



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SACRED HEART COLLEGE (AUTONOMOUS)

VANIYAMBADI ROAD, TIRUPATTUR, VELLORE DISTRICT.

635601

www.shcpt.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sacred Heart College (Autonomous) (SHC) is an affiliated First Grade College of Thiruvalluvar University. As the motto of the College acclaims “*ad omne opus bonum instructi*” (Ready for every good work), this noble institution began its good work from its inception in 1951 in reaching out and imparting quality education to the rural community of students, first generation learners and the economically and socially deprived learners. Founded by a Spanish missionary, Rev. Fr. Joseph Carreno, SDB, the college then functioned with only 10 teachers and 81 students. Now as it approaches its seventh decade in existence it has grown with 187 faculty and 4449 students. Currently it offers 13 Under Graduate (UG) programmes, 14 Post Graduate (PG) programmes and 5 Post Graduate Diploma programmes. It also offers 12 M.Phil. programmes and 10 Ph.D. programmes, catering towards producing professionals with high level of ethical and moral conduct, and excellence in their academic pursuit.

Location

SHC, Tirupattur is geographically situated in Vellore District, **Tamil Nadu (TN)**. The name Tirupattur means a group of ten villages/small towns. It is one of the oldest towns in Vellore district. It is approximately 47 kms from Krishnagiri, 84 kms from Thiruvannamalai, 224 kms from Chennai and 140 kms from Bangalore.

Vision

We, the community of Sacred Heart College, inspired by the love of the Heart of Jesus and fundamental human values, following the educative system of Don Bosco, are committed to the creation of an education that promotes an ethical and prosperous society where equality, freedom and fraternity reign, by imparting higher education to poor and rural youth, enabling them towards integral human development.

Mission

In the field of Higher Education we are committed to

- Academic excellence
- Healthy standards in extracurricular practices
- Socially relevant research
- Courses leading to employment and entrepreneurship, and
- Continuous progress of the institution.

Socially, we work towards

- Serving preferentially, the underprivileged and rural youth;
- Educating them to social consciousness of rights and responsibilities;

- Rooting out social evils, building communities;
- Promoting total literacy, education and development of the neighbourhood.

Spiritually, we aim at

- Integrating ethical, cultural and political values;
- Developing a sense of the Divine present in nature and in the human person.
- This is done by means of group activities and personal guidance, in a family atmosphere.

In this way, true to its motto, we are *READY FOR EVERY GOOD WORK (ad omne opus bonum instructi)* working in collaboration with the government and the people of good will, to create a society more worthy of human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The sole motive of the Salesian Society is to educate young people, who are poor, abandoned and hailing from a rural locality by providing them a holistic (physical, intellectual, psychological, spiritual, social and cultural) development via an **Educative Pastoral Plan (EPP)**.

‘Communicative English Programme’, is being conducted for the past fifteen years; it aims to equip students especially from vernacular backgrounds with necessary English language skills.

Mentoring practices such as, the **Seeding Hope Services(Counselling Centre)** and **Sacred Heart Accompanying Programme Education(SHAPE)** help students to cope with their studies, address day-to-day problems and reduce the rate of drop-outs and make them emotionally well-balanced.

The college has 100 classrooms and 22 laboratories with the state-of-the-art infrastructure and sophisticated instruments for learning and research.

Regular International/National conferences/seminars/workshops are organized by different departments and seed money is also provided to harness the interests of the students and the faculty.

It is mandatory in the college to check for plagiarism via ‘Turnitin’ an anti-plagiarism software, for all PG/M.Phil./Ph.D., dissertations and research papers.

The College has a Central Library with 82,057 books and has a separate zone(Cybrary) allotted with computers for research. LAN networked systems and WiFi connectivity are optimized with data speeds upto 110 Mbps.

The college conducts a ‘No Drive Day’, where all the faculty, the staff and the students commute to college via the public mode of transportation.

A 'Black Out' is observed for 45 minutes every Monday to save energy and to sensitize students on the importance of saving energy.

Institutional Weakness

SHC Tirupattur is geographically situated in a rural area and most of the students hail from rural and tribal backgrounds. When it comes to education, quite a number of students from rural areas face many challenges; they lack motivation, quality and focus. Especially, at the tertiary level of education, lack of communication skill in English is identified as one of the barriers posing a great challenge to rural learners. A great number of the students in the college are **first generation learners**.

Though the college has taken strenuous efforts through its alumni network, the magnitude of campus drives and placements in top-notch Industries, IT/ITES Sectors and Organizations are a real challenge.

The college understands that having a well-organized research cell is in its infancy stage; securing of research patents for innovative concepts and products is yet to happen. With the advent of the list of recognized journals having been approved by the UGC, faculty members who have been publishing in self-acclaimed journals are now turning over a new leaf and are now in the process of publishing their scientific work in journals having WoS, Scopus and ICI.

The college understands its limitation in its care for the differently-abled via structured programmes which is still at the nascent level. Limited opportunities for the faculty and the student exchange program have also been a contributing weakness of the college.

The establishment of meeting the power requirement by means of renewable energy sources and LED lighting facilities is at the initial stages of implementation.

Institutional Opportunity

Sacred Heart College (Autonomous) having being awarded the 95th rank by NIRF (2017) and 73rd rank by India Today (A Weekly Magazine, June 4, 2018) at the National level, offers a great opportunity to be among the top grade colleges in India. The college aims to establish linkages with institutes of excellence in the field of research within and outside the country and promote significant student and faculty exchange programmes.

The college recognizes the need for the establishment of online courses, video/tele/web-conferencing, which enable promising potentials to bridge the cultural and geographical gap of rural students and avail the best brains available in every field. The long term goal of the college is to establish an International Campus and to be one of the globally recognized institutions in Management studies.

The college has adequate infrastructure, human resources and sufficient academic programmes to claim for 'College with Potential for Excellence' status by UGC. There are also abundant opportunities to introduce new specialized/tailor-made courses along with already existing programmes.

SHC recognizes the alumni network as its core strength to establish linkages with industries and create more

possibilities for increasing the percentage of quality campus placements. Further opportunities are in sight to establish Entrepreneurship

Development Cell and Incubation Cell to promote entrepreneurship and innovate in-house technologies.

Adequate technology and workforce are available in the College for software development, which could fulfil the need for such services in the neighborhood and could generate funds for further enhancement.

Institutional Challenge

The appointment of the faculty and the staff for the grant-in-aid is possible only through the intervention of lengthy legal procedures adopted by the management in ascertaining its minority rights against the stand of the Government. As a fall out of the above-stated situation, the college remunerates the faculty with a reasonable scale of pay despite the fact that they fully meet the requirements of the UGC, the Higher Education Policy of the College and the Government. This has created a high-level disparity in salary patterns between the aided and the self-financing members which is a major challenge. With the existing low fee structure, providing better facilities and attracting as well as retaining quality faculty is also a big challenge.

The delay in the approval of guide-ship and processing of research-related activities by the affiliating University has been a cause of grave concern as it discourages and brings down M.Phil. & Ph.D. enrolments.

Due to the adverse influence of the media, mobile communications, internet, alcohol and drugs, there is a steady decline in the value system among today's youth and its vibrations are felt in the campus as they usher in numerous problems. The introduction of co-education at the undergraduate level has presented yet another challenge of fostering healthy boy-girl relationship among students.

Commercialization of education threatens the service motto of the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In SHC, the curricula of all the programmes are periodically revised as per the model curriculum recommended by the UGC. In most academic programmes, major changes are incorporated in the curriculum once in five years and in some programmes once in three years. Minor changes are incorporated in the syllabi of the courses, by reviewing them every year, so as to keep in pace with the rapid changes and developments, and emerging knowledge and skills in various fields of study, to meet the demands of academia, industry, and society. Thus, all courses offered by every department has relevant content that addresses issues of larger national concerns.

Tailor-made courses are made available to students with emphasis on employability/entrepreneurship/skill development. These courses also focus on issues relevant to human values, professional ethics and 'environmental science' encouraging students to grow to their full potential. The curricula also address sensitive gender issues, which are a major and growing concern in our country.

To promote socially relevant research, Don Bosco Research Grant (for faculty) and Sacred Heart Fellowship (for students) are instituted by the management to encourage their spirit of research in a big way. Specific programmes like **‘Salesian Higher Education for Leadership Training and Empowerment of Rural Society’ (SHELTERS)** and **‘Department of Extension Education, Service and Research’ (DEEDS)** aim at disseminating the core competencies and knowledge acquired by the students in the classroom to different sections of the society, especially in the neighborhood.

Teaching-learning and Evaluation

SHC administers a transparent admission process adhering to the norms of the government and the admission policies of the college. **Class Quality Circle (CQC)** is a system adopted by the institution, which involves students to enhance the quality of every class, through various activities designed by students themselves resulting in self-motivation, self-discipline and productivity. All departments in the institution identify slow learners and provide multilevel remedial coaching for them. For advanced learners, opportunities are provided in the curriculum to acquire additional credits through self-study courses, certificate courses and summer internships in institutes of **national repute**. Students are also encouraged to participate and present papers in national and international seminars/conference/workshops and symposia.

The institution takes utmost care in planning and organizing its academic activities through a meticulously planned and executed **Educative Pastoral Plan (EPP)** and a **Mobile App** is designed and made available for the faculty and the students to track every event. SHC has also incorporated the much acclaimed **Learning Management System (LMS)**, **Modular Object Oriented Dynamic Learning Environment (MOODLE)** as an e-Learning tool for the dissemination of teaching and learning.

The examination system in the college is completely automated and the progress of the students is continuously assessed via internal components, which include **Continuous Assessment (CA) I & II**, attendance, online class tests/quiz/assignments, problem solving sessions, group discussions and seminars.

Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated in the course catalogue and the same is evaluated periodically.

Research, Innovations and Extension

The college has a well-defined policy for the promotion of research activities. There are 14 Research hubs in the college, recognized by National/International Bodies. There are **94 recognized research supervisors** with rich research expertise in several disciplines to provide quality guidance to research scholars. During the post-3rd cycle of accreditation, **33 research projects were undertaken and 1167 research articles** were published in various volumes, journals and proceedings. Such faculty members are regularly rewarded for their meritorious achievements.

The year 2017 saw the advent of **five online journals with ISSN** which is noteworthy to mention. The college is the first among Arts & Science Colleges in TN to use ‘Turnitin’ an anti-plagiarism software that ensures academic integrity for research output.

‘Don Bosco Research Grant’ and **‘Sacred Heart Fellowship’** have been instituted by the management to help the faculty and the students with funds to pursue research in their areas of specialization. Even though the

college is situated in a rural area, departments of Social Work, English, and Computer Applications offer consultancy services to industries and other institutions. Generation of funds and industrial exposure to students are our gains.

Through the Extension and Outreach Programmes, the College reaches out to the rural neighborhood to empower especially the school-going children. Such programmes are funded by the Management/Government/Non-Governmental Agencies. Construction of a Community Hall for the Gypsy community, at Idaya Nagar, Tirupattur and **Entrepreneurship Skill Development Programme (ESDP)** on Leather Goods Manufacturing are some of the key programmes undertaken.

Infrastructure and Learning Resources

SHC campus has 25.1 acres of land with many age-old trees and lush-green gardens. There are versatile buildings, furniture and equipments providing adequate and quality facilities for teaching-learning. The college houses a **Cybrary**, LMS, MOODLE and an aesthetically constructed structure called “Oasis”, which is open to all for yoga, meditation and other spiritual activities. Adequate facilities along with space for sports, games and cultural activities are provided for the holistic wellbeing of the students to harness and develop their talents.

The library is equipped with a **biometric tracking system** and the College has a well-established **Information and Communication Technology (ICT)** enabled network, which forms the backbone of campus teaching-learning, research, administration and governance. Departments and classrooms are provided with smartboards, laptops and LCD projectors. Laboratories are equipped with state-of-the-art equipments to provide students with hands-on experience. Cutting-edge computer facilities, LAN networked systems and WiFi connectivity with data speeds upto **110 Mbps** are available in the campus. At SHC, there are standard established procedures for maintaining and utilizing physical, academic and support facilities such as laboratories, computers, classrooms, library, sports complex etc.

The College Library is an active member of **INFLIBNET**, **IEEE** and **DELNET** consortia providing free access to a large number of online journals and books. The Campus is equipped with **165 CCTV** cameras, ensuring vigilance and personal safety of students, teachers and other stakeholders.

Student Support and Progression

SHC has created a number of student support and mentoring mechanisms. Each class chooses its representatives (men and women) to form ‘The Student Council’ at the beginning of every academic year. This council offers its suggestions and feedback to the management and organizes different activities within the college and in the neighborhood to create awareness amidst its rural community. It is very active in promoting educational values and decorum inside and outside the campus.

SHC regularly conducts soft-skill development, career counseling, and personality development sessions for the students by inviting external experts. The College has established **96 scholarships and awards** for deserving students. Poor and needy students are also provided with various Government and management scholarships.

The college has a Student Grievance Redressal Cell, an Anti-Ragging Cell and a cell for Prevention of Sexual Harassment. The Training and Placement Cell (Vazhikaatti) provides pre- placement guidance and placement to students every year. Guidance for competitive examinations, Career Counselling, Soft Skill Development,

Remedial Coaching, Yoga and Meditation and Personal Counselling are also some of the prime areas of services rendered.

At the College, the Alumni Network provides extensive support towards offering scholarship for poor students and promotion of funds for construction and infrastructural development. Alumni members of high standing in various academic fields are included as part of **Academic Council (AC)** and Members of the **Board of Studies (BoS)**. They also support in being as resource personnel in conferences and department programmes.

Governance, Leadership and Management

With well-defined Vision and Mission statements, the Board of Management ensures the mission of the College is safeguarded and preserved. It promotes an atmosphere conducive to create intellectually competent, morally upright, socially committed, spiritually inspired citizens in the service of our nation. To achieve this, the Board of Management meets every month, to review the working of the institution and plans further for the development of the institution. The Secretary, Principal, Additional Principal, Vice Principals(Administration, Academic), Administrator, and Office Superintendent, as the officials of the institution, administer their roles and responsibilities **without leaving the senior leadership positions vacant even for a day**.

ERP and e-Governance are in place to ensure transparency. Significant Faculty Empowerment Strategies, Welfare Schemes and Faculty Development Programmes are available for both the faculty and the administrative staff.

The College appraises the performance of the faculty, through the execution of self-annual plan, feedback from students, appraisal from their respective HoDs, peer group and the Management. The appraisal is communicated to the individual faculty member. Annual plan for every department and for the College is made through the Educative Pastoral Plan(EPP). The IQAC plays a significant role in institutionalizing quality assurance via apt decentralization of roles, quality check mechanisms and participatory management. It also reviews the teaching-learning process at periodic intervals.

The College Council(CC), Curriculum Development Cell(CDC), and the various other Management committees like Planning and Evaluation, Grievance Redressal, Student Welfare, Examination Committee, Library Committee and Sports Committee meet regularly to discuss issues and areas of improvement.

Institutional Values and Best Practices

At the College, gender equity is promoted starting with admissions, to foster the principles of human rights, equality and social justice. General insurance for students is established. Effective solid, liquid and e-waste management systems are in-check. As part of its green initiatives, towards reducing carbon footprint, the college conducts a '**No Drive Day**', and observes a '**Black Out**' for 45 minutes every Monday to conserve energy and to inculcate awareness on the same to the students'.

Some of the Best Practices in the College are the '**Communicative English Programme**', which is being conducted for the past fifteen years; it aims to equip students with necessary English language skills required for academics and career. **Counselling Centre** and **SHAPE** provides students with the emotional support and guidance, and to make them feel at home to cope with studies.

The Institutional Distinctiveness at SHC acclaims its dedication towards implementations of the previous NAAC recommendations in promoting a dedicated research centre, viz., **Abraham Panampara Research Centre (APRC)**. The college prides to **have five research journals**, for different subjects with ISSN and state-of-the-art instruments for research. This novel wing is equipped with systems connected with internet facilities 24/7.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SACRED HEART COLLEGE (AUTONOMOUS)
Address	Vaniyambadi Road, Tirupattur, Vellore District.
City	Tirupattur
State	Tamil Nadu
Pin	635601
Website	www.shctpt.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	D. Maria Antony Raj	04179-220553	9443438658	04179-225060	office@shctpt.edu
IQAC Coordinator	S. Sagayaraj	04179-226602	9443035624	04179-226423	iqac@shctpt.edu

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

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minority institution	Yes religious certificate_Q501.pdf
If Yes, Specify minority status	
Religious	Christian Minority Educational Institution
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	25-06-1951
Date of grant of 'Autonomy' to the College by UGC	24-09-1987

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Thiruvalluvar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-07-1956	View Document
12B of UGC	23-08-1994	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
AICTE	View Document	04-04-2018	12	

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	Vaniyambadi Road, Tirupattur, Vellore District.	Rural	25.1	345944

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	HSC	English	80	80
UG	BCom,Commerce	36	HSC	English	157	157
UG	BSc,Mathematics	36	HSC	English	157	157
UG	BSc,Physics	36	HSC	English	112	112
UG	BSc,Chemistry	36	HSC	English	112	112
UG	BSc,Computer Science	36	HSC	English	113	113
UG	BBA,Business Administration	36	HSC	English	77	77
UG	BSc,Biochemistry	36	HSC	English	55	55
UG	BA,English	36	HSC	English	144	144
UG	BSc,Microbiology	36	HSC	English	50	50
UG	BCom,Commerce Computer Applications	36	HSC	English	77	77
UG	BCA,Computer Applications	36	HSC	English	55	55
UG	BA,Tamil	36	HSC	Tamil	70	70
PG	MA,Economics	24	UG	English	40	8
PG	MCom,Commerce	24	UG	English	40	18
PG	MSc,Mathe	24	UG	English	88	88

	ematics					
PG	MSc,Physics	24	UG	English	29	29
PG	MSc,Chemistry	24	UG	English	29	29
PG	MSc,Computer Science	24	UG	English	26	25
PG	MBA,Business Administration	24	UG	English	60	60
PG	MSc,Biochemistry	24	UG	English	26	17
PG	MA,English	24	UG	English	44	44
PG	MCA,Computer Applications	36	UG	English	72	63
PG	MA,Tamil	24	UG	Tamil	40	11
PG	MSW,Social Work	24	UG	English	44	43
PG	MSc,Counselling Psychology	24	UG	English	40	25
PG	MSc,Software Technology	24	UG	English	26	0
PG Diploma recognised by statutory authority including university	PG Diploma, Business Administration	12	UG	English	40	8
PG Diploma recognised by statutory authority including university	PG Diploma, Business Administration	12	UG	English	40	12
PG Diploma recognised by statutory	PG Diploma, Business Administration	12	UG	English	40	18

authority including university						
PG Diploma recognised by statutory authority including university	PG Diploma, Biochemistry	12	UG	English	40	0
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Applications	12	UG	English	40	0
Doctoral (Ph.D)	PhD or DPhil, Economics	36	PG	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	PG	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	PG	English	6	6
Doctoral (Ph.D)	PhD or DPhil, Physics	36	PG	English	1	1
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	PG	English	1	1
Doctoral (Ph.D)	PhD or DPhil, Computer Science	36	PG	English	4	4
Doctoral (Ph.D)	PhD or DPhil, Business Administration	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil, Biochemistry	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil, Tamil	36	PG	Tamil	2	2
Doctoral (Ph.D)	PhD or DPhil, Social	36	PG	English	1	1

	Work					
Pre Doctoral (M.Phil)	MPhil,Economics	12	PG	English	25	3
Pre Doctoral (M.Phil)	MPhil,Commerce	12	PG	English	25	4
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	PG	English	25	17
Pre Doctoral (M.Phil)	MPhil,Physics	12	PG	English	20	4
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	PG	English	20	7
Pre Doctoral (M.Phil)	MPhil,Computer Science	12	PG	English	20	4
Pre Doctoral (M.Phil)	MPhil,Business Administration	12	PG	English	20	7
Pre Doctoral (M.Phil)	MPhil,Biochemistry	12	PG	English	20	0
Pre Doctoral (M.Phil)	MPhil,English	12	PG	English	25	8
Pre Doctoral (M.Phil)	MPhil,Computer Applications	12	PG	English	20	4
Pre Doctoral (M.Phil)	MPhil,Tamil	12	PG	Tamil	25	6
Pre Doctoral (M.Phil)	MPhil,Social Work	12	PG	English	25	2

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				19				41			
Recruited	0	0	0	0	19	0	0	19	39	2	0	41
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				127			
Recruited	0	0	0	0	0	0	0	0	87	40	0	127
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	29	1	0	30
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				56
Recruited	53	3	0	56
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
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	16	0	0	54	14	0	84
M.Phil.	0	0	0	3	0	0	53	24	0	80
PG	0	0	0	0	0	0	19	4	0	23

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	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	6	0	0	6

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
PG Diploma recognised by statutory authority including university	Male	36	0	0	0	36
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	2	0	0	12
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	19	0	0	0	19
	Female	47	0	0	0	47
	Others	0	0	0	0	0
UG	Male	1902	9	0	10	1921
	Female	1465	0	1	0	1466
	Others	0	0	0	0	0
PG	Male	358	12	0	0	370
	Female	550	13	0	0	563
	Others	0	0	0	0	0

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	145	138	139	135
	Female	143	156	139	136
	Others	0	0	0	0
ST	Male	19	19	10	12
	Female	20	8	7	8
	Others	0	0	0	0
OBC	Male	172	292	296	347
	Female	286	317	360	369
	Others	0	0	0	0
General	Male	381	399	380	378
	Female	311	312	322	312
	Others	0	0	0	0
Others	Male	8	16	26	22
	Female	5	10	8	7
	Others	0	0	0	0
Total		1490	1667	1687	1726

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Commerce Computer Applications	View Document
Computer Applications	View Document
Computer Science	View Document
Counselling Psychology	View Document
Economics	View Document
English	View Document
Mathematics	View Document
Microbiology	View Document
Physics	View Document
Social Work	View Document
Software Technology	View Document
Tamil	View Document

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
54	48	48	48	42
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
4449	4232	4008	3842	3507

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

2017-18	2016-17	2015-16	2014-15	2013-14
1539	1481	1511	1387	1317
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
8780	8329	7821	7190	6821
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
905	1385	1269	1396	1106

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
1747	1587	1514	1434	1149

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
187	183	175	156	154

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

2017-18	2016-17	2015-16	2014-15	2013-14
187	183	175	156	154

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
6448	5406	5787	4452	4072

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
967	957	957	943	860
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls**Response: 120****Total number of computers in the campus for academic purpose****Response: 503****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
1005.385717	888.459862	562.8971235	618.8316750	503.2088432

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:

In Sacred Heart College the curricula of all the programmes are periodically revised as per the model curriculum recommended by the UGC. In most of the academic programmes major changes are incorporated in the curriculum once in five years and in some programmes once in three years. While minor changes in the syllabi are reviewed periodically. As a result, all courses offered by various Departments have content that is influenced in some manner by issues of larger national concerns. The introduction of courses such as Business Economics, Nonconventional Energy Sources, Electronic Communication Systems, Nano-materials & Thin-films, Disaster Management, Population Studies, Organic Farming, Green Chemistry, Tribal Studies etc., combine the global trends in the curriculum composition of the college.

The IQAC plays a pivotal role in standardizing the teaching-learning process through quality measures. Each department develops learning objectives which include programme outcomes, programme specific outcomes and course outcomes. Academic programmes in the streams of science, arts and literature enable students ascertain the necessary knowledge and skill fostering the composite culture of India, inculcating human values and enhancing self-development. Professional and vocational courses train students in specific skills and impart knowledge of ecology and environment, whereby raising the employment potential of students to fulfil industry demands.

All departments identify slow learners and provide Remedial Coaching for them. For advanced learners opportunities are provided in the curriculum to acquire additional credits through self-study courses offered by IISc-Bangalore, NPL-New Delhi, NCL-Pune and online courses like NPTEL offered by institutes of national repute.

Research culture is cultivated among students via Research Forums. Sacred Heart Fellowship for Student's provides financial assistance to students to pursue research in a big way. All PG & M.Phil. dissertations and research papers pass through 'Turnitin' an anti-plagiarism software, to ensure credibility and genuineness in research.

Every department offers adequate number of subject electives and job-oriented courses that cater to the intellectual and professional needs of the students to ensure maximum employability. The institution also offers many career-oriented, skill enhancing add-on courses through its skill training centre that has utility for job placement, self-employment and empowerment of students.

Departments are motivated to undertake extension activities by means of **Department of Extension Education Service (DEEDS)** programme which aims at disseminating core competencies and knowledge to different sections of the society, especially in the neighbourhood.

The **Salesian Higher Education for Leadership Training and Empowerment of Rural Society (SHELTER)** aims towards a holistic self-development of students. This novel initiative enables students acquire intellectual, academic, social, personal and value development besides training them in certain skills leading to better employment and understanding the society and the world at large.

Thus, the curricula of all the programmes are designed to ensure academic excellence, social relevance, employment, entrepreneurship, healthy practices in extra-curricular activities and development of the neighbourhood inspired by the love of the Sacred Heart of Jesus and fundamental human values following the educative system of Saint Don Bosco.

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: 83.33

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

Response: 45

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

Response: 54

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

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

Response: 22.31

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
681	139	5	205	565

File Description	Document
Program/ Curriculum/ Syllabus of the courses	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

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: 31.25	
1.2.1.1 How many new courses are introduced within the last five years Response: 546	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years Response: 1747	
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: 90.74	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented. Response: 49	
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:

In the restructured programme of the curriculum, a comprehensive programme on Life Education (Part IV) has been introduced in which the following components are taught for the students at Sacred Heart College;

Issues relevant to Gender

In the first semester lessons on growing into one's full potential, self-image, self-esteem and love - life's best gift, are taught (Book on Value Education). These lessons lay a strong foundation for the holistic growth and development of students. The students are trained in personal skills which enhance their capacity to plan for the future (Book on Personal Skills). Specific lessons are taught to understand the transition from boyhood to manhood and girlhood to womanhood. These lessons orient them to be proud of being a man or a woman.

In the second semester, social skills are taught in order to cope with emotional imbalances in their growth (Book on Social Skills). Lessons on Human Rights enlightens the students on the basic rights of women, and children. Separate lessons cover the rights on dalits and tribals (Book on Human Rights).

Issues relevant to Environment and Sustainability

All lessons in the course focus on the need, application, functions and governance of an eco-friendly and sustainable environment. This enables the students to comprehend and deal with various issues regarding the conservation of a clean and pollution free environment.

Issues relevant to Human Values

A course on Human Values is taught in two semesters. This sensitizes students to grow to their full potential and understand the true meaning of love and happiness in their day-to-day life. The value of self-control and discipline is emphasised with appropriate exercises. Lessons on family responsibility and marriage enable students to understand and lead a good family life (Book on 'Value Education').

Issues relevant to Professional Ethics

A separate course for MBA students on "Professional Ethics" is introduced. This course deals with value education, personal and social skill development, human rights, employability skill development and environmental governance. The paper entitled Employability Skill Development gives prime focus for students to hone their skills for securing a prospective employment. Major topics include Corporate Training on Skill Enhancement, Telephone and Email Etiquette and Types of Interviews. A mock interview is conducted for a hands-on experience.

Issues on Human Rights

A course on Human Rights is taught to PG students giving importance to their implementation in day-to-day life and governance by the Federal State. The highlights of the course are; United Nations and Human Rights, Protection of Human Rights Act 1993, Rights to Information Act, Right to Education and the application of Women and Child Rights in India.

Thus, at SHC courses relating to issues on Gender, Environment and Sustainability, Human Values and Professional Ethics are incorporated into the curriculum.

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: 116

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

Response: 116

File Description	Document
List of value added courses	View Document
Any additional information	View Document

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

Response: 17.98

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
978	888	663	567	549

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 12.29

1.3.4.1 Number of students undertaking field projects or internships

Response: 547

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

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

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	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

NAAC

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: 0.34

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
24	16	18	5	7

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 3.09

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
1840	1726	1687	1667	1490

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: 96.34

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
967	906	884	907	847

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 takes various measures to enhance the overall academic performance of the students. It shows keen interest in incorporating various measures to promote active class room participation, inculcating moral values and enriching curricular based learning. Significant steps have been instilled by the institution to support and strengthen both slow and advanced learners. Students who face challenges and difficulties in their learning are identified after the first **Continuous Assessment (CA)** test. According to the learning levels of the students, the students are categorized based on their performance in the CA test, Class Participation, Seminar, Assignment, and their ability to comprehend lectures. Remedial classes are organized for such students to enable them to keep up with the pace of the classroom teaching and learning. Apart from this, respective departments also organize remedial programme preceding semester examinations.

CQC is a mechanism followed at Sacred Heart College to enhance students' motivation, self-discipline and productivity. These quality circles expect students to take responsibility for their learning in the class room. Students involved in the CQC actively meet on a regular basis to identify, define, analyse and improve learning among fellow students. Every month one hour is specifically assigned during the class hours for students to self-determine new ideas, key learning improvements and person-oriented guidance. The aforesaid is carried with the purview of the class teacher and necessary steps are taken to improve the same. The CQC also promotes peer group learning which is encouraged among the students.

The institution takes utmost care to sharpen the skills of the advanced learners. The advanced learners are encouraged to take up additional courses under the **Choice Based Credit System (CBCS)** pattern, by which they can accumulate extra credits above the mandatory credits. Innovative certificate and self-study papers are offered in the restructured curriculum that facilitate the advanced learners to register and learn the latest trends and developments in their respective disciplines and across other disciplines (inter-disciplinary certificate courses). To feel and learn the professional aspects and happenings in their concerned fields, optional internships are organized by the departments; such internships augment the advanced learners to decide their profession. To motivate the advanced learners towards research, Research Forum is functioning in all the departments from 2012. Students are given exposure to research by

encouraging them to interact with Academic, Industrial and Subject Experts on a regular basis on the side-lines of International/National Conference/Seminars organized in their respective departments. In such conferences/seminars the advanced learners are encouraged to present/publish papers. Advanced Learners are motivated to apply for the students' project's scheme available with Tamil Nadu State Council for Science and Technology (TNSCST, Government of Tamil Nadu). Ten students have received the fellowship, (6 in 2016-'17 and 4 in 2017-'18). Receiving such fellowships boosts the morale and research thirst of the advanced learners. The College provides seed-money to the best research project proposal of PG/M.Phil. students to support their research. Thus, the institution strikes a balance in the growth of both slow and advanced learners.

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

2.2.2 Student - Full time teacher ratio

Response: 23.79

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.43

2.2.3.1 Number of differently abled students on rolls

Response: 19

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The college gives importance to experiential and participative learning to enhance the learning abilities and involvement among students. The experiential and participative learning pedagogy is accomplished as an integral part of the curriculum in all the offered programmes of the college.

Experimental Learning promotes learning with experience among students through Laboratory Demonstration Classes, Practical Experiments, Web-based learning, Drama Clubs, Alternative Theatre Movement, Internships & In-plant Training, Psychometric Testing Tools and Transitional Analysis. Students gain enriched experience from the aforesaid programmes via hands on learning and gain in-depth insights and acquire practical skills.

Internship or projects are made mandatory in all PG courses in which the students have to identify an industry or academic institution in their discipline and are supposed to experience and undergo the professional training and learn the nuances, techniques, methodologies, practices and professional ethics in their domain. Alumni play an active role in rendering a helping hand towards the support of their juniors in facilitating information on various job opportunities, in-plant placements and student support.

The dimension of participatory learning is promoted through the participation of students in national and international conferences/seminars. This aspect encourages students to actively partake in workshops and also present quality research papers. CA marks are awarded for such students in a few M.Phil. and PG courses for such achievements.

Participatory learning among students is also facilitated through innovative CA components including group discussions, quiz, group seminars, online discussion forums and group projects. The concept of Peer learning leading to participative learning is complemented through the initiative of the AC to open up certificate and self-study courses through the revised CBCS. These courses consist of optional papers with additional credits. This enables the students to acquire and hone both experiential and participatory learning skills. The certificate courses are similar to self-study courses, except that the certificate courses are taught by faculty or experts from the industry. Interdepartmental certificate courses are also offered to improve the interdisciplinary skills of the students. Such courses are found to be useful in providing a holistic learning opportunity and thereby enhancing the employability skills of the students.

Problem Solving oriented learning is incorporated in the faculties of science, commerce and management. Some of the courses offered include: optimization techniques, numerical techniques, quantitative techniques, stock-market data analysis, applied mathematics, applied sciences and programming courses. Assignments are also given to test the problem solving ability of the students.

The institution carefully integrates participatory, experiential and problem solving methodologies to complement the learning experiences of the diverse students who are slow and advanced to adapt to the pedagogy. This is ensured by carefully blending these methodologies in the Teaching, Learning and Evaluation mechanism of each and every course offered by the college.

File Description	Document
Any additional information	View Document
Link for 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: 99.47

2.3.2.1 Number of teachers using ICT

Response: 186

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: 23.79

2.3.3.1 Number of mentors

Response: 187

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 takes utmost care in planning and organizing the academic activities of the college. Towards the closure of every scholastic year, the academic calendar for the forthcoming academic year is planned and drafted in consultation with all the Heads of the Departments (HoD) and other key stakeholders. The academic calendar after finalization is uploaded in the college website and in the MobileApp. The same in a print format is also distributed to the faculty members and the students. All the faculty members draft their teaching plan based on the said working days as mentioned in the calendar.

The faculty members adhere to the teaching plan drafted on the various courses to be handled. Every course is expected to have a detailed plan on the schedule of assignments, class test and other academic

components. The HoD of each department ensures that the course and lesson plan is strictly followed. Many departments make use of the LMS, MOODLE and the respective teaching plan, call for assignments, discussion forums, online tests; materials for learning are uploaded via this platform to augment effective students learning experience.

Annual plan for every department and for the college is developed through the **Educative Pastoral Plan (EPP)** proposed in the beginning of the academic year. The EPP focuses on the holistic development of all students in various areas which include physical, intellectual, psychological, spiritual, social and cultural development. The department calendar including the association activities is prepared in accordance with the EPP. The EPP of the department consists of the academic schedule including the special programmes like invited talks, seminars and conferences organized by the department. The EPP and the Department Calendar are methodically planned well ahead of time and carried out systematically. Towards the closure of every academic year, the EPP is drafted by the department and submitted to the Secretary for approval.

Towards the end of every semester, the HoD of every department in consultation with the faculty members finalizes the work load of the department. After the workload is approved by the Principal, the time table of the department is drafted and circulated to the staff members. In case of any request by the staff members, the changes are accommodated in the time table to the maximum possible extend. The department workload and the time table in its final version is submitted to the Vice Principal (Academics) who coordinates and finalizes the time table of the college.

Thus, all the academic activities of the college are planned well in advance and published in the college calendar and website. The same is updated in the College MobileApp and is available in the Android Play Store. The common events are finalized by the Principal in consultation with the HoDs, Utmost care is taken to ensure the follow-up of the academic calendar in true spirit and word.

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: 28.96

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
84	56	49	32	32

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.14

2.4.3.1 Total experience of full-time teachers

Response: 1335

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: 2.92

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
2	0	2	1	0

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: 0.11**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
1	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
Any additional information	View Document

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: 18****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
21	17	19	14	19

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****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
0	0	0	0	0

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

Response: 57.67

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
475	788	797	859	604

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:

Examination Procedures & Management Systems

The following examination procedures are followed:

1. A 'single valuation' for UG and PG courses.
2. Odd Semesters arrears are conducted along with the Odd Semesters regular examinations. During Even Semesters provision to appear for all arrears is made possible.
3. When the syllabus is revised, a student having arrear is allowed to complete the arrears, writing the examinations in the syllabus studied by the student. In case the papers are changed, the department will allot substitute papers to complete the arrears. Further, any student may be permitted to appear for the paper which is made available in the time table to clear his/her arrears.
4. Photocopy of the answer scripts are made possible on payment of prescribed fees.
5. Revaluation of the answer scripts with/without prescribed fees is made possible.
6. Moderation: Maximum of 2 marks is added, if it is required for a pass in each paper.

Process Integrating IT

At Sacred Heart College, Information Technology (IT) integration is vivid in all stages of the examination starting with online application through downloading of semester marks memo. Various modules included

are as follow: formulation of courses and subjects, fixing of evaluators and the preparation of the time table, CA components allocation, CA marks entry/calculation, Semester seat allotment, strength list, semester marks entry, results processing and the consolidated/semester wise final mark sheet printing.

The examination process begins with the fixation of the master subjects and programmes which are directed by the AC. The departments, courses and the subjects are fixed in the system. Students pertaining to each course undertaking their respective subjects are classified and sorted by the **Controller of Examinations (CoE)** and the same is fed into the system. The CA Marks for every subject is transferred from the faculty domain of the college portal. The semester time table is processed and made available in notice board and in the college website. The strength list is taken for each subject and sent to the chief superintendent of the examination, along with the question papers and answer scripts. After the completion of the examination and the valuation, the semester marks are entered into the system and the result is processed and displayed on the website.

CONTINUOUS ASSESSEMENT

- 1.The components for CA marks are left to the departments approved by the AC and fixed as 30 marks for UG and 40 marks for PG.
- 2.Any request for retest will be considered eligible by the HoD for valid reasons only.
- 3.There is no minimum passing and provision for improvement in CA.
- 4.Attendance marks are given to each paper for UG courses.
- 5.The fraction of CA marks are rounded off to the nearest integer.

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:

All the programmes of the college are clearly augmented with the

- Programme Outcomes- which is developed based on the core and prime objectives of the institution to mould the graduates.
- Programme Specific Outcomes – are rooted to describe the skills that the graduates will possess after undergoing each programme
- Course Outcomes – The objectives of each course in all the Undergraduate/Postgraduate/Research Programmes are duly drafted and presented in the detailed curriculum structure.

The BoS of each department meets in consultation with all the Stakeholders (Teaching Faculty, Subject Experts, Industrial Experts, Alumni, Parents and Student Representatives) and carefully formulates the programme specific objectives and course objectives adhering to the norms of an autonomous institution and the parent university. The BoS takes utmost care to finalize the programme specific outcomes of each programme of the department which clearly spells out the outcomes of the programmes. The BoS also looks into the course objectives of each course and verifies if the course outcomes.

The AC of the College is constituted with the Principal as the Chairperson, all the HoDs, Teacher representatives, Subject Experts and the University Nominee as members. The AC exercises its powers carefully to scrutinize and finalize the Programme Objectives, Programme Specific Objectives and Course Objectives of all the programmes in the college.

The programme objectives, programme specific objectives and course objectives are made available to all the faculty and the students and made available in the web portal. The students are continuously insisted on the objectives during the class conduct hours and morning/afternoon assemblies and during all the academic activities of the college.

On the whole the following points are taken into account while defining the learning outcomes:

- The Learning outcomes are measurable and stated using active verbs (Bloom's taxonomy).
- They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their programme of study.
- The resources (faculty, library, labs, technology etc) and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved.
- The outcomes are assessed and measured to identify the extent to which goals are accomplished. The gaps identified after the analysis are addressed through a properly laid action plan.
- The outcomes assessment plan also specifies the performance targets/criteria (measurable objectives) that are used by the domain to determine the extent to which the programme learning outcomes are being achieved.
- The assessment of student learning outcomes is done by using a direct and indirect measurement tools.

Thus, the college management takes utmost care to develop and disseminate the learning outcomes and ensures the accomplishments of the same.

File Description	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 **Program Outcomes** of the college consists in shaping graduates who *are intellectually proficient, socially responsible, spiritually stimulated, professionally ethical and communicatively expressive*.

Intellectually Proficient

The graduates are molded to possess excellent academic and intellectual skills. They are nurtured to attain strong basic knowledge in the field of study and to sharpen their academic skills. All the core courses of each academic programme are based on preparing intellectually proficient graduates.

Socially Responsible

The graduates are prepared to be socially conscious, sensible and proactive. The life skill course "Human Rights" is based on inculcating social responsibilities in the minds and hearts of graduates.

Spiritually Simulated

The graduates are made to feel the primacy of god. They are prepared to experience the presence of God in all their activities through the mandatory religion and ethics courses.

Professionally Ethical

The graduates with professionally ethical and honest in nature are groomed through the Life Skill courses offered to all the programmes.

Communicatively Expressive

The graduates are made to acquire strong communicative skills and soft skills via tailor-made courses offered by the Life and Employability Skill Department.

The above said attributes are measured through the exit interview conducted by the management at the closure of every year among the final year students. A student progression survey is conducted annually during the graduation day. This information facilitates student's progression and follow-up.

The **programme specific outcomes** of the college are planned in the EPP of the Departments consisting of the intellectual, spiritual, physical, psychological, social and cultural developments of every graduating students. The EPP is scrutinized by the IQAC and put into practice by each department. The EPP of every department is evaluated twice in every scholastic year. The first evaluation is at the end of the first semester to measure and analyze the outcomes of EPP towards the attainment of programme specific outcomes. The Second and final evaluation is done at the closure of every scholastic year, in which it is measured whether EPP had been instrumental in attaining the programme specific outcomes. The merits and demerits are recommended for actions in the forthcoming year.

The **Course outcomes** of every department is described clearly in the syllabus of the department. The Teaching Plan drafted by a course teacher is validated by the HoD and the IQAC. The teaching plan is put into practice and verified by the HoD periodically. At the end of every semester the HoD and the Principal evaluate the staff members along with the teaching plan. The course outcomes is measured through the amount of adherence to the teaching plan. A systemic feedback organized every semester for all the courses is another mechanism to measure the course outcomes. The feedback is sought from the students with clear indicators to measure the time frame, mode, methodology and teaching style of every course. This feedback is analyzed and found to be useful to measure the course outcomes of every student.

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

2.6.3 Average pass percentage of Students

Response: 72.89

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

Response: 1035

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

Response: 1420		
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: 3.26

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	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: 0.67

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
3.33	0	0	0	0

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

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

Response: 3

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
2	0	0	1	0

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

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	View Document
Any additional information	View Document

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: 254.96

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
138.20	9.91	74.13	29.72	3.0

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
Any additional information	View Document

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

Response: 14

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

Response: 14

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: 50.27

3.2.3.1 Number of teachers recognised as research guides

Response: 94

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

Response: 187

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:** 0.88

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

Response: 33

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:**

SHC is a government aided autonomous first grade college affiliated to Thiruvalluvar University, Vellore, TN. Being in existence for the past 67 years the college is versatile in catering to the academic needs of the rural and underprivileged youth in and around the area. In acclimating to the aforesaid criterion (3.3.1) the institution has setup a significant number of initiatives for the inculcation of an eco-system that promotes knowledge creation, skill and development.

For the promotion of research to find scientific solutions in catering to the local needs, a dedicated research centre APRC was established during the academic year 2012-'13 with basic research facilities exclusively for research activities in the field of science and humanities. The college has expertise and has created an effective eco- system in innovations having a wide range of interdisciplinary and multidisciplinary research areas encompassing Physics, Chemistry, Bio-technology, Microbiology etc. These developed eco-systems serve as knowledge repositories that facilitates to harness the potential of our young and dedicated faculty. In addition, our faculty members have attempted and succeeded in designing and constructing instruments such as Prototype Gas Sensors (VOC's and Ammonia etc.), Photoacoustic Spectrometer, various crystal growth setups and shock tubes apart from the know-how of various other scientific instruments.

As an off-shoot wing of APRC, the college has established a “**Centre for Entrepreneurship Development**” in the year 2015-'16. This centre enables our students and other stakeholders to fine tune and learn new opportunities to enrich their skills towards entrepreneurship development. Besides, an “**Incubation Lab**” was established in the same year with basic infrastructural facilities for the realization and promotion of student's creativity. As a result of this initiative, students and faculty members have come out with a few designs such as water purification, liquid waste management, **Distributed Controlled Solution (DCS)**, technology for organic farming, low cost detection and removal of heavy metals like chromium from fresh water contaminated by tannery effluent, low cost crystal growth apparatus etc., for marketing.

In lieu with a versatile eco-system for innovations including the incubation centre and other initiatives for creation and transfer of knowledge as denoted above, the college has a standalone policy that governs students and innovators with aspirations towards creating a social impact via the opportunity to become successful entrepreneurs excelling in the field of Health-Care, Education, Poverty Eradication, Drinking Water – Technological Advancements, Pollution & Environmental Issues, Agriculture, Waste Management, Sanitation, ICT, Instruments Development, etc. thereby fulfilling its objectives to reach and promote our students as innovators.

Focus areas/sectors for project include Agriculture & Allied Fields, Bio-Technology, Electricity Utilization – Renewable Energy & Environmental Sustainability, Health and Pharmaceuticals, Information & Communication Technology (ICT), Sensor Technology, New Materials including Nano Materials, Water, Sanitation and Solid Waste Management.

File Description	Document
Any additional information	View 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: 72

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
24	18	13	10	7

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: 27

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
19	1	5	1	1

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: 0

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
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	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: No

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: No

File Description	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:** 0.63**3.4.4.1 How many Ph.Ds are awarded within last 5 years**

Response: 24

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

Response: 38

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	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:** 6.82**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
373	232	233	185	144

File Description	Document
List of research papers by title, author, department, name and year of publication	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: 1.84

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
77	79	61	66	31

File Description	Document
List books and chapters in edited volumes / books published	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: 2.77

File Description	Document
BiblioMetrics of the publications during the last five years	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: 8.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	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:** 40.69

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
0.64	0.69	0	11.17	28.19

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	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:

SHC has been ensuring learning through extension services via tailor-made structured programs in the college. A separate department is established to carry out and promote the extension services of the college. DEEDS is a platform where students undergo structured service learning opportunities under the guidance of their own faculty members. This programme enables students to carry out their subject-related outreach activities via bridging the gap from lab to land. Extension programs such as NSS, NCC, All India Catholic University Federation, YRC and RRC are the other platforms that are available in the college to facilitate and encourage students in extension and outreach services.

DEEDS serves as a coordinating and facilitating agent to its surrounding neighbourhood with extensive departmental and college activities that promote, enrich and sensitize the local people toward having a better quality of life. The core competency of every department at Sacred Heart College strives together in integrating a meaningful expression through useful activities that are meticulously planned and carried out in and around the local community of Tirupattur thereby acting as an agent of transformation in the lives of both the local community as well as the students as a whole.

At Sacred Heart College, the past years have focused on intensive community services towards the betterment of the local neighbourhood and the holistic development of students. Such services have brought out: increased enrolment in local schools, employment support systems, enhanced educational and economical systems among the Gypsy community (Women & Children) at Idhaya Nagar, Tirupattur. The college also has a dedicated wing **Family Counselling Centre (FCC)** established by the Central Social Welfare Board which caters to psychological and economic wellbeing of the rural community.

In catering towards the marginalized, a Work Scholarship Programme (*Earn while you learn*) is instituted by the college where deserving students get an opportunity to earn while studying. Sacred Heart College has also recognized the need for the promotion of **Institutional Social Responsibility (ISR)**. A structured program in this regard was formulated where the students and the faculty have adopted a Gypsy Community at Idhaya Nagar, Tirupattur. The college with the able help of the management, the faculty and students have constructed a community hall that facilitates teaching, learning and community enriching activities for this marginalized group. Toilets are constructed and the gypsy community is sensitized on the use of the same.

These platforms have enabled the college to involve the students and the faculty in extension services and sensitize them on social issues such as environment degradation, alcohol addiction, deforestation, health and sanitation issues, early marriage, girl child discrimination, negative impact of media and poor accessibility to government schemes thereby creating an impact among students to social issues which lead to an holistic development.

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: 7

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
2	2	1	1	1

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: 80

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
15	19	23	15	8

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

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: 40.01

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
1641	1510	3509	735	730

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: 1.4

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
1	3	0	2	1

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: 394

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
85	90	71	102	46

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: 13

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
5	5	1	2	0

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

NAAC

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:

SHC campus has ten blocks which include the Main building, the Silver Jubilee block, Golden Jubilee block, Diamond Jubilee block, Bi-Centenary building, Communicative English block, APRC, Skill Centre, **Bosco Institute of Social Work (BISW)** and the Central Library.

At Sacred Heart College there are 100 classrooms with ICT enabled facilities for effective learning and dissemination of knowledge. This enables students to have vivid learning and acquire optimum usage. There are 23 laboratories with high-end equipment's for students learning and research. There are state-of-the-art facilities in the campus which also consists of 22 department faculty rooms with individual cabins to facilitate student interaction and enable faculty members to pursue their research work.

In order to provide a learning atmosphere for exchange of ideas, the college has 20 seminar halls with well-equipped infrastructure. Additionally, there are also offices allotted for administration and management in every building of the college.

The campus houses a library with 82057 books. It has a separate area (Cybrary) allotted with computers for research scholars to carry out their research. The college management ensures availability of adequate physical infrastructure. As and when an additional course is introduced or a curriculum need arises the management ensures the required physical infrastructure.

Every department has well-equipped laboratories and classrooms. Classrooms and laboratory utilization is planned by the departments taking into consideration the number of contact hours of each programme. On Saturdays laboratories and classrooms are available for additional lectures, tutorials and laboratory sessions.

Resources are shared across departments whenever needed. Every department uses computer laboratories on-line examinations, aptitude tests, project development and competitions by students of all departments. The common facilities like seminars/conference halls and auditoriums are available on prior online booking. These can be used for conducting guest lectures, trainings, conferences and workshops.

The campus also has a separate browsing centre available for students during the working hours of the college and students are given passes to access the internet. The college has incorporated the LMS, MOODLE. The faculty members were oriented to the application and methods of dissemination of learning via the MOODLE platform. This novel application enables course teachers to prepare and post their electronic resources online and thus providing student's unlimited access in gaining optimum insights on daily lectures. For some courses, online tests, assignments, submission of reports and seminar evaluation are conducted via the MOODLE platform. For the admission of students to the PG programme, entrance examinations are conducted using the same.

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:

Sports and Games Infrastructure in the Campus

As the saying goes, “*All work and no play makes Jack a dull boy*” Sacred Heart College recognizes the importance of sports and games. The institution has an adequate infrastructure in terms of space and facilities with sufficient funds catering to the physical development and wellbeing of students. The college has a multipurpose playground with 5 acres of land. Games like football, hockey, tennis, shuttle cork, kabaddi, kho-kho and cricket are regularly played. In addition to this, there are two cement basketball courts, three volleyball courts and two tennis courts available for the students and the faculty. Sacred Heart College understands the importance of indoor games and provides facilities for games such as table tennis, carrom, chess, body building and boxing. The college has a dedicated 200 mts track for sportsmen who are looking to fine tune their skills in athletics.

SHC infrastructure facilities for sports and games are utilized for university zonal matches and for various other institutional matches in which our students have overwhelming participation. Our students take part in various games and competitions at different levels which include the District level, State-level, University level and the All India level, bringing rich laurels and prizes to the college. It is noteworthy to mention that our college holds the maximum number of representations in the university team.

The college allots a sizeable sum of money regularly for the up-gradation of sports and games. It also provides free accommodation and food for sportsmen who are selected to be part of the university team thereby enriching the participation of students in extracurricular activities.

Yoga and meditation are conducted in a specific spiritual centre known as “Oasis”. A well-equipped gymnasium is in use for the students and staff to develop their physique, stay fit and healthy.

The college has well-equipped auditoriums with state-of-the-art equipments to create space for the development of cultural capabilities among students having a keen interest in fine arts. To facilitate the same, regular workshops are conducted by inviting well-acclaimed professionals on drama, painting, classical dances and western music. Every year the department of Tamil conducts a two-day programme “Muthamizh Vizah” to recognize the value of Tamil culture. A day is also set aside for the “Cultural Fest”, where students are encouraged to showcase their talents. In addition to these, the college also has a drama club “Maatru Nadaga Iyakam” (Alternative Theatre) which trains students in drama, folk-lore and other traditional arts throughout the year and during summer.

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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 120

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: 24.56

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
60.51	196.00	346.29	47.63	128.45

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:

Electronic Bosco Library Information System (eBLIS) is for managing the enormity of the library effectively. eBLIS suite is a client-server application, which contains modules like the User Login, Admin, Librarian Desk, Document Catalogue, Barcode Circulation, **Online Public Access Catalogue (OPAC)** and Web modules for library maintenance. The user login module enables the registration of library users and records the amount of the time spent in the library. Using this module a monthly report can be generated on the usage of various users making use of the library.

eBLIS provides the Admin the right of control on all users. The Librarian Desk module records the working days of the library and other important features which include the due notification of user for the scheduled date on return of books. The Document Catalogue module registers the new entries of books, journals, published articles and non-book materials like CD's and DVD's. Bibliographical details of all the books and journals can be viewed through this document catalogue module. The Barcode Circulation module automatically records the issue and return of books by the students. Books are made available for borrowing after screening the same via barcode reader.

The library also facilitates an OPAC. This is a personalized web page which enables a user to view the details of all the books, journals, articles CD's and DVD's. The software also enables its user to check the current status of the resource like reference, circulation and due date. Using this module a user can reserve a book which he/she would like to use and can also offer valuable feedback about the functioning of the library. eBLIS also facilitates students to state, classify, denote and suggest books that could be viable for purchase.

Some of the denoted components of the web module include:

- Circulation
- Serial Control
- Document Catalogue
- Acquisition
- Defaults
- Budget

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:

The Library of SHC contains over 2072 early printed books, 22 ancient maps and a significant number of Atlases. Exceptionally rare books are available in various subjects which include Politics, History, Mathematics, Economics, Poetry, Travel and Science.

The Library holds an exhibition once a year to display some of the treasures of the collection. This exhibition enables the Library to share a wide variety of rare items with scholars, students and the general public.

The holdings of the library are generally classified into two sections namely the Reference Collection and the Subject Collection. A Reference Collection highlights various articles which include General Knowledge texts, Encyclopaedias, Year books and other collections. The Reference Collections houses some of the rarest publications which include the 14th Edition of Encyclopaedia Britannica (18 vols) published in 1929, The World Book Encyclopaedia (19 vols) published in 1959 and Compton's Pictured Encyclopaedia and Fact (13 vols) published in 1955. This serves a knowledge repository which help the faculty and the students to inculcate the knowledge beyond the curriculum.

The Subject Collection contains versatile rare books in Physics, Chemistry, Mathematics, Psychology, Commerce and Accounts. This profound division houses a variety of rare books on subjects related to College Algebra by Edward A Bowser (1899), Social Forces in American History by A.M. Simons (1911), An Introduction to the History of Science by Walter Libby (1917), Elements of General Science by Otis W Caldwell (1920), The Morality of the Strike by Donald Alexander McLean (1921) and The World Since 1914 by Walter Consuelo Langsam (1939).

Rare books collections are located in 1st floor of the library which has a binding section to monitor, cross verify and preserve articles. All the preserved books are denoted and classified according to their subjects and are well documented. The rare books collections details are updated in Library Software (eBLIS) and the members of Sacred Heart College library can access such bibliographical information. Subject indicators are placed on the racks to find the books on the shelves. Some of the rarest books which have been damaged have been scanned and stored in the Digital Media.

Maps and Atlases of 19th century are also stored in the rare books collections. Similarly, video tapes which contain religious collections and inspirational videos that are unique in nature are also preserved. To ensure that our recourses remain intact for a longer duration, two library staff have been assigned with the responsibility of safeguarding resources with periodical chemical treatment and protection from any damage.

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: 7.61

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
8.97	7.69	6.25	6.58	8.56

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 19.43

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

Response: 901

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Number of systems with configuration

SHC has a total number of 503 systems which includes Dual Core processors and Pentium-V systems.

Student-Computer ratio

At SHC importance is given for the development of students in the field of computer science. The Computer-Student ratio is 1:2 (Computer Related Course). On a specialized basis (Shift I & II) there are dedicated computers available in the laboratories for use of students.

Dedicated Computing Facility

The college has a research wing with adequate computer facilities available in the departments of Physics and Social Work. The Department of Physics has a well-equipped computer lab and in the Department of Social Work there are new systems incorporated with high-end software's for research computing.

In addition to these research labs, the GCC Lab has 146 systems, the MCA/MSC lab has 152 systems, the Browsing Centre has 50 systems, the DB Centre has 61 systems and the College Library has 25 dedicated systems providing students with a holistic learning platform in the field of computing.

Internet Facility

In today's growing computer savvy environment, the need for internet has become mandatory in knowledge dissemination, information sharing and networking among the faculty, the students and the administration. Hence, the College has introduced LAN and connected all the systems through internet and intranet facilities. These systems have WiFi facilities with speeds upto 110 Mbps.

WiFi Facility

At Sacred Heart College every building has a standalone WiFi Network and the students are provided access with due approval of the college management. A noteworthy feature of the institution is that its faculty and research scholars have 24/7 access to the internet.

Servers, Open source software and Propriety software's

The college maintains eight servers, among them four servers (two Linux and two Windows 2003) are for UG and PG courses and four other servers are Database server, Internet servers, Proxy server and SIS server.

Propriety software such as Microsoft Base licenses, Oracle 8i, SPSS 20 and NVivo are used. Also the college makes use of open source software's which include operating systems such as Ubuntu 14, Red-hat Linux.

Number of computers with internet facility

Fifty computers are available in the browsing centre for students. There are 66 computers available in respective departments, 14 systems are exclusively provided for research purpose. Internet facility is provided to all postgraduate students, research scholars (M.Phil. & Ph.D.), faculty members and administrative staff.

Interactive Board and LCD

At SHC importance is given to use of interactive boards for teaching and learning. There are 10

Interactive boards available in various departments for the dissemination of optimum learning. An important feature at the institution is that all classrooms are equipped with LCD Projectors for efficient and effective learning.

CCTV Facility

Sacred Heart College recognizes the importance of safety towards its students, faculty and all stakeholders. The entire campus is equipped with 165 CCTV cameras providing electronic surveillance and a safety.

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

4.3.2 Student - Computer ratio

Response: 8.84

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: 750 MBPS

File Description	Document
Any additional information	View Document

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: 60.36

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
429.56	339.52	470.61	399.12	366.06

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 institution with its 69 years long experience has established systems and procedures for maintaining and utilizing every facility under its domain.

Maintenance of the Campus

The care and regular maintenance of the entire college is foreseen by the Administrator who with his staff supervises daily functioning. A team of 15 women supervised by an administrative staff regularly ensures the cleanliness and maintenance of the college. The roads, common places, faculty and class rooms, laboratories, research centres are cleaned daily and mopping is done periodically.

Classrooms

Classrooms are available with necessary infrastructure under the purview of the Administrator. In case of any repair or technical complaints a standardized form is used for the immediate rectification and assistance that would be facilitated by the **Instrument Maintenance Facility (IMF)** technical team. During summer holidays and as per the requirement of each department regular refurbishment of desks, tables and chairs are looked into.

Laboratories

The laboratories at SHC house a large collection of sophisticated equipments to carry out research. The Laboratories are equipped with fire management systems which include; fire alarms, evacuation and control, first-aid kits, fire extinguishers, fume cupboards, exhaust ducts, goggles and safety masks are available to deal with various classification of fire in case of any emergency situations.

Library

The books in library are accessed, stamped and then shelved according to the Dewey decimal classification. Periodic Book binding is carried out to prevent the damage of books. A Library Advisory Committee exists for the optimum functioning and improvement of services. The recent trade mark of Sacred Heart College is its effective Biometric system that monitors the in and out movement of students, faculty and visitors.

Sports Centre

A dedicated team of two full time Physical Directors and an Assistant (marker) are available to monitor and maintain an effective functioning of the sports wing. Sports equipments are periodically refurbished and new equipments are purchased accordingly. Cutting, cleaning and maintenance of various grounds are regularly taken care. First-aid kits are always available for any emergency.

Computer Services

A well trained IMF team exists for the regular maintenance of IT enabled services and computer aided facilities. The Director of the Computer Centre ensures the maintenance of computers and network facility of the institution.

Generator facility

The campus has one diesel generator with a capacity of 250 KV and two generators with a capacity of 75 KV. There are three central RO plants and water tanks available for clean drinking water facilities and this is regularly maintained.

Canteen

The Canteen Maintenance Committee headed by the Dean of Student Welfare takes care of quality and prices along with other related issues of the canteen.

Water and Waste Management

There are effective solid, liquid and waste management systems available in the institution. Water harvesting units and environment conservation panels are periodically checked. There are adequate dustbin facilities available throughout the campus with colour distinction for the segregation of bio- degradable and non-degradable waste.

File Description	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: 61.55

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
2680	2609	2428	2501	2111

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: 13.44

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
412	353	425	312	1082

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: 17.63

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
914	1403	826	164	335

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 4.22**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
520	398	0	0	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	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:** 8.27**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
91	249	106	99	59

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: 25.86

5.2.2.1 Number of outgoing students progressing to higher education

Response: 398

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	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: 100

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
11	14	1	2	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
11	14	1	2	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	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: 8

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
2	2	4	0	0

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

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

Response:

Each department chooses its representatives (men & women) from the respective classes in the beginning of every academic year. The student secretary (one for UG and another for PG) is also nominated via the same. Presidents and Vice-Presidents are nominated with the consensus of the respective faculty members. The **Student Council (SC)** consists of the Presidents, Vice-Presidents, Secretaries and representatives of all the programmes. The college holds an investiture ceremony in the first week of July of every academic year.

The Vice Principal of Administration guides the SC and holds a minimum of four meetings in a semester with the Dean of Students Affairs. The foremost concern of the SC is to provide opportunities and to

represent the grievances of the student community. These grievances are addressed immediately.

The SC plays a key role in providing the management with suggestions in the organization of Sports Day, Cultural Fest, Community Day, Farewell Day and Annual Day. Significant cultural events are also planned for Pongal and International Women's Day Celebrations.

The SC brings about awareness on epidemic and contagious diseases amidst the neighboring communities. This SC is active in promoting educational values and decorum inside and outside the college. Creating Awareness among the local community via rallies which cater to National importance such as Swachh Bharat and the Right to Vote are some of the prime programmes by the SC. The council also plays a pivotal role in the promotion of healthy and hygienic campaigns in the campus.

The SC is adequately represented in various forums which include the Board of Studies, IQAC, Library and Anti-Ragging Committees. The SC offers its suggestions for key changes and voice their opinions to the management to include more student-friendly practices.

It is noteworthy to mention that in the last four years as part of the ISR, this council had visited the neighbourhood of Tirupattur with a novel venture of contributing towards the upliftment of the community with funds and household articles generously sponsored by the faculty members, administrative staff and students. The collected funds/articles were distributed to the needy, the underprivileged and the nomads existing in the neighbourhood.

The SC conducts Condolence meetings and Obituary notes are sent as an act of respect to mourn the sad demises of faculty members, administrative staff and the students.

The SC regularly organizes prayer meetings for the promotion of world peace. It plays an active role in organizing blood donation camps in which every year a minimum of 300 units of blood is donated to the Government Hospitals of Tirupattur and Vellore for the poorest of the poor to benefit.

File Description	Document
Link for Additional Information	View Document

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

Response: 14

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
19	18	15	7	11

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:

Sacred Heart College Alumni Association

Sacred Heart College Alumni Association is attached to the Don Bosco Past Pupils Federation which is a worldwide recognized organization. This organization dates back to the year 1980 and accords to various objectives in the establishment of a versatile alumni relationship.

Establishment of Alumni Chapters

There are two established alumni chapters located at Chennai and Bangalore in association with the Sacred Heart College Alumni Association. A total of 1047 members are enrolled in these two chapters during the academic period 2013-'18. Periodic annual meetings are conducted to encourage faculty-alumni relationships. These meetings enable the alumni to gain insights into the current happenings in the college and voice their opinions towards steadfast upliftment of the college.

Functioning of the Sacred Heart College Alumni Association

In keeping with the rapid increase of graduating students and the edifice of a strong alumni network, the commencement of each year embarks with an Annual General Body Meeting in which various programmes are constituted. This endeavour is significant in catering to the development of the institution and the student community via both financial and non-financial programmes.

Some of the programmes include:

1. Financial aids

Every year the alumni association facilitates the underprivileged and meritorious poor students with financial assistance through scholarships. Study materials are provided to them as an act of motivation to enrich their learning. Funds are allocated for the development of the institution.

2. College Curriculum Development

Distinguished alumni in well-established service sectors and industries are included as part of the Members of Board of Studies. They play a versatile role in the revision of the curriculum and in keeping up with the latest innovations. Learned alumni serve as members in the AC and revise key concepts and novelties in

teaching. They also volunteer to serve as resource persons in Conferences/Seminars/Workshops organized by the college.

3. Outreach Activities

- Training programmes are conducted in Government Schools and the surrounding neighborhood villages to prevent the rate of school dropouts and to sensitize the community on the importance of education.
- Distribution of clothes and other necessary materials are collected and distributed to the downtrodden as and when a need arises.
- The alumni association regularly joins hands with various social service organizations in helping the sick and the poor. They organize programmes which facilitates the promotion of environmental-friendly practices.
- Awareness Creation and the provision of socio-legal support to the downtrodden is evident in the outreach activities of the Sacred Heart College Alumni Association.

4. Felicitations & Spiritual Retreats

Due gratitude and felicitation has always been a part of the Alumni Association of Sacred Heart College. The retiring faculty and the staff members are regularly recognized and adorned for their resourceful and dedicated services.

File Description	Document
Any additional information	View Document
Link for 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: ? 15 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: 7**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
1	1	3	1	1

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

We, the community of Sacred Heart College, inspired by the love of the Heart of Jesus and fundamental human values, following the educative system of Don Bosco, are committed to the creation of an education that promotes an ethical and prosperous society where equality, freedom and fraternity reign, by imparting higher education to poor and rural youth, enabling them towards integral human development.

Mission Statement

In the field of Higher Education, We are committed to academic excellence, socially relevant research, courses leading to employment and entrepreneurship healthy standards in extra-curricular practices and continuous progress of the institution.

Socially, we work towards serving preferentially the underprivileged and rural youth, educating them to social consciousness of rights and responsibilities, rooting out social evils, building communities and promoting total literacy, education and development of the neighbourhood.

Spiritually, we aim at integrating ethical, cultural and political values, developing a sense of the divine presence in nature and in the human person, by means of group activities and personal guidance, in a family atmosphere.

The Nature of Governance and Perspective Plans

The sole motive of the Salesian Society to which the College belongs is to educate young people who are poor and abandoned providing them with knowledge and skills of high quality, thus empowering them to fit into the society. With a well-defined vision and mission statement, the Board of Management ensures that the purpose, for which the College is established, is safeguarded. It promotes an atmosphere conducive to produce intellectually competent, morally upright, socially committed, spiritually inspired citizens in the service of our nation. To achieve this, the Board of Management meets every month, to review the working of the institution and plans for the development of the institution.

Participation of the Faculty/Stakeholders in Decision Making Bodies

The Management holds regular meetings with its stakeholders. They play a key role in various committees which include the **Governing Body (GB)**, **AC**, **Finance Committee (FC)** and **BoS** which are statutory bodies for making key decisions in influencing the policy of the management and the functioning of the day-to-day activities of the college. At SHC there are various committees with adequate faculty participation to ensure the practice of democratic principles, team work and culture of excellence. Frequent meetings of these committees help in the smooth and effective functioning of the College. Good rapport is

established through informal meetings both collectively and individually. Availability and approachability for one-to-one dialogue are the distinguishing characteristics of the Management. The Management also holds formal meetings with HoDs, faculty members, and students every month and once in a year with parents. Emergency meetings are convened for matters of utmost importance as and when needed.

In this way SHC, ensures effective leadership, able guidance and significant participation of the faculty in various decision making bodies towards a holistic development of the institution.

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:

Problem

Need for governing strategies to monitor Academic and Non-Academic activities

Plan

Setting up of restructuring committee under the Convenership of the Secretary in the year 2014-'15

Solution

- To restructure the existing academic structure by decentralizing the existing additional Vice Principal position as Vice Principal of Academics and Vice Principal of Administration.
- To set up a new portfolio called Dean of Research to promote research aptitude in the students and the faculty.

Outcomes

- Administration of academic and non-academic matters is now streamlined. Roles and responsibilities are now set in order.
- Efficient Participative Management – emphasis on lay collaboration with responsibilities in administration.
- Research Outcomes are now enhanced.

Roles and Responsibilities of new portfolios

Vice Principal Administration

In the absence of the Principal/Additional Principal, the Vice Principal for Administration is responsible

for the effective Management of the college. The Vice Principal for administration should work in close collaboration with the Vice Principal for Academics. His job description signifies:

- Ensuring and maintaining the general discipline of the College
- Serving as an effective member in various decision making bodies of the Institution.
- Promotion of welfare facilities for the staff and the students
- Coordinating SC and Parent-Teacher meetings.
- Organizing and facilitating the Programme 'SHELTERS' and ensuring the allotment of credits. Overseeing programmes which include, the college day, sports day, cultural fest, '*muthamizh vizah*', inauguration of academic & non-academic associations, convocation, state & university tournaments, festivals etc.

Vice Principal Academics

The Vice Principal for Academic Activities is appointed by the Board of Management for a tenure of three years.

The job description denotes:

- Streamlining the workload as facilitated by respective HoDs and the development of a common time table.
- Overseeing the online registration of students in various non-major elective courses and finalizes the overall allocation of students with the respective courses.
- Supervises, coordinates the Re-CA examinations, End Semester examinations and address various students grievances as the Chief Superintendent.
- Facilitates and coordinates the conduct of entrance examinations for all PG and M.Phil. courses in accordance with the respective HoDs.
- Ensures the effective management and coordination of the CDC and the AC.
- Monitors, supports and administers all matters related to the academic concerns of the institution.
- Documents the AC report and ensures viable modifications are carried out. The same is communicated to the CoE.

Dean of Research

The Dean of Research is appointed by the management for a tenure of three years. The portfolio of the Dean of Research includes:

- Assisting Faculty members in writing research projects to UGC and other funding agencies.
- Administers the account details for the anti-plagiarism software 'Turnitin' and maintains the revenue generated.
- Overseas the administration of the Research Centre.
- Coordinates the effective functioning of the five online journals initiated by the college. Facilitates the conduct of the M.Phil. Thesis Monitoring Committee.

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:

Curriculum Design

An academic audit was conducted during the academic year 2015-'16 by the IQAC. Based on the recommendations of the academic audit the restructuring committee screened, reviewed and analysed the curriculum designs of many universities and colleges. Elaborate discussions took place to carefully analyse the positive and negative aspects of such designs. In doing so, a unique design for the College was executed in 2017-'18.

Three months were allotted for each department to prepare a curriculum design for its respective department. Once the curriculum design was approved by the CDC, the syllabus revision was systematically carried out.

After a series of discussions the following amendments were integrated into the new curriculum design. The modified curriculum involved the instillation of discipline-specific electives, self-study courses, certificate courses and interdepartmental electives. Credits and optional credits are part of the new curriculum design. NCC candidates are set to be given two credits for their involvement and dedicated participation.

UGC model curriculum was adopted for setting core papers and the same was effectively carried out by various departments. This standardised approach is on par in maintaining a national standards. Subject skill courses suggested by the UGC model curriculum are also adopted. Self-study courses and certificate courses are introduced for advanced learners to enable them acquire extra credits. Groups & Movements (SHELTER) and outreach activities (DEEDS) are made compulsory credits courses. UG courses require 148 credits with an addition of six credits to its maximum. PG courses require 90 required credits with an addition of twelve credits to its maximum.

The maximum marks for CA is 30 for UG and 40 for PG. The components of CA marks allotment were approved by respective departments and by the AC. The college has now adopted a uniform question paper pattern for all disciplines which include short, brief and detailed answers.

The incorporation of MOODLE an online platform has been adopted by various departments for the application of online test, quiz competitions, discussions forums and various other activities. The same is considered for the application of CA.

To promote research, all departments are encouraged to offer projects at UG and PG. The management has set aside seed money to encourage students to take up minor research projects.

Each department now offers job-oriented and employability enhancing non-major elective courses for final year students. Online International Courses such as COURSERA and National Courses such as NPTEL and SWAYAM are offered to cater to the variety of interests of students and to enable interdepartmental mobility with extra credits. *It is noteworthy to mention that many teaching faculty at our college have also enrolled and taken up a significant number of such online course.*

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	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:

Managerial Governance

Long-term plans of the College are spearheaded by the Chairperson (Provincial) and the Board of Management. The Secretary (Rector) is the appointing authority. He is the chief functionary of the college and currently heads the Board of Management. He inspires, animates, coordinates and plays a vital role in planning and enhancing the activities of different verticals in the institution.

The Principal is the head of the institution and plays a leading role in all academic and non-academic matters of the college. The Additional Principal and Vice Principals (Administration & Academics) ably assist the Principal in coordinating the curricular, co-curricular and extension activities. The Administrator (Bursar) takes care of the infrastructure, maintenance and enhancement of physical facilities.

With regard to the holistic development of the college, the Governing Body meets and chalks out the entire plan for the institution. The AC and the CDC takes care of academic activities.

Decisions of the **Board of Management (BoM)** concerning the startup of new courses, development of infrastructure facilities and staff requirements are discussed in the GB. The UGC, State Government and University nominees render adequate guidance and directions as members of this committee.

Functions of various statutory and non-statutory bodies

The college ensures all bodies function effectively headed by a coordinator and having required members. These bodies carryout their functions in consultation with the head of the institution with regular meeting as convened and minutes maintained. Apart from mandatory committees like governing body, AC, FC, IQAC and CDC, the management has constituted several committees to ensure practice of democratic principles, team work and culture of excellence.

Recruitment and Promotional Policies

The Recruitment of the faculty and the non-teaching staff at SHC is meticulously carried out as per the nomenclature of the UGC, the Management Policy and the stipulated regulations of the Government. Promotional policies are setup on par with the regulations of the government. Job enhancements of all employees are taken care of.

Grievance Redressal Mechanism

The student Grievance Redressal Committee consists of the Principal, Additional Principal, Vice Principals, Deans of Student Welfare, College Librarian, Office Superintendent and Women Faculty Representatives. The student representatives of UG and PG from both genders are also included as members. In every semester, the student Grievance Redressal Committee meets and their grievances are promptly addressed.

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

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	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

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

Response:

Restructuring Committee

At SHC, the formation of the Restructuring Committee can be viewed as one of its success factors. The aim of this committee was to inculcate practices which incorporated the guidelines of accreditation by NAAC.

Experienced Faculty Members were formed into groups to prepare working drafts on best modalities which have proved to be success factors in different universities and colleges as acclaimed by the UGC. Based on the presentations made and periodical documented minutes the following recommendations were inculcated.

Curriculum Design

The committee went through the curriculum designs of many universities and colleges. Elaborate discussions were set in order to carefully analyse the positive and negative aspects of such designs. In doing so, a unique design for the College was executed in the year 2017-'18.

Staff

Self-Financed Faculty are now encouraged to participate in Orientation and Refresher programmes. They are given sufficient training in the MOODLE platform to better their teaching and use of ICT. SHC also recognizes the importance of recruiting technological savvy and highly competent faculty. In doing so, all appointments carried out by the institution emphasises strict procedures. A specialized board is set up to evaluate, verify and assess the credentials of the candidates.

The faculty evaluation at the end of every semester is periodically carried out using an online tool. Every faculty is evaluated based on his/her performance by the Secretary, Principal, HR Director and a Team of Professors. In doing so, the faculty members are encouraged to build on their strengths and hone their areas of inadequacies.

Students

The institution adheres to the Governmental nomenclature, the College Policy and the University Regulations in the selection of its students. Care is taken to ensure a viable mixture of students across communities, states and regions. Utmost care is also rendered in the admission of students from other countries whereby bridging the gap across culture, traditions and perspectives.

To improve students' performance and learning, motivational sessions are regularly conducted at the commencement of every year. Induction programmes are conducted for new comers. Remedial classes are organised for students who need more coaching and attention. Student's feedback is collated, analysed and documented to ensure effective teaching and learning.

Services and Facilities

Facilities such as campus Wi-Fi network, CCTV, drinking water, maintenance of the campus, upkeep of cleanliness in washrooms, clearing of dustbins and physical infrastructure for various extension are closely and regularly monitored. Effective waste management systems are in place for a clean and green environment.

In doing so various bodies/cells/committees of the institution monitors, updates and documents its minutes via execution of its resolutions.

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:

Staff Welfare Schemes

Associations

A senior most faculty member is nominated as the Staff Secretary at the commencement of every academic year. He/she coordinates and conducts various programmes which include: Staff Silver Jubilee, Retirement and the Community Day. The Staff Secretary along with the representatives from the staff and management not only grace joyous occasions such as marriages, festivals and other significant events by faculty members but also do pay homage and respect to the deceased member of the family. To express condolences, Spiritual Worship is conducted by the institution to mourn the loss of a family member(s) of employees and in doing so provides the much-needed spiritual, psychological, emotional and moral support to the family members of the deceased.

Welfare Funds

Staff Welfare Funds are provided to both teaching and non-teaching staff. The management contributes gratuity to the permanent management employees in the college. Employee provident fund is contributed to all the permanent management employees. Laptop loans and staff welfare fund loans are sanctioned with a minimum rate of interest. The Non-teaching staff also have staff welfare funds. Special loans are sanctioned to both the aided and the self-financed faculty and the staff.

The aided Faculty Welfare Fund was started with an initial contribution of Rs. 1500/- by the management in the year 1974. The teaching staff welfare fund is managed by an **Executive Committee (EC)** consisting of ten members, the Secretary as its Chairperson, the Principal as Vice-Chairperson, the Vice Principal, the Administrator, all four being an ex-officio members along with six lay personnel.

The members of the EC are selected annually on the basis of rotation and seniority. The aforesaid EC elects a member as its Staff Secretary of Funds.

The Management Staff Welfare Fund was established in the year 2006 and is managed by an EC consisting of 10 members, the Secretary as the Chairperson, Principal as Vice-Chairperson, Additional Principal, Administrator, all four being an ex-officio members along with six lay personnel.

The chief benefits of both the welfare funds are the provisions of loans to members at low interest rate, and payment of ex-gratia to members retiring from service or leaving the service.

A similar welfare fund for non-teaching staff is established. The management has earmarked some amount for issuing of loans for contingent staff.

Staff Quarters & Educational Aid

The management of SHC, as part of its welfare measures provides the staff with adequate housing facilities. House rent is collected at a very nominal rate. Non-teaching staff are provided with site for construction of house with general loan. Children of the employed non-teaching staff are provided with funds towards the educational needs of their children.

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

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

Response: 33.85

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
97	125	6	56	15

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: 5.4

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
7	5	5	5	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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: 4.42

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
18	4	9	3	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

Performance Appraisal System

Performance appraisal has become a term used for a variety of activities through which an institution seeks to assess faculty members and develop their competences, improve performances, and allocate rewards.

The most productive faculty are those that are constantly-driven, and unrelenting in their academic pursuit. The College has an adequate Performance Appraisal System for both the faculty and the staff. Setting achievable targets during the appraisal helps to motivate the faculty and the staff, and empower them to feel more confident.

At SHC, performance appraisal serves two basic purposes: the first is evaluative (or administrative) as the term “appraisal” implies, and the second is developmental. Care is also taken by the institution in incorporating the Preventive System of Don Bosco to assess the ability of teachers to deal with a vast diversity of students. This system fosters the power to attract the youth, gives confidence and develops a positive attitude.

The faculty members are evaluated periodically through a self-appraisal system. The performance of the faculty is evaluated through the execution of a self-annual plan, feedback from students, appraisal from their respective HODs, peer group and the Management. The students evaluate the course teacher through an online questionnaire. The results are analysed by the management and the same is shared with the concerned teachers by the Secretary and the Principal.

Various components for the appraisal of the respective faculty as denoted by the students are enclosed below:

1. Knowledge base of the teacher
2. Communication Skills
3. Sincerity/Commitment of the teacher
4. Interest generated by the teacher
5. Ability to integrate course material with Environment/other issues, to provide a broader perspective
6. Ability to Integrate content with other courses
7. Accessibility of the teacher in and out of the class
8. Ability to design Quiz/Test/Assignment/Examination and Projects to evaluate students' understanding of the course
9. Provision of sufficient time for feedback
10. Extent of coverage of course on time
11. Punctuality

The faculty members are also assessed by a team visiting the classrooms, comprising of the Principal, HoD's and Subject Experts, led by the HR Director. Later the strengths and the limitation are communicated to the faculty.

The administrative staff are evaluated based on a letter of correspondence, the rapport with staff, students and the public. Office etiquette, prudence, politeness, presence of mind, handling a given critical situation and ability to carry-out a task independently are some of the components for evaluation. Their responsibility and accountability are also monitored. The Principal holds meetings with the administrative staff and briefs the members about the observations made and suggests areas for improvement.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts internal and external financial audits regularly. It has a well-framed budgeting, accounting and auditing system evolved over the years of experience. The FC meets regularly to evaluate and prepare the budget for the new academic year.

For any recurring and non-recurring expenses, the department concerned gets the approval from the Principal and submits the same in the Accounts Section. The Accounts section processes the approval and allots the required money. After the completion of the programme, the account is settled with proper bills, counter signed by the HoD and the Principal. The accounts are maintained by the Accounts Section, guided and coordinated by the Administrator (Bursar) of the Management. A monthly report of the same is taken for discussion and approval in the Board of Management and duly sent to the treasurer of the society. The treasurer, in turn, makes a study of the report and audits the accounts with his team and gives proper

guidance every year during the official annual visitation (Internal Auditing).

All accounts maintained at SHC are online. This includes the maintenance of Receipts & Payments, Cash Books, Ledger Books, Cheque Issue Register, **DFC (Daily Fees Collection)**, Voucher and Bills. The same is documented via a specialized team of accountants in the college.

Every year, the student tuition fees account, university fees account, special fees account along with the **General Non-Salary (GNS)** accounts are audited as per the government nomenclature and are reviewed by the **Joint Directorate of Collegiate Education (JD)**, Vellore Region. As on date, up to the financial year 2017-'18 the College accounts are audited and documented. The Salary Grant and UCG Autonomy Grant is also audited and reviewed by the Joint Directorate of College Education (External Auditing).

Auditor of SHC Society audits both self-financed and aided accounts. The balance sheet pertaining to both aided and management is audited and its **Income Tax (IT)** Returns are filed every year.

SHC takes utmost care in rectifying the queries raised in audit report. The College Accounts are audited by external auditors at the end of the financial year, while internal audits are conducted every six months. Once in five years the **Accounts General (AG)**, Chennai, audits all the Government Accounts maintained by the College.

File Description	Document
Any additional information	View Document
Link for 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: 18.94

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
5.153	1.12	0.825	8.77	3.07

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

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

Response:

Reaching the unreachable

The College caters to the rural, financially weaker sections of students in terms of scholarships. Government Scholarships and projects enhance our resources. No stone is left unturned to outsource various educational funds from the Alumni, well-wishers of the College, NGOs and Corporates. The strength of our college is that no student discontinues his/her studies due to lack of financial help.

Remuneration and Reward

Government pays the salary of the aided faculty. The self-financed faculty and the staff are paid from the fee collected from the students. Approximately more than 70% of the fee collected is spent on the salary of the staff. Sufficient funds are budgeted for the effective teaching-learning practices such as, organizing seminars for the faculty, departmental seminars and training programmes. The faculty members are honoured on the college day for their achievements in research publications, professional services and for exceptional voluntary services.

Research Grants

The research grants are effectively utilized in the implementation of projects and purchase of necessary equipments. Adequate funds are utilized for the development of good infrastructure in the College. As part of ISR funds are allocated for various social service activities.

Endowment Scholarships

The College gives away more than six endowment scholarships amounting to 11 lakhs. Work Scholarship (Earn while you learn) is given to students to ease out their financial burden.

The students are selected after proper scrutiny and assigned 100 hours to help out in the library, administer tuitions in Government run schools in the neighbourhood and take part in various activities as instructed by the department.

Mid-day Meals

Mid-day Meals are provided at a nominal rate to avoid the stigma of free meals. The expense is borne by the management and the revenue is generated from various resources to meet its cost. This endeavour is

also partially funded by Alumni Association and other donors.

Institutional Social Responsibility

The students practice ISR by adopting a marginalized community (Gypsy-Nomad Community at Idaya Nagar) in the neighbourhood. Funds are mobilised to sponsor their children. Study centres, toilets and roads are built. The funds collected are also utilized for providing loans to gypsies. As part of ISR and Association activities the students visit, share gifts and offer services at orphanages and Government Schools.

Integrated Village Development Project Scholarship (IVDP)

A novel Student-initiated Scholarship caters to a large number of orphans, semi-orphans and rural poor students in collaboration with IVDP, an NGO run by Mr. Kulandai Francis (Magsaysay Awardee). Each of the beneficiary is expected to invest an amount which is doubled by Mr. Kulandai Francis and the same is distributed to the students availing the scholarship. This scholarship is unique in nature and serves the deserving students.

Students General Insurance Fund

The College earmarks an amount to be deposited under students general insurance fund to be utilized for unexpected expenses towards the students' welfare.

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

6.5 Internal Quality Assurance System

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

Response:

Educative Pastoral Plan

The EPP is an annual plan for every department and is prepared in the beginning of every academic year. The EPP focuses on the holistic development of the students based on the following dimensions i.e. physical, intellectual, psychological, spiritual, social and cultural.

The *Physical dimension* caters to programmes that nourish the physical health of students, viz., yoga classes, medical health camps, intra departmental sports and games etc.

The *Intellectual dimension* focuses on programmes that govern the enrichment of the logical, cerebral and

scholarly capacity of the students, viz., conferences/workshops/seminars and remedial coaching for weaker students.

The ***Psychological dimension*** focuses on programmes that strengthen the mental health of the students, viz., stress management, understanding boy-girl relationships, anger management and specialized counselling.

The ***Spiritual dimension focuses*** on programmes inculcating spiritual retreats, scripture reading across various religions, morals and values etc.

The dimension pertaining to ***Social and Cultural development*** focuses on programmes related to creating awareness, social services in nearby villages and outreach activities. Blood donation camps, industrial visits, educational tour and various health campaigns are part of this endeavour providing a holistic learning experience.

The Department calendar includes the Association activities and is prepared based on the EPP. It contains additional details such as: type of programmes, persons in charge, the probable dates and the finance involved.

EPP and the Department calendar help in effective planning and execution of its activities. An evaluation is carried out at the end of every semester.

Action Plan of the Department

At SHC, the IQAC plays a pivotal role in the accomplishment of quality and standards. The action plan of each department is carefully chalked out and drafted based on the seven criteria as denoted by the NAAC. This includes various components such as the formulation of a Vision and Mission statement for each department, inculcating curriculum design and development, academic flexibility, curriculum enrichment strategies, teaching, learning and evaluation methodologies, research consultancy and extension.

In view of the same the IQAC has prepared a template to facilitate the above planning process and the same is circulated to all departments. At the beginning of the semester an action plan of the department is prepared in accordance with the template. The HoD monitors the progress and updates the status to the Principal. The evaluation of the action plan is carried out at the end of every semester by the IQAC, thus instilling quality assurance strategies and processes.

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:**i) Periodic Assessment of teaching learning process, structures and methodologies facilitated by the IQAC****Annual Evaluation of the Department**

Annual Evaluation of the Department is conducted at the end of every semester where all the faculty members of the Department are present. It focuses on the holistic development of the Department in the following dimensions: analysis of EPP, result analysis, number of department faculty meetings conducted, programme organized using eminent personalities, details of the conference/workshop/seminar organized by the department, research contribution by the students and faculty, faculty contribution in the corporate and challenges faced by the department. The Principal reviews the activities of the semester and suggests measures for further improvement.

Evaluation of the Faculty

From 2011-'12 onwards, the faculty members from each department have developed and submitted an annual plan to the Principal. The faculty Annual Plan focuses on the holistic development of all the faculty in the following dimensions: research and consultancy, knowledge development, teaching and learning and contribution to the college/department and self-evaluation. This is also used for the self-appraisal of faculty members. The annual plan is meticulously reviewed by the Principal and the Secretary of the college.

Evaluation of the Curriculum

The IQAC plays a pivotal role in standardizing the teaching-learning process through quality measures. The curricula of all the programmes are periodically revised as per the model curriculum recommended by the UGC. In most of the academic programmes major changes are incorporated in the curriculum once in five years and in some programmes once in three years while minor changes in the syllabi are reviewed periodically. Each department develops learning objectives which include programme outcomes, programme specific outcomes and course outcomes. Thus, the curricula of all programmes are designed to ensure academic excellence, social relevance, employment, entrepreneurship and healthy practices.

ii) Periodic Assessment of learning outcomes facilitated by the IQAC

SHC, ensures that periodic assessment is carried out after the announcement of results for every semester. The results are usually declared within a period of 15 to 18 days. The IQAC oversees the entire result analysis process. The result analysis consists of a methodical report of pass percentage of students with regard to his/her performance in each subject pertaining to the said semester. This report highlights the minimum and maximum marks secured, the average percentage of marks secured by students, the classification of marks into low, moderate and high categories. The reports also exhibit the correlation (relationship) between the students' performance in each course and ranking. The report finally presents the list of outstanding students along with pass percentage of each department.

As an outcome of the result analysis each department carries out a systematic analysis and identifies various shortcomings. Such shortcomings of students are recognised and various remedial classes are conducted to help students to cope with their studies.

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: 10.6

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
17	7	6	10	13

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 3 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:

Initiatives after the Second Cycle

During the period 2007-'12 the college has made rapid growth in its physical infrastructure, academic contributions, installation of additional research departments, modernization of laboratories and ICT-enabled learning, administration and governance.

The valuation system has become transparent and more credible. Research and development activities have increased which has contributed significantly in transforming socio-economic conditions of the people of this region.

IQAC, mentoring, self-appraisal of staff, assessment by students, peer evaluation of staff, feedback from the out-going students, parents' assessment of the College, open forum, academic audit and alumni meet are used as mechanisms for quality sustenance and quality enhancement.

In the year 2008 and 2009 a new gymnasium was constructed. A new flood-lit basketball court was also laid. In the academic year 2010-'11, Amalagam Hostel was setup for girls. The foundation stone was laid for the Diamond Jubilee building. A mini-bus for the College was bought. The internet speed of the browsing centre was increased to 4 mbps. Alumni website and MCA websites were designed. Staff members of the Department of Mathematics were provided with individual cabin. Day scholars Centre was established with the help of Mr. Venugopal, Member of Parliament of the constituency. Construction of New Controllers' Office, Renovation of Carreno Hall, NCC Office and the College Church was carried out in the said period. Smart Classrooms, New Software for Language Laboratory and Video Conference Facility were also carried out.

Initiatives after the Third Cycle

SHC, after its third visit by NAAC during the period of 2013-'18 witnessed significant changes. The advent of five UG, four PG, six research and four PG Diploma Programmes have been introduced. The entire campus has now become a Wi-Fi enabled hub providing a maximum speed upto 110 mbps. All the Classrooms are currently equipped with Digital LCD Projectors. The college ensured its rank among the elite list of colleges in India by securing the 95th rank by Ministry of Human Resource Development, Government of India during the academic year 2017-'18.

Infra-structure and development has also seen sea-changes with the development of various buildings and various Research Centres. To promote excellence in research and consultancy, APRC was established to promote scientific temper in the promotion of research and consultancy. In yet another initiative to promote research, the Sacred Heart Research Publications (SHRP) initiated the promotion of five open access online journals.

In taking the recommendations of NAAC, various national level conferences/seminars/workshops were organized by various departments. Periodic workshops on multifaceted skill development and learning were also conducted.

Self-Audit procedures are systematically carried out in keeping to the regulations of the NAAC and sustainable changes have been incorporated. The College has revamped its E-governance and LMS. A significant evaluation of the best practices of the college, CQC and Non-Academic Associations have also been carried out.

File Description	Document
Link for 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: 29

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
6	5	4	8	6

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

a) Safety and Security

The management of SHC has implemented various measures to ensure the safety and security for students, administrative staff, faculty members and all its stakeholders. Gender equity is also a prime aspect undertaken by the management to ensure a friendly environment for all with optimal safety. At SHC there are well trained security personnel who are stationed at all the gates round the corner having different shifts. The security guards follow their protocol such as checking for college ID, ensuring discipline and monitoring movement of students within and out-off college hours as hostels are situated within the campus. The campus is under electronic surveillance with 165 CCTV cameras. These cameras are placed at strategic points to monitor the movements and activities of the campus leaving no grey area.

b) Counselling

The College provides counselling facilities to students of both gender. Special attention is given to female students. Programmes such as, issues faced by young adults, reproductive health, healthy relationships,

stress management, personality development etc. are conducted every year for all students. Areas like gender sensitivity, eve teasing, physical, verbal and sexual abuse are also discussed during these programmes. All the first-year students in the first semester are individually made to meet the counsellor. The objective of this exercise is to create psychological awareness and the need for counselling in their adolescent life. A student guidance programme called SHAPE assigns every student to a staff for mentorship which includes guidance and counselling. In special cases the mentor refers the students to the counselling centre where specialised care and focus is given to students.

Thus, SHC focuses on various gender sensitivity issues thereby enabling a safe, conducive and learning environment.

C) Common Room

The College has demarcated zones for men and women students for leisure activities. For male students a Multipurpose Common Room near Rinaldi hostel, galleries in the football & volley ball courts, stone benches near Carreno hall and corridors of DBIS are allotted. For female students, a separate common room besides the canteen, benches and places around the campus Shrine are assigned. A special sick room for girls with a bed and first-aid box is provided. Two sanitary vending machines one in John Med Block and the other in the women's wash room is installed. Incinerators are also available. Common facilities like browsing centre, library, Cybrary, canteen, Oasis, book stores, stationary shops, photocopy centres, bank, post office and shrine take care of the basic needs of all the faculty and the students.

File Description	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: 1.63

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

Response: 28.72

7.1.3.2 Total annual power requirement (in KWH)

Response: 1757.3

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 3.96

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

Response: 5.445

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 137.618

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid Waste Management

At SHC, the prime focus is given to effectively manage solid waste and ensure sustainability. In response to the call given by the Honourable Prime Minister Shri Narendra Modi, the Swachh Bharat Abhiyan (?????? ???? ?????) is part of the green and clean initiative of the college. The College has taken effective measures in setting-up of adequate dustbins at various places in the campus to collect Bio-degradable (Blue dustbin) and Non-biodegradable wastes (Red dustbin). The fallings of trees are regularly collected in the morning by a crew of campus cleaners who segregate the same to ECO DCS-SLRM UNIT DUMP YARD for the preparation of DCS solution. From this a solution of DCS as a product is produced and 500 liters is generated annually for multivariate purposes which include the cleaning of toilets and for other domestic purposes.

Liquid Waste Management

At SHC care is taken to manage liquid waste in the following ways:

Reduce Liquid waste where-ever possible

Reuse or recycle them, when possible

The campus hostels and the college canteen cause the majority of liquid waste generated. The generated liquid waste mainly comprises of food wastes, dairy products and waste water. In adhering to the first goal on the reduction of water usage, various sensitization programmes are conducted for students on the

conservation and use of water. The management also ensures that there are separate dustbins available in the hostels and canteens to collect liquid waste generated in the form of food on a daily basis. With nearly half of this waste being derived from fruit and vegetable origins, this waste is transformed into animal feed. This measure ensures the provision of sufficient nutritional value for animal feed and no pending waste is left over in the college campus thereby ensuring effective liquid waste management and the reuse of waste in accordance to the second goal denoted above.

E-waste management

In order to sustain its focus on global excellence and nurture continual improvement, SHC acknowledges the need for proper e-waste handling procedures and adequate disposal methodologies. The major sources of e-wastes at SHC are outdated computer monitors, CPUs, printers, mouse, keyboards, e-boards and microprocessor kits. To meet the strategic interests of the college and its global vision, there is an e-waste policy drawn to minimize and control e-waste. In doing so the college caters to the protection of the environment. The e-waste management policy is underpinned by environmental laws denoted as per the ethics and legal compliances of SHC. The governance of e-waste management is also periodically strengthened through capacity building and continued efforts on research and development. The college disposes the e- wastes in an environmental friendly according to the e-waste policy.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

One of the biggest challenges of the 21st century is to overcome the growing water shortage. Tirupattur town gets its majority of rainfall during the south-west monsoon period. The months of September and October are the wettest months with around 400 mm of rainfall on an average. There is often a huge scarcity of water in Tirupattur during the months of April and May. According to reports, in last three decades there have been scanty rainfalls among various regions of Vellore District and Tirupattur being one among them. The shortage of rainfall and depletion of ground water level has created enormous crisis for the public utility and cultivation.

Understanding the aforesaid challenges, the institution has setup six rain water harvesting plants in prominent buildings to ensure effective ground water recharging to meet the ever-increasing demand for water. There are established plants that reduce the run of excess rain water that may cause road flooding and soil erosion. Such plants divert the flow of rain water into water harvesting drains.

Established Rain Water Harvesting Plants in SHC provide self-sufficiency of water supply to supplement domestic water requirement during summer and drought conditions. These plants reduce the rate of power consumed by motors used for the pumping of ground water. *(For every 1mm rise in water level, there is a*

saving of 0.4 KWH of electricity). The are also rain water harvesting plants are situated near the Don Bosco Indoor Stadium, Silver Jubilee building, John Med block, Volley ball court, Murphy hostel and Amalagam hostel. These structures have an average capacity of 20000 liters. Storage Reservoirs and Catchment areas are also setup to effectively harvest rain water and promote ground water recharging. Rooftop water harvesting is also carried out in prominent buildings of SHC via a network of pipes linked through chambers that take the rainwater to the recharge areas.

In recent years, SHC has stressed the importance of green initiatives and sustainability of rain water harvesting systems on campus. The college has taken significant steps to move towards an eco-conscious and eco-friendly environment. At SHC, significant systems are established to ensure effective utilization of rain water. The harvested rain water is adequately utilized for purposes such as domestic concerns, and gardening. The sorted rain water is also effectively used for laboratory purposes by departments of Chemistry, Biochemistry and Physics for scientific experiments and study. Overall rain water provides some relief from water scarcity in the SHC campus.

File Description	Document
Any additional information	View Document
Link for 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:

At SHC many of the administrative staff and students commute to college via bicycles daily. Majority of the students make use public transport to commute to college from nearby villages. There are pedestrian friendly roads in the college campus which facilitate the students to move at ease. The college has taken initiative for a plastic free campus. The college has moved on to a digital platform and the office has started becoming paperless as majority of the communications are now routed through online. All applications, examination forms, fee forms and leave letters are available online. The college has prohibited the use of thermocol, colour powders and salts inside the campus to promote an environmental friendly atmosphere. The campus of SHC has green landscaping with a vast coverage of trees providing a pollution free atmosphere for staff and students. A systematic taxonomical identification of tree includes the botanical classification, family name, regional name and the place of origin. This helps familiarize the students, visitors and the college community on the common or vernacular names of different plant and tree species.

There is a herbal gardens in the campus with various species of plants for medicinal use. SHC provides a

vast space for walking and jogging to the local community in its premises. As part of its green initiatives the college conducts 'A No Drive Day' where all the stakeholders are asked to avoid vehicles and commute to college via the public transportation. This initiative embarks on the conservation of emission emitted from vehicles normally used by the staff and the students to commute to the college. The practice is followed on all Mondays as a novel initiative to conserve Mother Nature.

The College observes a 'Black Out' for 45 minutes every Monday to conserve energy. This effective green practice enables SHC to conserve 45 minutes of power daily and also cater to the holistic development of the college and the State at large. These practices are one of its kind and SHC takes pride in the establishment of such value based practices.

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: 0.59

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
24.92	0	0	0	2.40

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:** B. At least 6 of the above

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

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 68

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
10	12	17	15	14

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

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

Response: 11

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
4	2	2	2	1

File Description	Document
Report of the event	View Document
Any additional information	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: No

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:** No

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:** 49

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
15	7	10	7	10

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:

SHC is a multi-cultural institution, where festivals of various cultures are celebrated. Programmes which inculcate national integrity and patriotism are a part of SHC and are highlighted in the college handbook. National festivals such as Independence Day and Republic Day are celebrated every year with pomp and glory. In the month of January and December, Pongal (Tamil festival) and Christmas are celebrated with special programmes organized by the management and the departments.

In inculcating the practices of charity and love, Christmas is celebrated with orphans and elderly people in different settings, localities and NGO's by students of all the departments. The students contribute generously from their savings for various aids in the form of blankets, bed spread, sweaters and other entities. Pongal, being a festival of harvest is also celebrated with gaiety and gratitude with deep cultural sentiments emphasising the value of hard work and respect towards our farmers

National leaders such as Mahatma Gandhi, Nethaji Subash Chandra Bose, Pandit Jawaharlal Nehru, Dr. S. Radhakrishna, Dr. A.P.J Abdul Kalam have contributed enormously to our nation and thus to honor these great people the college celebrates their birth and death anniversaries by conducting competitions like public speech, drawing, quiz, debate, exhibitions etc. Through these programmes students learn the great works of our leaders and develop a sense of patriotism and their duties towards our nation.

Great Indian literature Personalities like Kalidhasan, Bharathiyar, Veeramamunivar are honoured by the department through the conduct of special programmes and competitions on their birth anniversaries. The students, who get inspired by their poems and writings are encouraged to write poems and articles. The best poems and articles are published in the college magazine which serves as a motivation.

Ramanujan's birth anniversary is specially celebrated by the department of Mathematics every year. Quiz competition on Ramanujam's life is a special programme. Competitions to enrich the mathematical abilities of students are conducted and prizes are distributed.

Great religious/spiritual personalities such as Gautham Buddha, Swamy Vivekananda and Mother Teresa are honored by organizing special talks on their anniversaries and the philosophies of the same are propagated.

On Women's day, Great Indian Women personalities like Dr. Muthulakshmi Reddy, Jhansi Rani, Indra Gandhi etc., are remembered and honoured. Special video presentation is shown on the great works and sacrifices of our eminent women leaders. This creates confidence and encourages women students to face the world boldly.

Value-life education classes and good morning talks focus on the contribution of great leaders of our nation. Motivational talks on the inspiring leaders are presented in the staff and the student animation programmes. The photos of the famous personalities are garlanded in the assembly and their contributions are elaborated during their birthdays.

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

Response:

SHC is a place where institutional transparency is lucid to everyone concerned. The areas such as finance and academic related transparencies are precise and to the point. Transparency is evident starting with admission till the enrolment of students. After certificate verification the selected admission list is displayed on the college website and on the notice board. The college fees and exam fees are paid by the students via RTGS or Cheques.

The students are provided with unique ID which enables them to login and view their attendance, select their non-major elective, apply for leave, download their bonafide certificate, view their performance in the examinations. A unique feature to monitor student's attendance is enabled online that reports to the parents via SMS immediately if their ward is absent.

A module on the faculty and staff profile is used by the members to update their profile and to apply for leave. It contains various details pertaining to their academic activities along with their achievements and contributions to the college. HoDs' meetings are conducted regularly and the minutes are posted to all the faculty members' ID. The curriculum is reviewed and changed and passed duly in the AC.

Academic transparency is maintained across all verticals of the department and its activities. Information pertaining to the course catalogue that includes the information about the inception of the department, achievements and current status of the department, the course syllabus, the rules and regulations of the department, the details and achievements of staff are prepared by the respective departments and given to the students. The teaching plan is also prepared and given to the students. The academic audit is done in the department. Non-academic programs are properly scheduled, completed, and mentioned in the college magazine. List of scholarships available in the college are presented in the college handbook.

The library usage is monitored by a biometric system. The students are given an opportunity to evaluate the teaching process of the faculty members. Dummy numbers are provided to the answer scripts and shuffling of the same is done to maintain confidentiality in the examinations. The question paper setting is done both internally and externally.

Malpractice Committee deals with malpractice cases with appropriate rules in place. Re-totalling of the corrected paper and photocopy of the semester exam answer scripts are permitted. The semester results are published within a span of 15 to 18 days after the semester examinations.

Plagiarism software 'Turnitin' is installed and used to evaluate PG/M.Phil./Ph.D scholar's research thesis to verify similarity index.

7.2 Best Practices

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

Response:

BEST PRACTICE – 1

Communicative English Programme

SHC, Tirupattur is geographically located in a rural area of Vellore District. When it comes to education, students from rural areas face a number of challenges, especially, at the tertiary level of education. English is identified as posing a great challenge to the rural Indian learners. It is against this background that the relevance and urgency of this best practice needs to be understood in its depth as majority of the students enrolled at SHC have done their schooling in a vernacular medium (Tamil medium), that too in government run schools, and hence their exposure to English language is to a very minimum standard.

The Institution in recognizing the aforesaid need has setup a Communicative English Programme. It has helped students overcome their fear of communicating in English in front of their peers and teachers thus, building their self-confidence through various classroom and outdoor activities.

A scientific study was conducted to evaluate the success of the programme and it was revealed that a majority (65.4%) of the students stated that they were able to improve their English vocabulary and have developed their skills, both in written and spoken. More than half (58.9%) of the respondents stated that the programme on 'Communicative English' was effective to their overall development in their proficiency of the language. It is noteworthy to mention the fact that the programme has created a standard and a benchmark to enable its students to become efficient in English.

BEST PRACTICE – 2

Seeding Hope Services and SHAPE (Counselling Centre and Sacred Heart Accompanying Programme Education)

The students of SHC are predominantly from rural areas, first generation learners and from low socio economic profile. There is a compelling need for counselling and guidance as many students have unhealthy parenting styles, alcoholic or abusive parents, disturbed study environment, dysfunctional family setup etc. Coming from such an environment, students need guidance in psychological and academic areas for which the counselling and mentoring services are beneficial. The students, who face age related/family/peer group issues, find it difficult to concentrate in academics; such students with the guidance of mentor and counsellor are able to cope better in academics and personal life. A student's success lies in the health status of his/her physical and psychological well-being, which can be taken care through the process of counselling and mentoring. A scientific research was undertaken to study the effectiveness of Seeding Hope Services (Counselling Centre) and SHAPE (Sacred Heart Accompanying Programme Education) as one of the two best practices of SHC.

The study revealed that a vast majority (67.6%) of respondents stated a high level of satisfaction with regard to the Counselling process carried out at SHC. The study also clearly highlighted the fact that the above practice played a significant role in its outreach to the student community in rendering better

guidance, right motivation and effective problem solving strategies.

File Description	Document
Any additional information	View Document
Link for 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:

RESEARCH DEVELOPMENT

One of the previous NAAC recommendations suggested the college to foster research culture. Taking cue from this the college has initiated various activities.

Jyothi Nivas Hostel which was home to thousands of students in the past 60 years was totally converted into a research block to promote research in a big way. Sensing the importance of research in our college in the year 2012, after the third cycle of NAAC visit, the hostel was renamed as Abraham Panampara Research Centre (APRC) after the first eminent Indian Principal of the college. Departments offering research programmes and the faculty having major and minor projects are given facilities in this centre including working space, computers with internet facility 24x7 on all days. In addition to this, APRC houses Central Analytical Instrumentation and Instrument Fabrication Centres.

The following five online journals have been started from January 2017 with complete online submission system:

- Journal of Computing and Intelligent Systems (ISSN: 2456-9496)
- Journal of Computational Mathematica (ISSN: 2456-8686)
- Journal of Functional Materials And Biomolecules (ISSN: 2456-9429)
- Journal of Social Sciences And Management Research (ISSN: 2456-9879)
- ????? ?????? (Journal of Tamil language and Literature) (ISSN: 2456-821X)

Turnitin anti-plagiarism software (One of the World's best at the moment) was procured during February 2017. Papers are accepted for publication in these journals only after they are screened for their originality and subsequent review by acknowledged experts in the related fields. Ours is the only Arts and Science College in Tamil Nadu to possess this software.

Sacred Heart Fellowship (for students) is instituted from the academic year 2017-'18 to help the students to choose research as a career after their PG. Ten students have received Sacred Heart Fellowship during the academic year 2017-'18. Don Bosco Research grant (for faculty) is instituted from the academic year 2017-'18 to promote research among the faculty in a big way. Seven faculty members from different

disciplines have been awarded Don Bosco Research grant during the academic year 2017-'18.

During 2007-'12 the faculty members of the college had published 392 papers in the national and international journals, 463 papers in the national and International conferences, 67 books were written by the faculty. But during the period 2013-'18 a total number of papers published by our faculty are 1167.

During the period 2007-'12 faculty members had undertaken research projects amounting to Rs. 15,32,900/- during the period of 2013-'18, a total amount of Rs. 2,54,99,031/- was obtained as grants for Research projects by the faculty members.

To give further fillip to promote research, summer Internship programme has been organized in our campus during May-June 2017 and May-June 2018. As many as 22 students from both outside and inside the college benefitted by this programme till date.

Every department has Research Forum with the top five students having a strong desire for research from every class constituting it. They are encouraged to participate and present papers in conferences/seminars to gain more insights on research, thereby strengthening the institutional distinctiveness of the college on the whole.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

SHC is a minority institution, established and administered by the Salesians of Don Bosco (SDB). The college roots are embedded with the 'pedagogy of expression' as denoted by St. Don Bosco. The college is thus governed by the principles of 'Loving Kindness', 'Religion', and 'Reason', while the driving force of this educational system is 'Presence'.

The first care of the management is to give Higher Education to the Catholic youth in a Christian atmosphere of peace, justice and social responsibility with a preferential option for the poor among them. The College is also open to students of all castes and creeds other than Catholics. Their religious beliefs and values are respected in this institution.

Milestones after the III NAAC Cycle

2013

Accredited by NAAC (3rd Cycle) with 'A' Grade (3.43), B.Com. (CA) Shift - II, Ph.D. Computer Science, M.Phil English, MCA Lateral Entry & CBCS (Revised)

2014

B.A. Tamil (Shift - II), B.Sc. Chemistry Additional Section, M.Sc. Software Technology, M.Sc. Biochemistry, M.Phil Management & Computer Applications

2015

College Office Extension, M.Sc. Mathematics & B.A. English Additional Sections, Biochemistry Lab, CCTV Enabled Campus, Digitalization of Administration & Academic Audit

2016

Bicentenary Building, Renovated Main Gate, Skill Centre

2017

95th College in India - MHRD - Government of India

B.Sc. Microbiology, Ph.D. - Management, Biochemistry, Diplomas in Human Resources Management, Import and Export Management, Logistics Management

2018

Sports Indoor Stadium, Sports Hostel, CBCS (Revised), 73rd Rank by India Today's top 100 Arts and Science Colleges

Concluding Remarks :

In the words of Mr. U. Ramesh, Director Udavum Karangal (Helping Hands), *“You have not only taught them their subjects, you have formed good human beings”*. It was said as one of our alumnus, who got a job recently, accompanied by his parents visited the above mentioned home and offered his full first salary.

Six decades of SHC'S committed hard work among the rural population in **one of the most backward districts of India**, in uplifting the lives of the poor youth through Higher education has been in itself a blessing of God. Providing a sustained quality education all through the years has been well recognized by the government in its NIRF ranking, with 95th place in India. With thousands of our alumni taking their rightful places in the society and several others being recruited to good positions have vindicated the success of the mission of the college.

A curricula with a research focus adopted by the college is a sign of openness to the ever-changing challenges of the world at large. The college is fully committed to Nation-building through its constant effort to prepare today's youth to be future pillars of our nation, in keeping the motto of the college, 'Ready for every good work'.

Thus, SHC serves as a platform of transformation while providing state-of-the-art services towards the upliftment of the poor, marginalized and the downtrodden to achieve their dreams, aspirations and desires towards a transformed society in India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>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</p> <p>Answer before DVV Verification:</p> <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>683</td><td>139</td><td>5</td><td>205</td><td>565</td></tr></table> <p>Answer After DVV Verification :</p> <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>681</td><td>139</td><td>5</td><td>205</td><td>565</td></tr></table> <p>Remark : The attached syllabus pertains to degree programs and not ocus on Employability/ Entrepreneurship/ Skill development</p>	2017-18	2016-17	2015-16	2014-15	2013-14	683	139	5	205	565	2017-18	2016-17	2015-16	2014-15	2013-14	681	139	5	205	565
2017-18	2016-17	2015-16	2014-15	2013-14																	
683	139	5	205	565																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
681	139	5	205	565																	
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p> <p>Answer before DVV Verification : 187</p> <p>Answer after DVV Verification: 186</p> <p>Remark : Unable to view photos as it is protected by password</p>																				
3.2.2	<p>Number of research centres recognised by University and National/ International Bodies</p> <p>3.2.2.1. Number of research centres recognised by University and National/ International Bodies</p> <p>Answer before DVV Verification : 9</p> <p>Answer after DVV Verification: 14</p>																				
3.4.1	<p>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p> <p>Remark : The attached URL is not working</p>																				
3.4.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p>																				

Remark : e- copies of the letters of incentives granted to the awardees not provided

3.5.2 Revenue generated from consultancy during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.54	0.69	0	11.17	28.19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.64	0.69	0	11.17	28.19

Remark : Unable to locate the Revenue generated from consultancy except 2017-18

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1642	1510	3509	735	730

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1641	1510	3509	735	730

Remark : The same set of records photos as in previous is uploaded

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
86	95	71	102	46

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
85	90	71	102	46

Remark : E-copies of linkage related documents. Indicating the start date and completion date not provided

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)

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	1	3	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	1	2	0

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

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
60.50	196.00	346.29	47.63	128.45

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
60.51	196.00	346.29	47.63	128.45

Remark : Mismatch in the financial year 2018-19

4.2.3 Does the institution have the following

1. e-journals

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

Answer before DVV Verification : Any 4 of the above

Answer After DVV Verification: Any 4 of the above

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

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: 7 or more of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
524	398	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
520	398	0	0	0

Remark : Reports / circulars not produced

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
818	249	106	99	59

Answer After DVV Verification :

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

91	249	106	99	59
----	-----	-----	----	----

5.3.1	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <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>1</td><td>2</td><td>4</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <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>2</td><td>2</td><td>4</td><td>0</td><td>0</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	2	4	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	4	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	2	4	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	4	0	0																	
5.4.2	<p>Alumni contribution during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification : ? 15 Lakhs</p> <p>Answer After DVV Verification: ? 15 Lakhs</p>																				
6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <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>18</td><td>4</td><td>9</td><td>3</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> <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>18</td><td>4</td><td>9</td><td>3</td><td>5</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	18	4	9	3	5	2017-18	2016-17	2015-16	2014-15	2013-14	18	4	9	3	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
18	4	9	3	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
18	4	9	3	5																	
7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	4	8	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	4	8	6

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Error 404 not found in the link

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : URL not working for professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations