparency

- The statutory bodies function as per the norms of the UGC

- Participative and decentralized management
- Decisions and periodic review meetings at various levels are conducted to ensure transparency and accountability
- Efforts are taken to sustain transparency through a culture of genuine concern for fair governance, faculty consultation and collaboration
- Internal and external academic administrative audit is initiated for all the departments by the IQAC at the end of every academic year
- Multipronged feedback and analysis enhance the functioning of administrative activities
- Minutes of the meetings are circulated among faculty and non-teaching staff

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice - I

Title of the Practice: Hour of Blossoming (HOB)

Objectives of the practice

- To propel youth to reach full potential by nurturing their innate genius in a congenial atmosphere
- To facilitate acquisition of competencies, skills, talents and promote multi disciplinary explorations
- To offer a range of curricular, cocurricular, extracurricular, metacurricular experiences to retrain, re-skill and reinvent oneself
- To explore domains that lie beyond cognitive mastery of disciplines
- To help students blossom at their own pace and in their own way without exam threat or fear

Context

The main purpose of higher education is to bring into being a new generation who would establish a new world. Apart from giving importance to talents, specialization, achievement and success, Holy Cross College intends to cultivate an awakening intelligence in students to create a new culture, structure and civilization. Students need to be emotionally intelligent and mentally stable to tackle future challenges and unpredictable situations. So, the concern is to help a future generation blossom to its full potential by engaging in investigating the fundamental reality of life. The one hour which was initially squeezed in to the regular working hours for this practice was later made in to an additional hour directed by the Governing Body based on feedback received from staff and students.

The practice

- This signature programme called 'Hour of Blossoming' (HOB) introduced with a change in time and focus, gives students a lot of flexibility to operate across and beyond disciplines
- Every day, one hour is added to the regular time table for the overall holistic development of students

- There is no moral policing, supervision, fear of failure or examination threat. But there is a lot of encouragement, motivation and appreciation
- This 'minimally invasive' environment is very conducive for the unfurling of their full potential. Students explore freely, enjoy remedial programmes through interactive sessions, group discussions, team teaching, visuals, mind maps, peer teaching, games, tactile learning and other visual and aural learning styles
- Through participation in club activities, committees, forums, cultural porgammes, eco spiritual practices, sports, library activities, internet browsing etc. students spend time in diverse learning methods and activities mostly in a self organized learning environment
- Students fraternize with nature, expand the green cover, nurture bio-diversity, conduct fairs, hold book reviews, plan programmes, indulge in creative endeavors, interact with mentors, seek help to realize their academic and artistic dreams, make use of the open air dance floor, enact plays, write scripts, shoot doc's, revive folk arts and do whatever is pleasing and rewarding to them
- They harness their own energies in the most optimal way through self learning, collaborative research projects (CRP) and social responsibility projects (SRP)
- They donate blood, conduct medical camps, do peer counseling and visit care homes
- They listen to and practise Ted talks, record the best investments they've made in life, discuss ethics and consumerism, conduct unmanned sales, sell hand made products, practise street plays, listen to motivational speakers, observe nature, do organic gardening, attend sessions in yoga, make use of the library for their academic needs and leisure needs, and do a lot more other useful and engaging activities
- Course counselors are always available to students during this hour
- Pedagogy is used to ally with society.   Start ups have opened doors for entrepreneurship, increased performance and productivity
- Students get groomed in multiple intelligences

This programme is enjoying a successful run for the past 3 years.

Evidence of Success

- Students act with responsibility, honesty and accountability. Eg. 'Shopping *sans* shopkeeper' is a tryst with trust
- Their EQ gets developed along with their IQ
- Employers give a good feedback of the outgone students who are employed in their firms / companies / institutions
- Students carry out '*Swachh Bharat'* activities in villages
- International sports stars evolve
- Students give radio talks, awareness programmes, stage street plays, educate illiterates (outside the college) give digital literacy to locals and clear garbage on shorelines
- Students are better equipped to face academic challenges, face interviews with confidence and tackle conflicting situations in peaceful ways
- Attrition rates are minimized
- Discipline is not enforced in the campus. It simply happens with simple reminders
- There is a remarkable growth curve in their curricular, cocurricular and extracurricular activities
- Student led initiatives like *'Sarakontrai'* (magazine in the vernacular) 'Freshman flute 'Crossian Voices' and other department magazines speak volumes of their growth
- Public feedback through WhatsApp on student activities is very encouraging
- Their research topics are unique, universal and useful

- This has enhanced the quality quotient of the student – teacher relationship and has also strengthened their global quotient

Problems encountered

- The demands of the society to conform to set standards deter students from experimenting with new ventures
- Sometimes they are torn between competitive distinctness and a collaborative and connected learning experience
- Some students are negligent and do not make optimal use of this opportunity
- Continuity is lost during vacation and other breaks
- Material accumulations and memory skills are the important yardsticks to measure success
- We are still enslaved by knowledge that is limited, finite and fragmentary. So, new initiatives do not get easy recognition

Resources Required

- Resources crunch has put many novel ideas into cold storage. With adequate resources and support, dying arts like lace weaving, folklore, basket weaving, alternate medicines etc. can be revived. Students are interested to learn new things.

Community radio toto make heard the cultural political and artistic voices excluded elsewhere be installed

Best Practice - II

Title of the Practice: Crossian Philanthropy or H. Share for an intense participation in Life

The Crossian Philanthropy or H. Share that promotes an intense participation in life was spun off in the year 2006 – 2007 by the Department of Commerce with philanthropic goals that would enable students to live intensely and participate in life with insight and intelligence. The institute is aware that it is bringing into being a new generation that understands its responsibility towards the whole of mankind.

Main Objectives

- To encourage, support, facilitate and execute philanthropic ventures in order to give incubation and support to the underprivileged and the marginalized
- To provide a platform for the wired generation to express their innate goodness and generosity
- To make students have a more integrated, humane and spiritual vision of human life
- To help beneficiaries be self supportive and pick up the lost strands of life
- To move beyond the self-generated boundaries and see the basic connectivity of all things
- To identify suffering communities and offer them a helping hand
- To help students move from fixed mindsets to consciousness

The Context

- We are living in a data driven world that is reeling under the threat of isolation, fragmentation,

- dependency and despondency
- There are still people who go to bed with hungry stomachs
- There are children who are malnourished, abused, ill-treated and annihilated
- There are areas and people still not touched by the great strides made by technology and science
- There are orphans, the physically challenged, the abandoned, the mentally challenged and destitute in care homes who are pining for love and concern. Though their material needs are partially met, the dismal atmosphere and their emotional trauma are not adequately addressed
- There are juvenile law breakers who after languishing in reformatory schools, long for some hold to turn on a new leaf
- Different types of sufferings, emotional, physical, mental and spiritual rock the world
- Values and welfare principles are on the wane today

Responsibility of students

- Students learn value education and they must be taught to anchor their actions on values
- As per the vision statement the institution wants its youth to be life sensitive
- Students should have a sense of involvement and know their intrinsic worth to bring about a profound transformation in human beings
- Education at present is not able to reform consciousness and living by covering all the dimensions (thought, behaviour, work, realization, individual, family, society and nature)
- Education at Holy Cross College aims at addressing the least addressed issues in order to promote harmony within the individual and among human beings
- Students learn that every violent behaviour is a cry for attention and therefore a cry for love

The practice

- This practice has had a successful run for more than a decade
- Small drops make a mighty ocean. Every student contributes Re. 1/- per week and the money thus pooled (Amount Rs. 4,76,028/-) is siphoned for charitable purposes and to bring about constructive changes in the neighbourhood
- Students bring light into the lives of the underprivileged through spot visits, interaction, counseling, physical and moral support, cultural programmes, awareness programmes, medical aid, training to capitalize on their own talents, knowledge dissemination, lending a listening ear to their woes and alleviating their suffering of impoverishment with financial assistance
- They distribute stationery and other provisions to school kids and students in government hostels, care homes and orphanages
- The different departments, make a study of their situation through surveys, oral interviews and data collected from reliable sources
- Students go beyond the hallucination of separate self, visit the targeted group in person, interact with them, learn their expectations, share their woes, give counseling, direct them to appeal for their basic human rights and if need be, take lead roles in getting things done
- They open up pathways for children and destitutes to have a dignified life
- The manner of visit, time and place vary from department to department. Some departments give technical assistance, yet others enhance their entrepreneurial skills
- School kids are taken on picnics and entertained with cultural programmes and games. Most of the schools are adopted
- During the Ochi cyclone, representatives from the different departments visited the cyclone hit areas in Kanniyakumari district and offered relief materials

- Assistance to construct restrooms and improve other infrastructural facilities are given. Precautionary measures were taken during the outbreak of dengue and *nilavembu* concoction was distributed

Evidence of success

- This practice fraternizes students with their suffering brethren
- It helps students think and act beyond their hormones and work for the general welfare of society
- They learn values like caring, sharing, honesty, courage, cooperation, commitment, empathy and compassion
- They redefine their roles and establish a sort of connectedness with everyone and everything around them
- They are able to connect deeply with the fullness of their own self in abundance
- They are able to see and do anything and everything with an attitude of gratitude. In turn they find truth, beauty and goodness in their own being
- Students are able to align their actions with their highest intentions
- When they give love, their own wounds get healed
- They learn the art of giving back to the society in return for their own good fortune
- Above all, they learn a very important lesson that they should never desert their parents in their old age
- The practice is picking up momentum day by day
- Students look forward to more such experiences which will help them stay connected, pursue a purposeful destiny and develop their soft skills, thoughtfulness and reflective giving
- It strengthens the relationship between the teacher and student, promotes companionship, mutual unconditioning, humility, sensitivity and affection

Problems encountered

- Though all the students make this contribution, conveyance constraints prevent some of them from visiting the beneficiaries
- Some places of visit also have space constraints, and majority of the students will have to stand outside the homes or other places of visit and take turns
- Time constraint is another problem faced by us
- Sometimes this amount is not sufficient enough to meet the growing demands from all sides
- Already when most of our students come from financially unsound background, raising the amount may be a burden on them. 'However from 2018 onwards the amount has been raised to Rs. 2 per week

Resources Required

More resources have to be generated. The institution is planning ways and means to generate funds. Individual departments will think of different possibilities and address this issue creatively in the near future.

Feedback from beneficiaries

- Their dire needs have been met because of this philanthropic drive (toiletries, bed sheets, writing materials, medicines, prosthetics, hearing aids, wheel chairs, benches, aqua purifiers etc.)

- Juvenile law breakers have been able to turn a new leaf
- Psychological needs have been met along with financial support
- Confectionaries, sweet meats and good food are cherished by children from the disadvantaged section of society
- Some are able to bounce back to a normal life through crutches, wheel chairs and walkers
- Tools for livelihood like iron spades and gardening tools have enhanced the lives of many
- Adopted schools in the neighborhood get regular assistance
- Assistance for poultry farming, goat rearing and other small scale industries have picked up and people are able to eke a livelihood
- The relationship between the institution (students) and the beneficiaries have become a 'living movement'

Compassion is the essence of the wholeness of life, and the very nature of intelligence is sensitivity. This sensitivity is love says J. Krishnamurti. In Holy Cross College, intelligence means perceiving the whole through the dogmas, theories, concepts and ideals taught in classroom. The college also has other best practices like earn while you learn scheme, mentor-mentee system, organic gardening, get-togethers, observing days like simplicity day, no nukes day, International yoga day, International day against drug abuse and illicit trafficking and shuttle free day.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

In Solidarity with the underprivileged

Motto: Seek, Serve and Liberate

The pinnacle of performance of the institution that is distinctive to its vision, priority and thrust is the community service activity in which the institution join hands in solidarity with the underpriviledged. Students step out of the campus to care homes, class rooms to challenging and from lab to people for realities enlarging their horizons of perception, to renew their relationship with themselves, with their greater suffering brethren, and with the world. This programme is both a teaching as well as a learning method connecting meaningful community service with academic learning, for personal growth, learning civic responsibility and gathering profound intelligence. It blends community service goals and formal and informal educational goals. Serving the underprivileged with love has proved to be mutually beneficial and enriching.

Course of the programme

- Structured time is allotted to experience service goals and learning goals
- This is a mandatory process for all sophomores since 2007. Students embrace it with willingness and happiness
- Sixty villages are covered by students who team up both within and beyond their disciplinary boundaries
- Lot of spade work is done by conducting surveys and collecting information on socio demographic characteristics through questionnaires. Personal details are collected through oral interviews
- Local assistance is sought from NGOs, parishes, local panchayats, institutions and organizations before initiating locality based programmes
- Students are accompanied by staff advisors who assist them in integrating data, perspectives and concepts from multiple disciplines, so as to give creative solutions to problems identified
- Their mantra is "Small things create great impact" - They do what they are good at with sufficient trust, mutual confidence, utmost involvement and joy
- Public transport system is used to access the different villages to instil eco-sensitivity

Types of activities

- Teaching basic skills in English LSRW (listening, speaking, reading and writing) to school kids, tuition classes in other subjects, remedial coaching, basic digital literacy and soft skills
- Awareness talks, medical camps, information on legal rights, banking tips to villagers
- Removal of plastic wastes, e-wastes and eradication of parthenium menace
- Construction of rest rooms. Expansion of green cover, seed and sapling supply
- Training to make jam, pickles, phenoyle and other household products
- Swachh Bharath initiatives and philanthropic initiatives
- Prison ministry, counselling, rehabilitation measures
- Observing the "Joy of Giving week"
- Dengue awareness programme, supply of Nilavembu concoction
- Imparting survival skills, life skills and communication skills
- Teaching basic skills needed for Banking, using library, filling in application forms etc.
- Maintenance and repair of electrical/electronic gadgets and home appliances
- Cooking classes, promoting kitchen gardens and terrace gardens methods to enhance household income
- Street plays to motivate villagers and other target groups
- Cultural programmes, revival of folk arts, teaching computing skills
- Financial aid

Beneficiaries

- School kids, school drop outs, children with dyslexia – Villages: Sundapattivilai, Melasoorankudi and Karthigaivadali
- Abandoned parents, dementia parents, destitutes in care homes and outside - Villages: Sahayapuram, Kanniyakumari, Perunchilambu, Paruthivilai
- Abandoned children -Villages : Punnai Nagar, Kurusady
- Differently abled children, Visually impaired, Hearing impaired and the mentally challenged -Villages :Pampanvilai and Thirupathisaram
- HIV infected/affected adults and children -Villages : Tirunelveli, Putheri

- Illiterate locals - Villages : Melasoorankudi, Kurusady, Maravankudiyiruppu
- Self Help Groups - Village : Karthigaivadali
- Convicts/alcoholics/sex workers –Sub jail, rural villages, Achankulam
- City beautifiers (Municipality sweepers)
- Victims of domestic violence – Neighbouring villages
- Child victims of incest/child labour/domestic violence/abuse/rape - Village: North Soorankudi and Rural areas
- People with terminal illness in palliative care centres – Villages : Chinnavilai, Manavalakurichi
- Teenagers in underpaid jobs /exploited workforce in private firms and companies –Nagercoil

Impact on students

- They evolve from a narrow perception to a broader and wider understanding of human existence
- They get integrated into community with confidence, purpose and with a sense of respect
- They experience a value based atmosphere in which they are encouraged, motivated, listened to and valued
- They step out from their confines and gadgets and enter the doorstep of pain, poverty, death, disease and suffering
- They become more responsible and rope in their own families; friends and well-wishers into this venture thereby transform themselves as facilitators
- As wealth, well-being and blessings come with a great responsibility, they re-orient their lives by shifting priorities
- Their affective, cognitive domains are set ablaze with love and compassion
- Peace values, when practised, give them sustainable happiness

In short they learn "to be", "to live together", "to do" and "to know". They shed discriminating practices, become life sensitive, touch a dimension beyond boundaries and become eternal seekers.

Impact on destitutes/marginalized/socially ostracized

- Target respondents learn more about themselves and the resources available at hand through questionnaires
- Vulnerable people meet their core material needs for basic physiological functioning from their own resources
- Providing beds, hot meals, helping them to shower and lending a listening ear have helped them change their quality of life, boost their self-esteem and pick up the lost strands of life
- Generosity and compassion have put many 'back on their feet'
- Nutritional, financial and psychological assistance have helped HIV infected/affected victims to overcome the relentless social and cultural barriers
- School drop outs due to grade retention, disengagement from school, financial constraints etc., get a new lease of life
- Visible positive health impacts seen in abandoned elders

Impact on green initiatives

- Villagers have turned into eco-stewards. They compost, recycle, reuse and reduce pollution at source
- They have ditched disposables, put up roof gardens, use natural pesticides, plant saplings, eat

scientifically and develop healthy living practices

- Have rain water harvesting pits, use renewable sources of energy, protect lichens and develop clean habits

Impact on Self-help groups

- They participate in marketplace trade, have their own start-ups, become more enterprising and elevate the rural economy
- They negotiate with local authorities for their rights and entitlements
- City beneficiaries have learnt their rehabilitation rights, claim scholarship for their children, avail concessional loans for taking up alternative occupations and building homes and seek stipends
- Many have re-oriented their lives towards betterment

This programme has made the students exuberant, holistic, life sensitive and compassionate. Yes when our students walk, even deserts will bloom.

File Description	Document
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

The college is committed for promoting quality culture in consonance with the overall development of the students by upgrading their competencies to evolve as empowered women.

- The curriculum based on outcome based education for all programme is implemented
- Introduction of new value added courses for curriculum enrichment
- Department of Mathematics has been recognized as research centre in the academic year 2018-19
- Enhanced student-centric modern pedagogical practices through open educational resources and moodle
- Survey on the natural resources of 100 panchayats of Kanyakumari district has been carried out to develop 'Resource based developmental model'
- Special increment of Rs. 3000 to faculty after getting Ph.D. award
- Golden jubilee hall worth Rs. 10.39 crores under construction
- Registered alumnae association with annual meet conducted in the month of August every year in addition to the chapter meets
- Green initiatives and practices as campus culture

Concluding Remarks :

- Holy Cross College imparts an education that embraces a need-based, society driven and outcome based curriculum that prepares students for academic and professional success while transforming them into responsive and responsible citizens of our country

- The campus culture values novel and unique student centric methods in teaching learning and innovative assessment methods. ICT has been recognized and utilized as the key tool for effective education transaction

- Engagement of faculty and students in cutting edge research areas adds to the stock of global knowledge. Their active involvement in community outreach programmes prepares them for life long social responsibility

- The institution has state of art infrastructure with well equipped laboratories and learning resources. There is a conducive environment and adequate facilities for holistic development of students through co-curricular and extra curricular activities initiated through various clubs and committees

- The effective student support system provides scholarships and freeships for deserving students, and enhanced alumnae involvement and support. The eco-friendly practices are interwoven with value-based education

- The institutional governance and management is democratic and participatory with the IQAC taking initiatives in the planning and implementation of quality improvement strategies of the college for academic excellence

Education at Holy Cross College is not only to earn a living, but also to live life to the fullest and be responsible for the whole of humankind. The institution functions with the conviction that the whole movement of life is learning where we constantly re-invent, re-skill and re-orient our lives. The institution is fording every stream and is moving towards excellence without resting on its laurels.

We are happy that our college has grown succesfully in all frontiers.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.2	Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years
	        Answer before DVV Verification : 39
	        Answer after DVV Verification: 39
	    1.1.2.2. Number of all programs offered by the institution during the last five years
	        Answer before DVV Verification : 39
	        Answer after DVV Verification: 39

1.1.3	Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>695</td><td>669</td><td>660</td><td>664</td><td>651</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>695</td><td>669</td><td>660</td><td>664</td><td>651</td></tr></table>

1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years
	
	    1.2.1.1. How many new courses are introduced within the last five years
	        Answer before DVV Verification : 368
	        Answer after DVV Verification: 368
	    1.2.1.2. Number of courses offered by the institution across all programs during the last five years
	        Answer before DVV Verification : 3507

1.2.2	Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented
	
	    1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.
	        Answer before DVV Verification : 39
	        Answer after DVV Verification: 39

1.4.1	Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
	
	        Answer before DVV Verification : A. Any 4 of above
	        Answer After DVV Verification: A. Any 4 of above

2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

	2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years
	Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
951	881	953	985	959

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
927	866	933	960	937

2.3.2	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. 2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 148 Answer after DVV Verification: 146
6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years 6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of programs offered year-wise for last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	35	35	34	33

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	35	35	34	33

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
733	707	692	694	681

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
733	707	692	694	681

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
148	145	141	144	144

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1218	1114	1089	1089	1059

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1175	1082	1057	1057	1028

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