



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **BISHOP CHULAPARAMBIL MEMORIAL COLLEGE**

**BISHOP CHULAPARAMBIL MEMORIAL COLLEGE, B.C.M. COLLEGE, K K  
ROAD, KOTTAYAM  
686001  
[www.bcmcollege.ac.in](http://www.bcmcollege.ac.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Bishop Chulaparambil Memorial College (BCM College), situated at the heart of Kottayam, was founded for women on 11 July 1955 by Mar Thomas Tharayil, a great visionary and Bishop of Kottayam diocese, with the objective of empowering and liberating the women of Kerala through education. BCM College, one of the first colleges for women in Kerala, fosters education and scientific temper upholding the constitutional principles of socialism, secularism and democracy and serves all sections of the society without any discrimination.

The College is a post-graduate, private, grant-in-aid, minority higher education institution under section 2(g) of the National Commission for Minority Educational Act. Managed by the Catholic Archeparchy of Kottayam and affiliated to Mahatma Gandhi University, the college is included in sections 2(f) and 12(B) of the UGC Act 1956. The college completed three cycles of NAAC in 2000, 2008 and 2015 and is accredited with 3 stars, B and A grades respectively. A committed and well-qualified staff comprising of 94 teachers and 28 supporting staff caters to the holistic development of 1773 students enrolled in the 16 UG and 8 PG programmes in the mode of CBCS. The college offers 23 multidisciplinary add-on/certificate courses. The college implemented OBE in 2017 and follows it flawlessly.

With an excellent delivery of curriculum and unique programmes like Academic Performance Enhancement Practice and Sajeev Prayogsalas (live labs) in the teaching learning process, the college keeps a constant pass percentage above 90 and is a top bagger of University ranks. The college gives first-class training to artistic talents and is positioned in the top 10 colleges of the 247 colleges participated in the University Youth Festival in the academic years 2019- 20 and 2021-2022. A consecutive winner of University Kabaddi championship 9 times, the college offers professional coaching to sports aspirants. The college management is keen on establishing state-of-the-art infrastructure and upgrading and maintaining it. This ISO Certified institution is included in the 101-150 rank band of NIRF India ranking 2019. The college was granted the DST-FIST support in 2014, the UBA scheme and RUSA funding in 2018.

### **Vision**

“Educational and Professional Competency through Resourcefulness, Reflectiveness, Integration and Inclusiveness in an Interconnected World.”

### **Mission**

Blends value based education and liberal outlook inclusive of our cultural ethos aims at personalized education, moulds intellectually nourished, morally upright, socially committed and spiritually inspired citizens.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. The only women's college in Kottayam town with a rich legacy of nearly seven decades, the college shapes young women to excel as socially committed citizens facilitating gender equality envisaged in constitution.
2. The College, located at the heart of Kottayam, provides accessibility to all its stakeholders and public institutions.
3. Dynamic and visionary management is instrumental in ensuring excellence.
4. Harmonious relationship with management, staff, parents and students.
5. Highly committed, industrious and efficient faculty members with a good number of PhD holders.
6. Excellent academic record with 93 top positions over the last 5 years and a pass percentage of more than 90 in university examinations.
7. Multidisciplinary and pragmatic learning environment with the practices of APEP and live labs for the holistic development of students
8. Fully automated library with 50034 books and accessibility to more than 230000 books and journals through MoU with the Public Library, Kottayam.
9. Excellent ICT infrastructure with fully Wi-Fi enabled campus, 100 % LAN with digital classrooms and student computer ratio of 9:1.
10. DIST- FIST supported science departments.
11. On campus residential facility for students.
12. The college utilizes sustainable energy source by resorting to solar power, through which more than 60% of energy requirement is met by solar power.
13. A registered charitable society - OJASS coordinates community development programmes of the college.

### **Institutional Weakness**

1. Space constraints in the campus.
2. Lack of research centres.
3. Less number of PG programmes.
4. Lack of academic autonomy.

### **Institutional Opportunity**

1. Scope to emerge as a centre with potential excellence (CPE) offering multidisciplinary, innovative and skill development programmes with multiple entry and exit options as envisioned in New Education Policy (NEP)
2. Potential to become an autonomous Higher Education Institution.
3. PG departments can be upgraded to research centres.
4. Scope for enhancing industry academic linkages through incubation centre.
5. Start-ups can be enhanced under the initiative of Entrepreneurship Development Cell and thereby developing successful entrepreneurs.
6. Possibility of collaborating with prestigious institutions for research projects.
7. Scope for undertaking funded research and extending consultancy services for providing expert advice and guidance
8. Being near to various print and media establishments, internship programmes can be strengthened.
9. Strengthening community engagement through extension activities.
10. Opportunity for raising funds from the supportive alumni for development projects.

## **Institutional Challenge**

1. Attracting national and international students to the college.
2. Lack of funds from funding agencies for conducting national and international seminars.
3. Improve the participation of alumnae in developmental activities of the college.
4. Shifting the campus to a more spacious one.
5. Fund mobilisation for infrastructure development and research projects.
6. Minimal career interest among students due to socio- economic conditions and early marriages.
7. Overcoming the poor communication skills among students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Bishop Chulaparambil Memorial College, affiliated to Mahatma Gandhi University, Kottayam, adheres to the framework and guidelines prescribed by the university with regard to its curricular aspects. However, the college ensures effective curriculum planning, delivery and implementation through various pedagogical strategies and techniques.

Heads of the Departments conduct department level meetings regularly and verify the Teaching Plan, Log Book and Subject Allocation. The Academic Advisory Board (AAB) which is constituted for each Department, flags up challenges to the timely curriculum delivery, differentiated instruction, and module specific planning, after vetting the teaching plans. A Streaming Test/ Post Admission Test conducted for all first year students identifies diverse cognitive abilities, making possible differentiation in curriculum delivery. Academic Performance Enhancement Practice (APEP) aids students in mastering short curricular units and improves the overall result of students. Many career-oriented add-on courses and capability enhancing certificate courses conducted for the students provide academic flexibility and multidisciplinary perspective. 61 percent of students have enrolled for add-on/certificate programmes over the last five years. Outcome Based Education directs our teachers to chart objectives facilitating proper planning in curriculum delivery.

The college, while ensuring strict adherence to the academic calendar of the affiliating university, formulates its own academic calendar and exam calendar for the smooth conduct of continuous internal evaluations. The teachers of the college effectively participate in curriculum development and assessment of the affiliating university.

The institution integrates cross cutting issues like Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum and conducts many seminars, workshops, classes etc on the same. The feedback committee diligently collects feedback on curriculum from all the stakeholders and addresses their concerns, if any.

Experiential learning of the students is ensured through field trips, project work and internships. In 2020-2021, 859 students have undertaken internships and field projects in various organizations which enhanced their teamwork and employability quotient.

The college has 8 Post Graduate Programmes and 16 Under Graduate Programmes under the Choice Based Credit System (CBCS). The college also conducts 23 career-oriented add-on and certificate courses.

## **Teaching-learning and Evaluation**

The teaching-learning and evaluation process in the college focuses on the creation of desirable graduate attributes and outcomes, that are essential for the overall development of the students.

The college ensures utmost transparency in the admission procedures by adhering to the norms mandated by the statutory bodies, complying with reservation policies. The average enrolment percentage during the assessment period is above 90%. The college caters to a diverse student community and supports transition to UG learning through Induction Programme, Orientation Programme, Bridge Courses and Mentoring. The academic calendar is published every year for planning and implementation of curricular and co-curricular activities.

To accommodate diverse learning levels of students, the college adopts multiple assessment and learning strategies. Post Admission Test along with marks of the qualifying examination and inputs from Department Evaluation Committee are used to identify learning levels of students and help teachers in planning Outcome Based Education (OBE). Learners of various levels are scaffolded through special programmes beyond regular academics, like ASAP, WWS, SSP and remedial coaching. Soft Skill/Capability Enhancement is ensured through Add-on Courses, Certificate Courses and Kshamatha Va Kushalatha.

Student centric methods like Live Labs (Sajeev Prayogshala), Service Learning, and Case Study along with others, which provide experiential and participative learning, help to attain higher learning outcomes. ICT enabled learning is facilitated through MOODLE, Google Classroom, Smart Classrooms and Recording room. The Student-Computer ratio is 9:1.

The mentoring policy ensures effective mentoring with a Mentor-Mentee ratio of 1:19. The average percentage of full-time teachers against sanctioned posts is 100% and 23 out of 94 teachers hold Ph.D.

Academic Performance Enhancement Practice is a systematic and continuous assessment method to analyse the students' academic performance and to evaluate the attainment of course outcomes. Publishing of consolidated Continuous Internal Evaluation (CIE) through ERP ensures transparency. Exam related grievances of the students are addressed through a three tier Grievance Redressal Mechanism.

OBE maps through direct and indirect methods to check if expected outcomes are attained. Result Analysis is done every year and the average pass percentage of last five years is 90.19%.

## **Research, Innovations and Extension**

To promote a healthy research culture in the campus, the college has adopted Research promotion policy, which upholds research integrity, ethics and research culture.

The college has journal clubs for both Arts and Science Departments that develop research interests. Institution has received Rs. 636000 as funds for research projects. Students have undertaken researches in reputed national institutions and Start-ups were undertaken with Mahatma Gandhi university. The college has four research guides during the assessment period through which seven scholars are undergoing research.

The college conducted 67 seminars on Research Methodology, Entrepreneurship and Intellectual Property Rights. The faculty has published 81 scholarly articles and 70 books. Knowledge sharing is done through

seminars, workshops, community programmes, awareness campaigns, publishing manuscripts, handbooks and using theatre arts. Faculty members presented 88 papers and served as resource persons in National/International conferences. The college publishes bi-annual research journal, 'Educere'- BCM Journal of Social Work since 2005.

The college has an incubation centre called FoodTIC, where innovative food products are developed. Consultancy services are offered to Kitchen Canteens in Municipality and Kudumbasree units. Childline nodal office and Child Resource Centre facilitate academic consultancy. The college has helped in economic self-sufficiency of local women from mushroom cultivation.

Around 500 extension activities are channelled through OJASS, departments and student groups like NSS & NCC. Extension of support during disasters, building houses for needy students, education support and development programmes for tribal children, cancer care support, visiting special homes, adopting Panchayats through Unnat Bharath Abhiyan, environment protection, awareness campaigns and chlorinating polluted wells are undertaken. 'Snehannam'- 'Love through food programme' provides lunch to the community, involving the entire college. The college has received 44 awards for its extension activities.

Internship in reputed institutions provides the students with endless opportunities for learning and professional development. The college has 101 functional MoUs with national and international institutions. During natural calamities, the college has proactively involved in relief measures and has extended remarkable care during the pandemic.

### **Infrastructure and Learning Resources**

The college is fully equipped with state of the art physical and academic support facilities, provides ideal platforms for all academic and non-academic endeavours, and caters to the holistic development of students. As a personalised positive learning environment, the college has a fully Wi-Fi enabled campus with a built-up area of 1,85,118.27 square feet and all the 55 classrooms and 17 department offices are LAN enabled. The college has three hostel buildings, canteen, a large multi-purpose auditorium, an air- conditioned audio-visual seminar hall and three conference rooms for conducting various programmes. Exclusive rooms are made available for college office, visitors, reception, examination cell and co- curricular and extracurricular activities like NSS, NCC, sports, yoga practice/meditation, student amenity centre, infirmary, recreation etc. The growth of infrastructure is visible in the incubation centre, 11 Operational Digital Boards/Interactive Panels, 9 smart boards and 17 LCD projectors, Jefferson chairs, solar panels, generators, transformer, CCTVs, Recording Studio etc.

Lab infrastructure comprises 15 departmental laboratories, two computer labs, one FIST lab and two museums with rare specimens. Library is fully automated with KOHA and enabled with OPAC and has 50034 own books and has access to 180000 books via an MoU with Kottayam Public library. Reference books, 92 journals/periodicals and news papers, e-journals, e-books and N-LIST subscription are available in the library. The per day usage of library is 377. The library facilitates inclusive infrastructure in the form of expanded area for Divyang students and research scholars, 23 computers with internet, and reprographic facility.

Outdoor and indoor sports facilities include a basket ball court, mud court, gymnasium, various sports equipment, college patio/ central courtyard for khabaddy, badminton practices, frontal courtyard for roller skating, and Jogger's Trail for running and walking.

IT infrastructure serves as learning hubs and includes 191 computers with a student-computer ratio of 9:1, leased line OFC internet connection with 50 mbps and 22 routers, renovated college website, Moodle, G-Suite, ERP, Open Source Software, Firewall, UPS etc.

Maintenance Mechanism includes established policies, Governing body, Infrastructure Committee, Purchase Committee, QR Code based complaint redressal system, sufficient human resource, safety measures, stock registers, AMCs etc.

### **Student Support and Progression**

Holistic development of students is the major objective of the institution. College gives prime importance for equipping the students to face the real-life challenges. The volunteering experiences through NCC, NSS, Ek Bharat Shreshtha Bharat (EBSB) and Unnat Bharat Abhiyan(UBA) helps students to lead successful lives.

Various capability-building programmes are organized to enhance different skills of the students through Kshamatha va Kushaltha Vikas Kendra, Alphabet hub, Hindi Munch, Certificate and Add-on courses. The objective of skill development is met through infrastructural facilities like Live Labs and various programmes like Learning Buddies, Chat and Talk with Experts, and personality development classes.

The College provides 531 scholarships for both meritorious and financially challenged students. The Scholarship Cell gives information and support to apply for the various institutional, Central and State government scholarships and freeships.

The Career Guidance and Placement Cell provides awareness about various career options and available job opportunities to the students. Special coaching classes are provided for the students to help them crack different competitive examinations. Nearly 80% of graduates secure graduate-level employment or pursue further studies.

Student Grievance Redressal mechanism works efficiently through complaint box, direct reporting to Class Tutors and Mentors and/or to the Principal to address sexual harassment and ragging cases. Time-bound assistance to redress Examination related complaints is provided by the Exam Cell and the Principal. The presence of student representatives in various academic and non-academic bodies increases the approachability of the students.

Students consistently win prizes for different sports events like Kabaddi, Judo and Taekwondo at University, State and National levels. The seventh and tenth positions achieved in the Mahatma Gandhi University Union Youth Festival during previous two years prove the excellence of the students in cultural activities.

Alumnae of the institution has raised financial help of Rs. 28,000,648/- in last 5 years. They also lend helping hands through expert talks, entrepreneur initiatives and infrastructure development. The registered Alumni association, BEAMS conducts the lamp lighting ceremony, medical camp and BCM Star competitions annually. BCM BEAMS and departmental alumni annual meetings are also held regularly. Thus, the institution supports the students to strive toward wisdom and grace.

### **Governance, Leadership and Management**

The governance of the college is aligned with the vision and mission of the institution. The institution practises decentralized, transparent and participatory governance. The structure of governance consists of the Governing Body, IQAC, and College Council with provisions included for participatory management of all the stakeholders.

The Strategic Plan (2017-2022) of the institution has made progressive changes in academics, ERP, Infrastructure, Green Initiatives and Linkages.

The Grievance Redressal Cell is the mechanism in place for addressing and resolving grievances of the stakeholders. Policies for administration and academic quality enhancement are formed by the IQAC in consultation with the management. Acts and Regulations of the University Grants Commission, state government and affiliating university are strictly followed for appointments and promotions.

E-Governance has been successfully implemented in the areas of administration, finance and accounts, student admission and examination with the support of Meshillogic Software Consultants. Welfare measures are ensured through the channel "We Care We Share" assuring financial support, adequate campus facilities and support for health care.

Financial assistance was provided to 135 teachers to attend conferences and workshops during 2016-21. 58 professional development programmes were conducted for the teaching and non-teaching staff. 97 teachers attended orientation and refresher programmes, during the assessment period.

A Performance Based Appraisal System is in place for the performance assessment of teachers and non-teaching staff.

Fund mobilization is carried out through external and internal sources. The college received Rs.1,74,53,209 from philanthropists and NGOs. Financial accounts of the college are subjected to internal, external and government audit periodically.

The institution has ISO 9001:2015 certification for total quality and environment management and has participated in NIRF ranking. The vibrant and active IQAC organizes training programmes for professional development and launches administrative and academic reforms whenever required and has initiated 55 programmes with an aim to ensure academic quality within five years.

### **Institutional Values and Best Practices**

The institutional values and best practices of the college are in tune with the vision and mission of the college. The college has its prime focus on gender equity in its action plan to create a gender-sensitive society. Safety in the campus is assured through on-campus-residence, security staff, Common Room and Infirmary in the campus.

Rainwater harvesting, open well recharge and maintenance of water bodies in the campus have contributed to ecological sustainability. The college relies on renewable energy sources through solar panels, wheeling to the Grid, sensor lights, LED bulbs and use of biogas. Green campus initiatives focus on zero waste plan, landscaping and plastic-free campus.

Environmental sustainability is assured through various audits (green audit, energy audit and environmental



audit) and environmental promotional activities. Management of solid waste, e-waste and hazardous waste are managed through MoUs.

The policy of inclusion emphasizes equity, irrespective of their socio-cultural differences. Typoscope, NVDA software, InstaReader and audiobooks are provided for visually impaired students. Ramps, tactile paths, signage are made available for differently abled students.

The college gives special attention in inculcating constitutional obligations among students. Code of Conduct helps students to emerge as polished individuals. Through observing commemorative days, the college instills the feeling of oneness among students.

The best practice, **Academic Performance Enhancement Practice (APEP)** is a systematic assessment method to analyze the academic performance of the students. By devoting an extra half an hour, various sessions are conducted to enhance the learning capabilities of the students and their competency. APEP has made the continuous evaluation process more constructive and ensures academic excellence through the improved academic performance of students.

Another best practice, **Sajeev Prayogshala/Live Lab** is an experiential learning system that helps students in applying their knowledge gained in the classrooms in a non-classroom environment. This practice helps in attaining higher cognitive levels of learning.

The College has undertaken the vision of shaping young women to thrive and excel in their roles as socially committed responsible citizens. The institution focuses on **equipping women for a sustainable society** by shaping multifaceted, socially committed, morally upright and intellectually nourished women.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	BISHOP CHULAPARAMBIL MEMORIAL COLLEGE
Address	Bishop Chulaparambil Memorial College, B.C.M. College, K K Road, Kottayam
City	Kottayam
State	Kerala
Pin	686001
Website	<a href="http://www.bcmcollege.ac.in">www.bcmcollege.ac.in</a>

<b>Contacts for Communication</b>					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Stephy Thomas	0481-2562171	9496337236	0481-2560307	bcmktm@yahoo.com
IQAC / CIQA coordinator	Priya Thomas	0481-2582171	9400416140	0481-2560307	priya@bcmcollege.ac.in

<b>Status of the Institution</b>	
Institution Status	Grant-in-aid

<b>Type of Institution</b>	
By Gender	For Women
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	11-07-1955			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Kerala	Mahatma Gandhi University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	26-12-1984	<a href="#">View Document</a>		
12B of UGC	26-12-1984	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1654181352.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Bishop Chulaparambil Memorial College, B.C.M. College, K K Road, Kottayam	Urban	6.35	17198.05

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Mathematics	36	HSE with Mathematics	English	50	27
UG	BSc,Physics	36	HSE or Equivalent with Physics as one of the optional subjects	English	40	24
UG	BSc,Chemistry	36	HSE or Equivalent with	English	40	30

			Chemistry as one of the optional subjects			
UG	BSc,Botany	36	HSE or Equivalent with Biology as one of the optional subjects	English	52	29
UG	BSc,Zoology	36	HSE or Equivalent with Biology as one of the optional subjects	English	50	39
UG	BA,History	36	HSE or Equivalent recognized by the university	English	50	48
UG	BA,Economics	36	HSE or Equivalent recognized by the university	English	50	45
UG	BA,Sociology	36	HSE or Equivalent recognized by the university	English	38	33
UG	BCom,Commerce	36	HSE or Equivalent recognized by this University with 45% of the aggregate marks	English	63	63
UG	BCom,Commerce	36	HSE or Equivalent recognized by this	English	50	27

			University with 45% of the aggregate marks			
UG	BSc,Computer Science	36	HSE or Equivalent examination with Physics, Chemistry and Mathematics .	English	60	16
UG	BSc,Food Science And Quality Control	36	HSE or Equivalent examination in Science stream with Physics, Chemistry, Mathematics /Biology or Home Science with Physics, Chemistry and Biology or Aquaculture with chemistry and Biology/ Mathematics	English	38	26
UG	BA,English	36	HSE or Equivalent recognized by the university	English	50	42
UG	BA,English	36	HSE or Equivalent recognized by the university	English	30	17
UG	BA,English	36	HSE or Equivalent recognized	English	30	11

			by the university			
UG	BSc,Home Science	36	HSE or Equivalent examination or an examination recognised by the University as Equivalent thereto.	English	40	24
PG	MSc,Mathematics	24	Graduation in Mathematics / Statistics /Computer Application with not less than 50% marks in the Part III subjects (Main/Core+ + subsidiaries/Complementaries)	English	30	29
PG	MCom,Commerce	24	Graduation in Commerce /BBA/BBM with not less than 45% marks in the Part III (Main/Core + subsidiaries/Complementaries).	English	20	9
PG	MCom,Commerce	24	Graduation in Commerce /BBA/BBM with not less than 45%	English	16	3

			marks in the Part III (Main/Core + subsidiaries/Complementaries).			
PG	MSW,Social Work	24	Graduation with not less than 45% marks in the Part III subjects (Main/Core + Subsidiaries/Complementaries).	English	30	30
PG	MA,English	24	Graduation in English (Model I/II/III) or graduation in other faculties of language and literature, social science, science, oriental studies	English	20	13
PG	MA,English	24	Graduation in English (Model I/II/III) or graduation in other faculties of language and literature, social science, science, oriental studies	English	15	15
PG	MSc,Statistic	24	Graduation	English	15	15



	s		in Statistics/ Mathematics /Computer Application (Triple Main) with not less than 50% marks in the Part III subjects (Main/Core+ + subsidiarie s/Compleme ntaries).			
PG	MSc,Home Science	24	Graduation in Home Science/ Food Service Management & Dietetics/ Clinical Nutrition & Dietetics/ Family and Community Science/ Food Science and Quality Control with not less than 50% marks in Part	English	10	2

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				66			
Recruited	0	0	0	0	0	0	0	0	11	55	0	66
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				34			
Recruited	0	0	0	0	0	0	0	0	6	28	0	34
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				14
Recruited	1	13	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	1	12	0	13
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	17	0	19
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	0	0	0	8	34	0	42
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	28	0	32
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	398	5	0	0	403
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	97	0	0	0	97
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	91	77	89	85
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	13	22	13	22
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	70	62	60	53
	Others	0	0	0	0
General	Male	1	3	3	5
	Female	414	333	419	397
	Others	0	0	0	0
Others	Male	6	5	4	2
	Female	118	249	236	260
	Others	0	0	0	0
Total		713	751	824	825

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>New Education Policy aims at integrating education into a comprehensive unit, bringing the highest quality, equity and integrity into the educational system. In this context Bishop Chulaparambil Memorial College, Kottayam is well equipped to implement NEP regulations in its curriculum. The Certificate courses and Add Courses offered by the college ensure an amalgamation of scientific, intellectual, social, emotional and cultural development of the students. Apart from the regular Open Courses offered by the departments, the students have a choice to select from the 23 certificate courses, 4 add-on courses and 5 zero credit courses to develop their creative potential. Life skill</p>
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	<p>Education, Community Health Education, Adolescent Health Education, Organic Farming, and Environmental Education are some of the different courses offered for study. The college has a multidisciplinary programme. BA English Triple Main (Communication, Journalism and Literature) in the Under Graduate Level and MSc Child Development in the Post Graduate Level. Collaborative research projects involving staff and students, government agencies, NGOs and different departments are being undertaken to address the issues and challenges faced by society. NSS, NCC, relevant clubs, Snehanam Project, Pongampallil Tribal Village Project, and BCM OJASS are some of the initiatives taken up by the college to boost the social responsibility of the students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our institution welcomes the new system of ABC which permits the students to avail the benefits of credit transfer and the possibilities of multiple entries and exits. This provision will broaden the holistic educational prospects of an individual.</p>
<p>3. Skill development:</p>	<p>The College has made tremendous efforts to develop the skills of the students. Kshamatha Va Khushalatha, an extensive programme for skill development has been introduced in the year 2018 itself and has proved very successful. The College gives fair and varied opportunities to develop the skills of the students through the programmes like SSP, ASAP and WWS. NSS and NCC units conduct skill-based training workshops to help students excel in their areas of expertise that will help initiate them as entrepreneurs into new areas. Along with a prescribed syllabus, the College has created a flexible curriculum that grants the student a broader space and a wider scope for realizing their objectives.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college stands in unison to uphold the integrity and cultural heritage of our nation. The College strives on a daily basis to create a youth who upholds the Indian culture by inculcating sound values and an understanding of humanity. NCC and NSS units bring out the best programmes to cater for the unity and diversity of Indian Culture. Indian Languages are promoted through competitions and activities like Ethnic Walk and Ethnic Shows. Value enrichment programmes are conducted regularly to instil our youth with morals that will bring glory to our Nation.</p>

	<p>Ek Bharat Sreshta Bharat programme is an initiative to promote cultural integration among students. Our college has allied with Government college Karsog, Himachal Pradesh and organized multifaceted programmes. The college has an active MoU with Kadambari Memorial College, Nepal as a part of the student exchange programme. The department of Hindi has allotted 10 hours per month for organizing Hindi Munch where the students conduct various cultural programmes in Hindi. Hindi Manuscript magazine is also brought out annually by the Hindi department.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Education is a student-centric model which gives emphasis on what is learned. The curriculum framework is created specifically to encourage students to not only present facts but also make complex analyses and interpretations. This approach helps to identify a student's strengths and weaknesses. Before the commencement of each programme, the students are given awareness regarding Program Outcomes(PO)Program Specific Outcomes(PSO)and Course Outcomes(CO). The question banks are based on Bloom's taxonomy and evaluation is also conducted adhering to the pattern. It enables the students to assess their cognitive levels like remembering, understanding, applying, analyzing, evaluating and creating.</p>
<p>6. Distance education/online education:</p>	<p>The institution provides ample flexibility to the students to learn and explore through ICT-enabled classrooms. The pandemic scenario was efficiently handled through ICT tools like LMS MOODLE, OBS, and GOOGLE CLASSROOM. The faculty was trained intensively to adapt to the changing scenario. The students were encouraged to interact in virtual classrooms. The use of technologies like LCD, Smart classrooms, and Language Lab, made online education efficient. Virtual and live classrooms coexisted and apart from this, the institution took special care to implement blended classroom learning to ensure that all students benefited simultaneously despite their circumstances. The College stepped forward by providing many deserving students with the necessary technological facilities in cash and kind so as to reduce the digital divide. The College has high-tech classrooms with interactive boards which eased the transmission of knowledge. The college makes use of Enterprise Resource Planning(ERP)</p>



online, and TCS to monitor and record attendance and evaluation reports of the students. This transparent information system provides students with the knowledge of their academic status and helps their progress in the same. The students and teachers make use of the time to complete Coursera courses online. Online learning assessments are done through Quizziz, and Google forms. Know Your English Test etc. Various Departments have started YouTube channels to upload their content and videos on their subjects.

NAAC

# Extended Profile

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## 1 Program

### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
526	527	522	502	504
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	23	23	23	23

## 2 Students

### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1773	1902	2017	2000	1913
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
182	168	169	168	159

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
674	657	690	642	628

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
94	99	98	96	97

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
94	99	98	96	97

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 58**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
132.8	114.61	153.01	114.35	115.3

**4.3**

**Number of Computers**

**Response: 193**

NAAC

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

**Response:**

Bishop Chulaparambil Memorial College, being **affiliated to Mahatma Gandhi University**, follows the syllabus prescribed by the University for all its programmes. However, the college takes great care to **ensure that the curriculum** is delivered with **careful planning and documenting**.

Prior to the beginning of the academic year, the **Heads of the Department** conduct departmental meetings, wherein **micro planning** is done for the academic year with respect to the courses to be taught and **subjects to be allocated to the teachers**. The HoD instructs each teacher to prepare a **teaching plan** which would be **vetted** by the **Academic Advisory Board (AAB)**. Each Department has an **Academic Advisory Board** which includes at least **two external experts** and the teachers of the home department. Teachers chart the POs and PSOs of each Programme and COs of each Course, which are vetted by the AAB. **The teaching plans** prepared by the teachers, which give a **detailed insight** into how **each topic** will be dealt with, when it is expected to be completed and the different teaching methods to be adopted are submitted for **approval by the Academic Advisory Board**.

In order to document the curriculum delivery, each department maintains a **Lesson Completion Report / Log Book**. This gives details about who taught what in each class. At the end of every month, the **HoD examines** and reviews the **Lesson Completion Report** and the **Log book**. Both help the **HOD to verify and keep track of teaching- learning activities in the department**.

The college has a calendar that gives the students details about their programme structure, evaluation process, and the conduct of continuous evaluations. The college also maintains an academic calendar and an exam calendar which helps to plan all programmes for the academic year in a timely and meticulous manner.

Besides assignments, seminars, and tests for Continuous Internal Evaluations (CIEs), we follow a **unique method** of allotting half an hour every day (**APEP-Academic Performance Enhancement Practice**) to conduct short evaluations for the students from the topics taught. These **APEP** aid in boosting the internal marks of each student and enrich the curriculum along with improving the overall results. Question banks are maintained and this helps the students prepare from an exam point of view. At the beginning of the year, by conducting a **streaming test/post admission test**, the students are identified as Advanced Learners, Mediocre learners and Slow Learners. The Slow Learners are given remedial coaching and the Advanced Learners are given extra coaching in order to motivate them further. Many Add-on and Certificate programmes, and invited lectures are arranged to boost the learning experience of the students. The institution also offers adequate infrastructure like **computer labs** and **smart classrooms** that aid in the delivery of the curriculum. The library has many reference books, e-books, **OPAC, N-LIST, and journals**. The college also offers support programmes like SSP (Scholar Support Programme), WWS (Walk with a Scholar), and ASAP (Additional Skill Acquisition Programme).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

The college, **being affiliated to Mahatma Gandhi University**, follows the **curriculum and the academic calendar prescribed by the University**. The college ensures **strict adherence** to the **academic calendar**. Before the beginning of every academic year, the college **formulates its own academic calendar** to be followed, which is in compliance with the University's guidelines. During the first council meeting of the academic year, a team is constituted to prepare an academic calendar for that year. This academic calendar is prepared after consulting the Principal, Vice- Principal(s) and Heads of the Departments and IQAC Coordinator. The action plan that is prepared by each department, which is presented at Vichara – Envisioning Retreat is also taken into consideration while preparing the academic calendar. The academic calendar is distributed to the staff well in advance so that teachers have ample time to plan their lessons and programmes.

**The Exam Cell** of the college ensures the **quality of Continuous Internal Examinations and Assessments**. At the beginning of the semester, the council decides on the dates for the continuous internal exams and **students are intimated** of the same. **The Academic Calendar** gives the **stipulated time for preparing question papers for the internal exams, dates for the conduct of the internal exams, as well as the date of publication of results** . Following this, the **HoDs** conduct a **meeting** in which the **portions** for each exam are **decided beforehand**, and other **components** of internal evaluation **like viva, seminar, assignment, and projects are allocated to the teachers**. This ensures that the teachers have enough time to prepare and deliver their classes with ease. Moreover, the students are also **informed** of their **portions well in advance**. Publications of the internal marks, forwarding them to the respective Departments, uploading the marks etc. are closely done under the guidance and supervision of the Principal. Both at the Department level and at the institutional level, a teacher is put in charge of coordinating these activities.

The timetable incorporates half an hour every day for the conduct of **APEP** (Academic Performance Enhancement Practice- short evaluations conducted daily for students) which constitute 25% of their internal marks. To ensure that there is no disruption in the timetable, we follow **a day order system**, so that any **unforeseen holiday gets compensated**. Activities like Department Fests are conducted on Saturdays to prevent the loss of teaching-learning time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 24

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 117

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
23	29	27	25	13

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 36.16

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
664	751	824	825	416

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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



**Response:**

Most of the programmes offered by the college deal with courses pertinent to issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability. Programmes like Commerce, Food Science & Quality Control and Social Work offer courses in Professional Ethics and Human Values. A course on Environment and Sustainability has been included in the fifth-semester syllabus of all U.G Programmes since 2017. Gender Studies, Eco-critical studies and Women's Studies form core courses for the B.A English, B.A History and M.A English syllabus. B.A Sociology and B.A Economics also deal with topics like Gender Sensitization. A total of 61 courses for U.G and 49 courses for PG have been offered in the last five years that deal with Professional Ethics, Gender, Human Values, Environment and Sustainability. During their final year projects, students are encouraged to take up topics that contribute to Professional Development, Gender, Human Values and Environment related issues.

**Professional Ethics:**

The college offers many programmes that teach students the importance of maintaining professional ethics in their academics and future professional life. The IQAC of the college offers a certificate course on Research Methodology and Data Analysis. Certificate courses on Safe Food Handling Techniques, Hygiene and Management, and Banking Theory and Practice are offered by the Food Science and Quality Control Department and Commerce Department respectively. Seminars on Professional Ethics, Research Methodology and Research Design and Academic Writing Methods have been conducted over the years.

**Gender:**

Gender related courses on Feminism and Women's Studies/Rights form a major part of the syllabus of many programmes like B.A English, M.A English, M.Sc Child Development and M.S.W. Along with this, the Women's Cell of the College conducts many activities and seminars related to women empowerment.

**Human Values:**

Teaching human values makes one a better citizen. Many programmes belonging to various departments like English, Social Work, Sociology and History offer modules that inspire and encourage the students to understand the importance of human values.

**Environment and Sustainability:**

Understanding the importance of sustaining the environment in today's world, the syllabus has incorporated a compulsory course on Environmental Studies across all undergraduate programmes during their fifth semester. Along with this, the college offers a course on Jaivasaksharatha ( Organic Literacy),

that encourages environmental protection. Classes on LED bulb making by the Physics Department, Mangrove Conservation Campaign by the Zoology Department etc have been organized to inculcate values of environmental sustainability.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 12.48

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
68	67	58	62	67

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 38.41

### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 681

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 90.96

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
713	751	824	825	803

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
881	871	872	864	822

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 95.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
174	161	162	161	151

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

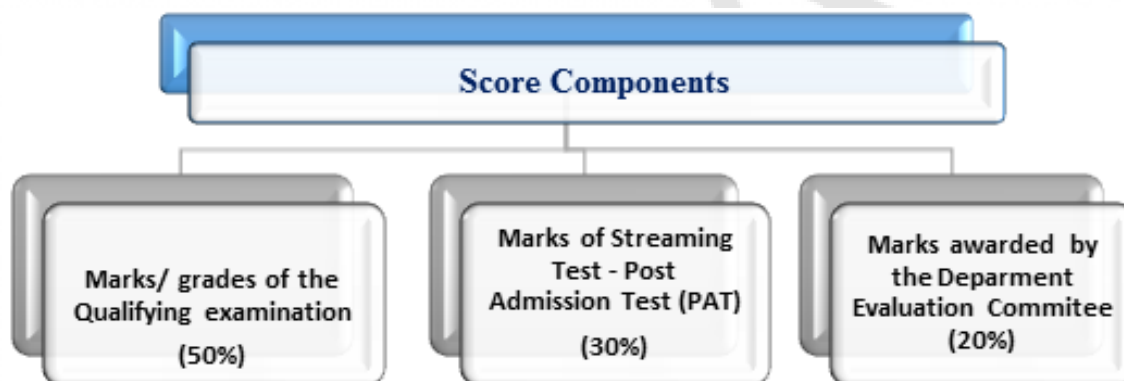
### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The admission process of the College is carried out according to the **Centralised Allotment Process (CAP)** of Mahatma Gandhi University in a transparent and systematic way. The students who are varied in terms of learning levels are categorised through the **entry level assessment process** of the college and **special programmes** are arranged to cater the diversified needs of the students.

#### A. Entry Level Assessment Process

Students are categorised as Advanced, Mediocre and Slow Learners by assigning scores through entry level assessment process.



The marks awarded for the Qualifying examination (*scaled to 50*) are added to the marks of the Streaming Test (*scaled to 30*) and the marks awarded by the Department Evaluation Committee (*scaled to 20*). The intent is to create a normalized score which is relative in nature. A scale is constructed and students with  $+0.7$  score and above are classified as *Advanced learners*, between  $-0.7$  and  $+0.7$  as *Mediocre* and below  $-0.7$  as *Slow learners*.

#### B. Special Programmes Based on Learning Abilities

**Special Programmes for Slow Learners** include Remedial coaching, Scholar Support Programme (SSP), Peer teaching, Role play, answer keys to question bank in LMS, solving previous question papers are to name a few. **Gamification** motivates the students to acquire knowledge through fun and is practiced by the Departments of Commerce, Sociology and Chemistry. Computer literacy is encouraged among slow learners as it will enable them to handle technological tools with ease.

**Special Programmes for Advanced Learners** comprise Quizzes, Debates, Journal clubs, Science Awareness Programmes, Invited Lectures, Seminars, Institutional visits, Walk With the Scholar (WWS) and Competitive exam coaching. Platforms like '*Chempakachottil Chayavattam*' (A space for Interactive learning) and '**Student Durbar**' promote discussions on topics which are of contemporary relevance. Summer fellowships in research institutes, SWAYAM/MOOC courses, projects/internships in association with Industries/NGOs and higher education institutions are additional programmes. Flipped classrooms,

video content generation by students, paper presentations in conferences help these learners hone their communication and presentation skills.

**Special Programmes beneficial to Slow, Mediocre and Advanced learners: Bridge Courses** aid in familiarising the students with the new subjects. **Extended library hours**, innovative programmes like ‘**Got Caught While Reading**’, ‘**Akshara Puraskara Padhathi**’ (Award for the best library user) aid in developing reading skills of the students. Students are encouraged to undertake **certificate/ add-on courses**. **Symbiotic teaching/ cross teaching** programmes provide the students with an opportunity to share and enrich their knowledge. **Learning Buddy system** of the college is a small group learning practice which ensures incremental learning. Slow/Mediocre learners are given chance to move up their level and teach their peers. Employability skills are augmented through participation in **ASAP** (Additional Skill Acquisition Programme) and **Kshamatha Va Kushaltha courses**. The Academic Performance Enhancement Practices (**APEP**) revises challenging topics and prepares the students from an examination point of view. Usage of **ICT enabled instructional models** address the needs of visual and auditory learners. Students absent due to medical reason/participants in sports/cultural activities are given special assistance. Assignments and seminar presentations augment the students’ knowledge and presentation skills.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 18.86

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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 envisages a holistic learning through student-centric pedagogy encouraging the teachers to adopt methods that focus on nurturing the aptitude and caliber of the students.

**Experiential Learning** takes the learners beyond the classroom and calls for the active involvement of the students.

- **Project Based Learning** – Departments promote projects, excluding those prescribed by M.G. University. Some of these projects are selected as BIIC sponsored START UP programmes by the University and funded by the Government of Kerala. Three-year/mini projects on environment and socially relevant issues are also conducted by the students.
- **On the Job Training and Apprenticeship** by the Departments of FSQC and English provides an opportunity for the students to have hands-on-work experience. It leads to the development of expertise in their specialized area.
- **Institutional and Industrial/NGO visits** help students to familiarize with technological advancements and new industrial work practices.
- **Entrepreneurship Development Cell** of the college aims to develop entrepreneurial traits among the students.
- **Cooperative learning** strategies are implemented through **peer teaching and Learning Buddy System** where the students of varied levels of learning are mixed and are intellectually benefited from each other.
- **Labs and science exhibitions** ensure practical application of concepts in a controlled environment.
- **Live Labs or Sajeiv Prayogshala** of the college provide hands-on learning opportunities that merge academics and campus facilities through skill-based learning and prepare students to attaining higher learning outcomes. The college practices seven live labs namely: SWAAD (Student Work in Alternate and Allied Domains), Nurtury - Child Care Initiative, Student Social Initiative, Diet and Stress Management Clinic, Student Digital Initiative, Student Amenity Centre and BCM Voice.
- **Performance based learning** such as role plays by the Departments of English and Sociology stimulate creativity and help students to understand the concepts in a stress free manner.
- **Service learning:** The students are encouraged to take part in symbiotic learning activities and community services. 'Intellectual Donation' by the Department of Mathematics and the tutoring programme by the Department of Commerce benefit school students and under privileged women. Activities and camps of NSS, NCC and the Department of Social Work in rural areas facilitate practical learning in real life environments.

### Participative Learning

- **Activity Oriented Learning** strategies like **RBPT** (Research Based Pedagogical Tools), **Sky-Watch**, **Scrap Book**, **Budget Analysis and Mushroom Cultivation** by the Departments of Chemistry, Physics, Sociology, Economics and Botany respectively are some examples.
- **Interactive learning** gives the students an opportunity to interact and learn through workshops, seminars, project presentations, reverse quizzes, peer teaching and flipped classrooms.
- **Group Learning Method** includes Brainstorming, Fishbowl technique, debates, and group discussions and deliberations through Socratic Method.
- **ICT enabled learning** equips the students with the ability to conveniently handle and negotiate through various learning tools and platforms like LMS- Moodle and Google Classrooms.

### Problem solving methodologies

- **Case Studies** by the Departments of Sociology and Social Work provide opportunities to relate learning to real-life environments and to develop individual approaches to define, analyze and to enhance problem solving abilities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

The college promotes a fine blend of traditional classroom teaching along with adequate use of innovative technology. With the advent of information technology, the teachers are using wide range of ICT enabled teaching tools for catering the diversified needs of students who are technologically well competent. The IQAC of the college has taken the initiative to train the teachers in the use of smart boards, online teaching aids like Moodle, Google Classroom, and Open Broadcast Software (OBS).

The college has an ICT friendly atmosphere with LAN connection throughout the campus and cent percent ICT enabled classrooms. The college has a well-defined ICT policy. There are **thirty seven smart classrooms**. Most of the departments are provided with **Operational digital board** (interactive panels), LCD projectors and laptop, desktops, USBs, hard discs, printers, scanners and smart boards. This has equipped the teachers in the online dissemination of knowledge with ease. The **fully automated Library** with software **KOHA** of the College enables the students to find the availability of books. The library provides accessibility to e-resources through **INFLIBNET** to both teachers and students. The visually challenged students are benefitted from the **NVDA** and **INSTAREADER** softwares which are made available in the **Resource room** of the college.

Teachers share documents, self-prepared videos, presentations, e-books and question banks with the students in LMS-Moodle. During the Pandemic, regular evaluations of students were done through online tests, assignments and quizzes, based on which students receive prompt and constructive feedback. Subject enrichment videos, Webinars, Science Practical demonstrations by various teachers and students are easily accessible through the college and department **YouTube channels**. Teaching plans are published in LMS at the beginning of the academic year which helps in students to prepare for the class well in advance.

The college has a well equipped **Computer Lab** and two **computer centres**. The total number of computers in the campus is 191 of which 177 computers are accessible to students. These computers are used for the practical sessions of various programmes. The computers are installed with new version of Linux, Tally, Microsoft Office and the latest Excel utility downloaded from the Income Tax Department website to name a few. Training on **LaTeX** and **Python** are provided to students by the Departments of Mathematics and Physics respectively.

The students are encouraged to take up MOOC courses through **NPTEL- Swayam, Coursera, IBM and IIRS**. This has opened the students and teachers to newer avenues and courses provided by foreign universities and premier institutes. Course materials accessed through online platforms, online digital repositories for lectures, and digital library have made huge changes in the accessibility of information to students and teachers. The college website has the provision for online submission of grievances. The **Enterprise Resource Planning (ERP)** of the college monitors and records the attendance and evaluation reports of the students. This transparent information system provides students with the knowledge of their academic status and helps them keep track of their progress in the same.



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 18.86

#### **2.3.3.1 Number of mentors**

**Response:** 94

<b>File Description</b>	<b>Document</b>
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## **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

<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**Response:** 16.79

**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	15	13	15	15

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.86

**2.4.3.1 Total experience of full-time teachers**

Response: 551

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

**Response:**

The internal examinations are conducted and coordinated by the **Centralized Exam cell** of the college to ensure uniformity in date and time of the exams across all the departments. The dates of examinations are scheduled in the **academic calendar** which is published at the beginning of every academic year. This helps the students to prepare for the examinations systematically and in a time bound manner.

Weightages for attendance, assignment/seminar/viva- voce and test paper as allocated by the university are used for the internal assessments.

The internal examination marks are derived from two components- internal examinations and **Academic Performance Enhancement Practice (APEP)**. The students are given two internal examinations modelled on the university question pattern. In addition to the internal examinations, multiple class tests and other assessment strategies like discussions, quizzes, and open book tests are conducted on a regular basis under APEP. The Practice of APEP has been introduced from 2016 and come under the process of continuous evaluation to make the practice more systematic. These assessments are conducted on all working days from 12:30 to 1:00 pm on various topics as informed by the teacher in advance. The result of APEP is published within five days of the conduction of the assessment practices.

The college holds a provision for **re-tests** for students who missed their internal exams due to genuine reasons. They have to apply for re-test stating their reason for absence and with the permission from the Head of the Department. Provision for **reevaluation** of answer script and **improvement** is also provided.

The **evaluation** is done within a stipulated time. The answer scheme linked to Course Outcome (CO) is published after the examination. The answer scripts are valued based on this marking scheme and are returned to the students. The results of the internal examinations are published within 10 days of the examination.

The **Enterprise Resource Planning (ERP)** of the college monitors and records the attendance of the students. The parents and students have rights to login in the ERP and can keep track of the attendance and their performance in the continuous evaluation. The **monthly attendance** is published on the notice boards of all the departments as well as in the ERP. The grievances related to attendance are addressed within two days.

The marks of attendance, assignments, internal examinations, and APEP are consolidated through a **relative grading method**. The marks are entered in the **Student Information Card** maintained for each student and are also published in the **Enterprise Resource Planning (ERP)** of the college. A one on one meeting (**PTA meeting**) is arranged for the parents to meet the teachers to discuss the academic performance of their ward in each semester.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

. The cell comprises of the Principal, faculty members and student representatives. If any examination related grievances occur, at first level students can approach their class teacher and he/she tries to find a solution. If any grievances remain unresolved, the students can approach the Head of the Department at the second level. At the third level they may approach the Principal if the issues persist. As an alternative way students can deposit their complaints in the complaint boxes placed in the college and at the

departments or register through college website.

The college employs effective **strategies to minimise exam related grievances**. The answer scheme along with the linked Course Outcome (CO) is **published in LMS** immediately after the examination by the concerned teacher. This gives the students a provision for self-evaluation of their scores. All these assessments are published in the ERP to which students and parents have the rights to login and access to all the relevant information.

In addition to this, the hard copies of the A forms (Course wise internal mark sheet) and B forms (Consolidated mark sheet per semester) are published on the department notice boards. It is ensured that the **students verify their internal marks** and place their signatures against their names.

The Principal sanctions and forwards the hard copies of the mark lists to the university only after the class teacher and the HoD confirm that the marks have been verified and ensures that no grievances are pending. This assures that grievances, if any, are addressed well before the marks are uploaded in the university portal.

To assure error free uploading of internal mark entry by the class teachers in the university portal, the college has constituted **Internal Mark Verification committee** comprising of five faculty members. The verification committee verify the marks entered in the portal and they are forwarded by the Principal to the University. This multilayer verification process guarantees efficient and transparent internal mark entry.

**Re-tests** are provided for students who were unable to appear for the exams due to participation in various activities like NSS, NCC, Sports, Arts competitions, for those suffering from serious medical conditions and due to any other genuine reasons approved by the Principal/ Head of the Department. The provision for improvement and revaluation is also given.

The **Examination Cell** that functions in the college guarantees the smooth conduct of both internal and university examinations. Malpractices are checked by the exam cell and the norms of the University for the conduct of examination is strictly followed. To ensure safety and transparency, all the exam rooms are under CCTV surveillance.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

**POs, PSOs and COs offered by the institution are stated, displayed and communicated to teachers**

**and students.**

Bishop Chulaparambil Memorial College follows Outcome Based Education from 2017 onwards. The Programme outcomes of the college are carefully designed by IQAC after consultation with all the faculty members and external experts. Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are framed adhering to the syllabus of MG University and is aligned to the vision and mission of the college.

To ensure that the faculty is equipped to practice outcome based education the college organized various classes, hands on training workshop and seminars on blooms taxonomy and OBE.

The IQAC ensures that active discussions are made at department level and the inputs of the department **Academic Advisory Board (AAB)** consisting of external subject experts are also incorporated into the framing of the detailed COs.

**Mechanism of communication-** The POs, PSOs and COs along with the syllabus are displayed on the college website, the class room notice boards and in the MOODLE pages/ google class rooms of faculty members. Hard copies are kept in the library, departments and IQAC for ready reference.

At the beginning of every academic year a department meeting is convened to allocate the courses and discuss the POs, PSOs and COs among the faculty members. Newly appointed faculty members are briefed about the outcomes and doubts, if any, are cleared well before they are communicated to the students.

The POs are explained to the first year students during the general induction programme of the college. During the orientation programme conducted in each department, PSOs are communicated to the students by the respective department heads. The faculty in charge of each course thoroughly explains the course outcomes, assessment methods and scheme of evaluation to students at the beginning of each course.

This process outlines the outcomes that the students attain on completion of the programme. It directs the students to properly channelize their studies and motivates them to perform well in their evaluation process making learning more consistent and productive.

As a novel approach to teaching learning, the college has adopted a special method where the scheme of examination, prepared by the teachers and linked to CO is provided to the students. Students view the questions and assign the right COs to the corresponding questions on the score sheet. This is further verified by the teachers. For this purpose, the college has designed a score sheet with provision to enter COs against the respective questions.

**Teaching with the help of short term learning objectives** - The faculty members follow effective pedagogic strategies and emphasize learning objectives for each topic at the beginning of the session. The short term learning objectives aid in better transaction of the topic and motivate the students to look forward to each session.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

## 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

### Response:

The institution has clearly framed, displayed and communicated the COs, PSOs and POs to all the stake holders. Its attainment is measured using both direct and indirect methods. The direct methods are those in which students express the skills and knowledge through class tests, assignments, quiz competitions, seminars, discussions, viva-voce, project work etc. Indirect methods of assessment include exit survey, result analysis, student progression to higher education and student placements.

In order to measure the attainment of COs, the scores obtained from direct assessment methods is used. The types of assessment apt for measuring each CO were framed by the faculty after thorough discussion at the department.

Questions for examination are prepared according to Blooms Taxonomy and all questions are linked to CO. The college has devised a score sheet detailing CO measurement for each question in the question paper. The scheme of valuation linked to CO is made available to students after examination. Answer scripts with CO measurements are returned to students and any grievance related to valuation is addressed immediately

Each faculty member explains the assessment strategy used for measuring the course outcome at the beginning of the course. Each outcome should be measured at least twice to ensure that those students who are missing the classes due to health or other unforeseen causes are included.

Departments have assigned weights in integer value to various assessment methods that are used to measure the respective outcome. For example for measuring a CO related to communication skill a seminar is given more weightage than a written examination. The COs are transferred into grades based on the following criterion.

Percentage of Marks	Grade	Grade Weight
80-100	A	3
60-80	B	2
40-60	C	1
Less than 40	D	0

The weighted average of these grade weights are used for measuring the respective CO attained by the student for that particular course. Hence corresponding to every student, the values of CO lies between 0 and 3.

A matrix representing the relationship connecting CO with PO and PSO is mapped by the departments along with CO and PSO. These relationships are denoted by the numbers 0, 1, 2 and 3 where 0 denotes no relationship and 3 indicate strongest relationship. A weighted arithmetic mean of the CO values with respective weights of PO and PSO yields the attainment for respective PO and PSO. This value range between 0 and 3. Hence corresponding to each course every student has values for each of the PO and PSO ranging between 0 and 3.

The weighted average of these values weighted with the respective credit gives the PO/PSO attainment level of students, which ranges between 0 and 3.

IQAC conducts an exit survey on OBE .The response is used to validate the Outcomes and revision is made accordingly. Results and student progression is also analyzed in detail by the IQAC. An analysis report is presented in the college council and the governing body of the college evaluation

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 90.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
607	595	628	570	566

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

2020-21	2019-20	2018-19	2017-18	2016-17
673	656	689	642	628

<b>File Description</b>	<b>Document</b>
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response:</b> 3.94	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 6.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.4	2	0.9	0.6	2.461

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 4.26

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 11.27

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	2	2

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	14	14	14

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

The institution recognizes the changes taking place in all sectors and emphasizes the need for innovative practices leading to the creation and transfer of knowledge. Creation of knowledge is done through regular researches, surveys, annual research programme of students and other activities. College has a research policy which encourages all the faculty members to undertake research. The facilities for plagiarism check also have been provided by the college. Journal clubs of both Arts and Science departments and research clubs in departments develop research interest. Many outstanding students have undertaken projects as research fellows in institutions of national importance. Research projects were also a major source of resource mobilization for research. Knowledge creation has been done with the participation of community also. Knowledge dissemination also happens through publications, lectures, seminars delivered by the faculty and students in own institution and other places.

Innovative programmes are in place in the college as initiative of different departments. Department of Zoology has a museum and an aviary with variety of love birds through which the students and others get opportunity of learning. Department of Botany is running an incubation centre, 'SAPPLINGS'. The department has three ongoing start-up projects supported by Mahatma Gandhi University:

- reuse of baby diapers for organic farming,

- specimen botanical garden
- eco-friendly domestication of Stingless Bees.

FoodTIC - a Food Technology Incubation Centre initiated by Department of Food Science and Quality Control intends to provide technical assistance to small scale industries and potential entrepreneurs in product formulation, healthy ingredients, food safety, storage and shelf life, etc. Soy Cutlet, Taduo Hunan Nest, Masukhan, Shak -Shuk - Kah etc. are some of the food products developed and sold by FoodTIC. As the first stage, incubation centre has food microbiology laboratory and food analysis/chemistry laboratory. FoodTIC enables the students to work in R&D departments of industries. The centre will be converted into a full fledged one.

A child resource centre for child related programmes has been initiated by Social Work Department in association with child line. Different departments have funded research projects from various government and non- government organizations facilitating the creation of knowledge. It also helps in assessing needs of society and realizing it. Most of the departments organize exhibitions yearly and uses many avenues for transfer of knowledge to students and community. . The college publishes a Peer-reviewed Bi-annual journal ‘educere’ for publishing knowledge needed and useful for social work practice. Many departments publish journals, manuscripts, pamphlets and other IEC materials. Knowledge creation and transfer also takes place through seminars and workshops organized in the college and the paper presentations and lectures delivered by faculty as resource persons.

Of late, departments have used online platforms also for dissemination of knowledge. Audio and Video lectures and videos are created on different topics and published through YouTube. Various extension programmes are also used for creation and dissemination of knowledge.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 69

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	12	19	12	19

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

<b>3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years</b>	
<b>Response: 1.75</b>	
<b>3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years</b>	
Response: 7	
<b>3.3.1.2 Number of teachers recognized as guides during the last five years</b>	
Response: 4	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

<b>3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years</b>											
<b>Response: 0.84</b>											
<b>3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.</b>											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>13</td> <td>22</td> <td>23</td> <td>4</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	19	13	22	23	4
2020-21	2019-20	2018-19	2017-18	2016-17							
19	13	22	23	4							
File Description	Document										
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>										
Any additional information	<a href="#">View Document</a>										

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

**Response:** 0.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	14	9	15

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

**Response:**

The college conducts extension activities useful for the community for making an impact in the community and sensitize students on social issues. This helps in the holistic development of students and community. The activities are undertaken mostly in collaboration with government and non-government organizations. The college has a registered society BCM OJASS (Outreach Joint Action to Strengthen Society) for undertaking welfare programmes for students in the college and community outside. OJASS has taken up the personality development programmes and education of tribal children 2008. It also provides regular personality development programmes to children in special homes. College has constructed/supported in construction of six houses for the homeless students in the college since 2014. This includes house for a flood affected person in UBA village. Beneficiary was identified through PRA method. The activities are undertaken by individual departments, NCC, NSS, UBA programme, college union and various clubs.

Childline, a project of Govt. of India has its district nodal office in the college. Childline address psychosocial needs of the children and make interventions in the event of child rights violations. All the departments visit nearby special homes for elderly, differently abled and children with special needs and undertake different programmes.

The NSS unit regularly conducts a programme titled “Snehannam (Love through Food)” which provides food to the inmates of Navajeevan Trust and Abhayabhavan. NSS also conducts organic farming in community, environment protection programmes, awareness campaigns on different topics and programmes to make community aware of its culture and preserve it. Blood donation camps have involved

maximum number of girl students. NCC has conducted outreach programmes on Swatch Bharath, awareness campaigns on e-payments, cleanliness, AIDS, safe childhood, population, female foeticide etc. and also engage in traffic control. Departments have conducted many programmes useful for the community using the classroom knowledge. The Unnat Bharath Abhiyan programme selected five Panchayats for implementing activities after identifying the needs. Hair donation for cancer patients, an yearly event has been highly appreciated. Programmes for the protection of environment, campaign against plastic were initiated by many departments.

During flood that hit Kerala in 2018, 19 and 21, relief activities were undertaken. This included supply of food, drinking water and other materials, in and around Kottayam and other districts by BCM OJASS, NCC and NSS. The work also included Social Work department supporting the district administration in disaster management on a 24 hrs basis for five days. This was reflected as a model practice. The college has associated with other NGOs and distributed six trucks of materials in flood-affected areas. Teams from the college have visited the relief camps for providing psycho social support to children. They were also involved in cleaning houses, chlorination of polluted wells and online mapping of the damaged houses to assess the extent of damage.

College was actively involved in the COVID 19 related programmes by spreading awareness, providing psycho social support to various groups and associating with government machinery in the “break the chain” campaign.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 43

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	6	11	14

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 466

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	100	82	86	99

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**Response:** 99.49

**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1773	1902	2024	1970	1886

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

**3.5 Collaboration**

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**Response: 716**

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

2020-21	2019-20	2018-19	2017-18	2016-17
111	133	203	187	82

<b>File Description</b>	<b>Document</b>
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response: 102**

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	23	24	19	16

<b>File Description</b>	<b>Document</b>
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

Bishop Chulaparambil Memorial College, situated at the heart of Kottayam, has a built-up area of 1,85,118.27 square feet in a single compact campus, fostering smooth administration and management. The college building is divided into academic block, library and auditorium block and hostel block. The administrative wing and departments function in the academic block. The administrative wing comprises the Principal's room, Bursar's room, aided and self-financing offices, front office, reception lounge, visitor's room, and air-conditioned audio-visual conference hall. 17 fully furnished department offices and 55 sufficiently spaced ICT-enabled classrooms are the backbones of the academic block's physical facilities. All the classrooms are sufficiently ventilated and illuminated with adequate fans, LED tubes and windows. Smart classrooms include cutting-edge technologies like 11 operational digital boards (interactive panel), 9 smart boards with LCD projectors and 17 wall-hanging LCD projectors and speakers. All the PG classrooms are furnished with Jefferson chairs. Other physical facilities of the academic block include an air-conditioned seminar hall [140 seats], computer centre, incubation centre, counselling centre, examination cell room, stock room, yoga centre, prayer room, student amenity centre, coffee shop, infirmary, 195 washrooms, BCM OJASS and District Childline nodal office and recreation room.

Library and Auditorium block comprises of library, having 50034 books, rare *thaliyola grandhams* (palm leaf manuscripts) and is fully automated with ILMS. It also contains two conference rooms, an expanded space for research scholars and a computer centre. The block further includes a multi-purpose auditorium with 1200 seating capacity, one of the largest among the colleges of MG University. The block also contains a fitness centre, N.S.S. and N.C.C. rooms. The hostel block comprises three hostel buildings [lodging capacity 450], a prayer hall/meditation room and a canteen.

The college has a FIST lab and 15 departmental laboratories (Botany - 2 nos., Zoology - 2 nos., Chemistry - 4 nos., Physics - 2 nos., Home Science – 3 nos., FSQC – 2 nos.), two museums with rare specimens, botanical, orchid gardens and a love-birds park. Labs are furnished with a U.V. spectrophotometer, autoclaves, muffle furnace, cooling centrifuge, fluorescent microscope and portable water quality analyser.

The college has 193 computing systems distributed in two computer centres, college offices, departments, labs, classrooms and library. The college has three high-speed printers, 25 multi-function printers, a public address system and an intercom facility. The College campus is protected with CCTV surveillance. The campus is fully WIFI enabled, and all the rooms and offices are LAN facilitated. An exclusive transformer, 30KW solar plant, three generators and 60 U.P.S., 53 battery and inverter systems are installed to ensure a steady and uninterrupted power supply. Fire extinguishers are placed in laboratories, library and other key places.

A Quick Response (Q.R.) Code supported complaint and maintenance management system assures proper redressal of the grievances and quality infrastructure for teaching-learning facilities. The augmentation of infrastructural facilities is ensured with the support of the management, Central and State Governments, alumni, SAF (Senior Academicians' Forum), stakeholders and philanthropists.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

Bishop Chulaparambil Memorial college offers ample infrastructural and practical facilities for sports, games, gym, yoga, meditation and cultural activities for its students and staff. The infrastructural facilities include a mud court, basketball court, college patio, frontal courtyard, Joggers' Trail, multi-purpose auditorium, seminar halls, gymnasium/fitness centre, yoga centre and a recreation room.

##### Physical fitness facilities

- **Mud-Court** - for throw ball, volleyball, handball, tug of war, cricket, drill, parade, and weapon training for NCC cadets.
- **Basketball Court** - exclusively for basketball practice and matches.
- **A Well-equipped Fitness Centre/Gymnasium** - caters to the fitness needs of students and staff. It includes modern apparatuses like Cross Trainers, Recumbent Cycle, Multi-Station Gym, Free Weights, Power Lifting and Weightlifting Equipment.
- **The yoga centre** - for yoga practice regularly. It has a functional organisation of 40 yoga mats and can accommodate 40 students. The room incorporates towels, straps and accessories, inspirational elements like mood lighting, posters and incense.
- **The Recreation Room** named **AASHIYANA** - thematically designed by the students themselves and is equipped with an LED TV and music system, and has the facility to host indoor games like table tennis, chess and caroms.
- **Multipurpose Auditorium** - for the practice of games like Kabaddi, Shuttle Badminton, Table Tennis, acrobatic dance practice like Zumba and martial arts like Taekwondo, Karate, Judo and Wrestling.
- **College Patio** - for NCC parades and kabbadi and shuttle badminton practices.
- **Frontal Court-yard** - for roller skating practices in the early mornings for college students and the public. It is also used as the starting or end point of various intercollegiate rallies.
- **Joggers' Trail** - a specially designed running and walking way utilised by the students and staff in the morning and evening.
- **Cycling Practice** - the training given to amateur students in campus and professionals at Earayilkadavu – Manippuzha road, 500 meters from the college.
- **Regular Coaching** - for various sporting items with professional assistance.
- **Sports Competitions** – Various inter/intra competitions conducted in the College to promote sports.

##### Cultural and Social Facilities

- **The auditorium**, with a carpet area of 10240.6 square feet, has been the centre of most of the college's important cultural and social activities for the past 50 years. It has hosted numerous programs of National and International importance. It hosted Smt. Prathibha Patil, then Honourable President of India. International and national seminars, workshops, lecture series, University youth festivals, College Arts festivals, exhibitions, etc., are conducted here.
- **The College Patio** is the centre of many cultural activities like street plays, flash mobs, dances, debates, promos, etc.
- **The frontal courtyard** is used for the college flag hoistings ceremony.
- **Sr. Savio Memorial Seminar Hall** and other seminar halls are also used to host cultural fests, competitions and practices.
- **The college union office**, coordinates the major cultural activities of the college, arranging competitions, practices, events, etc. Regular coaching is given for Margamkali, Thiruvathira, Oppana, Skit, Mime and other significant events with the help of professionals.

BCM College secured 7th position in the last year University Youth festival among the 259 colleges of the University.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 100

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 58

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 10.62

##### **4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
44.19	3.30	8.96	4.45	8.29

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Bishop Chulaparambil Memorial College Library is fully automated with ILMS Open Source Software – KOHA. It provides a very user-friendly interface for searching materials and in-house management.

Name of ILMS Software – KOHA

Nature of Automation (Fully/ Partially) – Fully

Version: 15.11.06.000

Year of Automation- 2012

Library Link – 127.0.1.1:8080

KOHA Link – 172.16.16.29:8080

OPAC Link – 172.16.16.29

#### Resources

- Print Books – 50034
- E – Books – 3 crores +
- Journals/ Periodicals – 92
- Newspapers – 6
- E-Journals - 3828

For the better implementation of ILMS, a user-friendly environment and the best learning experience, the college Library has been renovated and has adopted the following measures:

- The library provides Web – OPAC (Online Public Access Catalogue) remote access to users within the campus. Search options based on author, title, subject and accession number are available and online reservations can be made.
- N-LIST is subscribed.
- 2 exclusive system for catalogue search.
- 23 systems are provided for internet browsing, searching for E-resources, etc., in the library.
- Gate entry is permitted through a barcode scanner.
- Staff and students can access the library with the college ID card.
- Books are circulated through a bar code reader.
- Periodical orientations to introduce the staff and students to the ILMS.

The library offers the following additional facilities/services:

- Information and guidance are provided at the helpdesk.
- Privileged area for divyang students inside the library.
- Divyang students can receive reserved books at the college reception lounge.
- For visually challenged persons, a computing system with special reading software Non Visual Desktop Access and INSTAREADER are available in resource room.
- General public is admitted to the library with prior permission
- The library is equipped with 275 seating capacity.
- Separate sections for reading, reference, periodicals and stack.
- The reference section includes books, PhD Thesis, minor research projects, previous years' question papers and books for competitive examinations.
- A special area is reserved for research scholars.
- A property counter is available at the entrance.
- New arrivals are distinctively displayed.
- Students can download and take printouts of materials.
- Reprographic facility is provided.
- A special project to preserve *thaliyola* (palm leaf) manuscripts is launched.
- Koodasappana of Arnos Pathiri, Ancient Church History of St Thomas Christians, three copies of Ancient Songs of Syrian Christians and a copy of Ayurveda vaidya are the Rare *thaliyola* manuscripts preserved as loan in the library. They are made available to the research scholars on special request.
- A rare large picture of the liturgical calendar (Panchangam) is displayed in the library.
- Apprenticeship to library science students.
- Library usage promotional activities are conducted regularly: 'Akshara Puraskara Padhathi' (Award for the best library user), Reading Day observance, seminars, etc.
- Purified drinking water facility.
- CCTV Surveillance
- 2 Conference halls [A/C, 20 and 12 seats each].
- Recording Studio and Multi-Media Room
- MOU with Kottayam Public Library helps to increase the effective library book strength to 2,30,000.
- Suggestion/complaint box to improve the services.

All the facilities are available from 9 a.m. to 6 p.m. Library Advisory Committee assures the systematic and efficient functioning of the library.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 2.64

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.4	2.06	2.46	3.71	4.56

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 20.19

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

Response: 377

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

**Response:**

Bishop Chulaparambil Memorial College updates IT facilities regularly to mould students well-versed in a techno-imperative society. The major upgradations during the assessment period include:

- **Computing Systems** are augmented to **193** in 2021 from 93 of 2014
- **Student - Computer Ratio** was brought to **9:1** from 24:1 of 2014
- **Internet facility** is made available in the library with new **23** systems
- **The computer centre** is expanded with **61** Computers
- **Technology Enabled Learning Space** / smart classrooms are amplified to 37, from one smart classroom and 10 LCD projectors of 2014
- **Three seminar halls** with LCD projector, LAN and Wi-Fi facility.
- **Leased line OFC** internet connection with **50 mbps**
- **Internet facility** in all the classrooms via **LAN ports**
- **Fully Wi-Fi enabled campus** through 30 routers
- **BCM College internet portal** provides exclusive access to the staff and students through individual login accounts
- **The college website** was **renovated** in 2017 and 2021 with augmented bandwidth, user-friendly design, features, and contents

- **Webpage** updation is decentralised with the participation of departments and co-curricular cells
- **Enterprise Resource Planning** [ERP - erp.bcmcollege.ac.in] automatises and digitalises the academic and administrative activities of the college: admission, internal mark, attendance, examination, reports, leave management, etc.
- **Social media platforms** like YouTube, Facebook, and WhatsApp are utilised for prompt and efficient communication along with formal channels like ERP, website, e-mail and postal service.
- **ICT and Social Media policy** was developed in 2016 and modified regularly
- **Open Source Software** like Linux and **Programming Language** like Python, R are promoted in the campus
- **Linux Systems are Regularly updated** by the Student Digital Initiative of the Computer Science Department
- **Pirated software is discouraged** to promote licensed and open source software
- **Hands-on training** is given regularly to the staff on free software and advanced educational technologies
- **Installation of new software** based on the syllabus requirements in programmes like B.Sc. Computer Science, B.Com. Computer Application, etc.
- **KOHA** is updated regularly
- **N-list Subscription** is renewed every year
- **Reprographic machine** is replaced with advanced one in 2019
- **Self-developed QR Code system** for the complaint redressal
- **Steady and uninterrupted power supply** for the systems assured by a newly installed exclusive transformer, 30KW solar plant, 15KVA generator, and two 6KVA UPS
- **LMS** (moodle.bcmcollege.ac.in) platform is installed for better teaching-learning environment
- **G-suite subscription** enables the college e-mail addresses with institutional domain, unlimited drive storage, administrative tools, advanced settings, Google classroom, meet, etc.
- **CCTV Surveillance** is assured through 160 NVR digital cameras, from 42 DVR analog cameras of 2014
- **Educational e-content generation and transmission** through college website and online platforms
- **E-waste management** MOU with We Secure Solution, Chanaganacherry.
- **Biometric attendance system** for the staff
- **Three high-speed printers** for online question papers printing of the university examinations
- **Cashless transactions** for fee payments
- **SPARK software** for service matters of the staff
- **Gain PF** for managing staff provident fund
- **PRISM** for pension management

**A Fulltime System administrator** is appointed to take care of the IT facilities of the college. The expenditure to meet the IT facilities' up-gradation is whole-heartedly supported by the management, government, philanthropists, alumni, etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 9.19

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 50.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
56.8	72.6	80.3	63.9	45.1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 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:**

To meet the changing needs of the academic world, Bishop Chulaparambil Memorial College holds established policies, systems and procedures for purchasing, maintaining, and utilizing equipment and infrastructural facilities as per the statutory requirements. The Infrastructure Committee comprising of Manager, Principal, Bursar, Vice-Principals, IQAC Coordinator, Office Superintendent and teachers' and students' representatives, caters to the planning, budgeting, utilization, maintenance, and disposal of the infrastructural facilities. Proposals regarding augmentation and maintenance are invited from all the departments, cells, clubs, etc., at the end of every academic year. Suggestions, complaints and feedback from various stakeholders are also taken into consideration. Major decisions of the infrastructure committee are placed before the Governing Body for approval, and the budget is allocated according to the need analysis. Policy guidelines are strictly followed during the procurement, utilization, and maintenance process. The implementation and maintenance of physical infrastructure are supervised by the Bursar, assisted by a full-time supervisor.

**General Maintenance and Utilization Procedures:**

- There are policy guidelines for the maintenance and utilization of various facilities like laboratories, library, ICT, classrooms and sports.
- Major works are done in April and May, repairing works on Saturdays and Sundays and routine maintenance on all working days
- Stock registers are maintained, and Annual stock verification is made by the concerned heads/authorities.
- Sufficient staff for housekeeping, plumbing, electrical works, gardening, carpentry and painting.
- 160 CCTV cameras and security personnel to protect the campus assets.
- Annual Maintenance Contract (A.M.C.) for major and sensitive equipment.
- Uninterrupted and stable power supply is ensured by an exclusive transformer in the campus, generators, U.P.S., inverter, batteries and proper earthing.
- Fire extinguishers and water purifiers are regularly serviced by external agencies.
- First-aid materials are substituted periodically.
  
- Canteen facilities are supervised by the Department of Food Science and Quality Control.

**Laboratory**

- The HoDs coordinate the upkeep and periodical inspection of lab equipment with the support of Lab Assistants.
- Complex issues are resolved with professionals using P.D. account or department fund.
- Calibration and allied precision measures are periodically done.
- Improved safety is ensured through shields, goggles, masks, exhaust fans, and first aid kits.
- Concentrated acids and hazardous chemicals are safely kept in lockers.

**Computers**

- A Full-time system administrator takes care of the ICT facilities.
- All systems are protected by Anti-virus /Anti Malware software.
- Open Source software is promoted to avoid copyright issues.

- Student Digital Initiative (SDI), a Computer Science Department live-lab program, regularly inspects and updates all the systems and software.
- College website is renovated periodically and updated regularly.
- Complex maintenance issues are outsourced to authorized service engineers.

### **Library**

- Library Advisory Committee regularly meets, evaluates and updates the functioning of the library.
- Access to the library is permitted only with I.D. Cards.
- Public access is allowed with permission.
- Registers for material collection and gate entry are maintained and updated.
- Library guidelines are displayed properly.
- DDC-based arrangement of books is regularly ensured.
- Binding or weeding out of torn-out books are carried out after stock verification
- Pest control measures are adopted

### **Sports**

- The Department of Physical education oversees the sports facilities.
- Sports equipment and sports fields are regularly inspected and maintained.
- Protective gear is repaired or renewed regularly.
- The Gymnasium equipment is periodically serviced and maintained

### **Waste management**

- Colour-coded wet and dry dustbins are adequately provided
- “Clean Campus, Green Campus” - a campaign for a litter-free, Zero Plastic, hygienic campus.
- Single-use food containers are banned in the campus, and steel containers are promoted.
- An MOU for general scrap management ec way solution.
- Rain Harvesting System and Water treatment plant are regularly serviced.
- MOU for chemical waste management with KEIL, Cochin.
- MOU for e-waste management with 'We Secure Solution Changanacherry'.
- MOU for recycling the paper waste and other solid waste including plastic waste with 'Easy Way Solutions Kottayam'.
- Pad-Vending, pad destroyer machines, and incinerators are regularly serviced.
- Biogas plant to manage the bio-waste

### **Hostel Infrastructure**

- The management and maintenance of the hostel facilities are entrusted to the Visitation Congregation of Kottayam Arch Diocese.
- A full-time hostel warden is appointed
- An admission register, movement register, visitor register and complaint register are kept.
- Specific guidelines are given to the inmates on the utilization of hostel facilities.

### **Optimum Utilization**

- A Request form is made available for availing the infrastructure like Auditorium, Sr. Savio

Memorial Seminar Hall, conference rooms, etc., and the associated services. They are allotted by the bursar in consultation with the Principal on a 'first come, first serve basis'.

- The auditorium is designed as a multipurpose centre and is used for various sports and art competitions and training programmes.
- Auditorium and college premises are made available to the government and university for various programmes, including disaster management services, centralized valuation camp, etc.
- College is utilized for various examinations like C.A., ICWA, C.S., and Central University and coaching programs like J.A.M., bank coaching etc.
- College allows parking facilities for the public on holidays.

### **Q.R. Code supported complaint and maintenance management system**

BCM College has a unique and innovative mechanism to repair and rectify the various infrastructural complaints, in addition to the complaints, suggestions and maintenance register maintained in the reception lounge. As part of the Live Lab project of the Computer Science Department named 'Students Digital Initiative' (SDI), students have developed an advanced digital system based on Q.R. Code. Q.R. Codes are distributed in prominent areas like departments, office, library, etc. Any stakeholder can scan the Q.R. Code, and from the Google Form generated, one can select different options: I.T., plumbing, electrical, carpenter, repair and maintenance.

After selecting, it has an option to describe the nature of the work needed and also the option to include photos of the concerned parts or areas. Once submitted, the Google form is sent to the emails of the Principal, Bursar, System Administrator, SDI coordinator and the concerned Technician. After obtaining the necessary permissions, the Technician resolves the problem promptly, and the final status is reported via email to the authorities and the complainant.

The college constantly ensures that by strictly following time-tested, established systems and procedures, students' academic ambience and holistic development are concretely supported by its infrastructural facilities.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 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 last five years

Response: 42.09

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
661	865	776	746	993

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 20.32

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
531	400	344	361	297

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

**Response:** A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 40.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
681	751	824	825	803

<b>File Description</b>	<b>Document</b>
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 12.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	53	72	88	142

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 267.95

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 1806

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

**Response:** 95.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	81	100	96	122

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

2020-21	2019-20	2018-19	2017-18	2016-17
102	85	104	103	128



<b>File Description</b>	<b>Document</b>
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 149

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	45	18	28	20

<b>File Description</b>	<b>Document</b>
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

Bishop Chulaparambil Memorial College follows a parliamentary election system as per the guidelines of

Lyngdoh Committee and Mahatma Gandhi University to form the Students' Union. The representation of every class is assured, and a transparent and fair process occurs. Moreover, students are trained in the fair electoral process, as it is held with the dignity and decorum it demands. The College Union consists of Chairperson, Vice-Chairperson, General Secretary, Magazine Editor, two University Union Councillors, Arts Club Secretary and Class Representatives.

Once the Union takes charge, it is in free and absolute control of all student activities on Campus and even certain off-campus programs like the University Youth Festival. The objective of the Union is to train the students in the duties and rights of citizens. It promotes opportunities for developing their character, efficiency and spirit of service through various cultural, civic and recreational activities. The Union advisors, selected from the teaching faculty, guide the union to ensure the effective conduct of the Union activities. Students are given the freedom to act to get exposure in planning, organising, managing and executing various activities.

The students of the College take part in various sports and cultural activities. The College has an annual Sports day and Arts fest to showcase their talents and encourage their skills. The students keep a very healthy competitive spirit. Departments also conduct various intercollegiate fests and activities every year and thus invite the participation of students from inside and outside the campus. Students are also encouraged to participate in competitions held in other colleges.

Various committees like Anti-Harassment Cell, Anti-Ragging Cell, Catholic Students Movement (CSM), College Magazine Committee, Ek Bharat Shreshtha Bharat (EBSB) Club, Election- Grievance Redressal Cell, Ethics Cell, Equal Opportunity Cell, Grievance Redressal Cell, Internal Quality Assurance Cell (IQAC), Library Committee, Executive committees of NSS, NCC, Rashtriya Uchchar Shiksha Abhiyan (RUSA) and Women's Cell has student representation. Discussions and deliberations are engaged in them. Most of the students' activities are planned and implemented by themselves. Departmental subject wise association office bearers plan and execute all the departmental activities. Class leaders are the student representatives of the class, who act as an intermediary between the class and the department. A satisfied and focused student body helps in managing the day-to-day affairs of the college. Their contribution to the smooth functioning of the institution is invaluable. The formation they receive as they shoulder these responsibilities is beyond measure. This is testified by most of our alumni as they take up positions of leadership later in life.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 181

**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
375	159	124	138	109

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

#### Response:

The registered alumnae association of the college, BCM BEAMS, is instrumental in bringing together former students and giving them a platform to share their ideas, exhibit their talents and inspire the present batches to aim high. The executive committee meets regularly to discuss and give feedback on the performance of BEAMS. A medical camp is conducted every year for students and teachers for keeping a tab on their physical health. BEAMS also organize Lamp Lighting Ceremony and BCM Star Contest. During Lamp Lighting Ceremony, the teachers light candles and hand them over to the passing out students signifying the spreading of wisdom and grace, in every step they venture to take ahead. BCM Star contest hunts for the most talented students from the final year UG and PG programmes.

The annual BEAMS Meeting on every 2nd October brings the former students, retired teachers and present teachers together. Scholarships are distributed and the stage is left open to the alumnae to share their performances and/or memories. It is also a platform to initiate alumnae into responsible living. For instance, during 2019 meet, the alumnae were encouraged to be part of Never Me Campaign initiated by retired Professor, Ms. Monamma Kokkad, against the verbal and sexual harassment of students, in which the alumnae are still taking a great part. Ms. Lakshmi Menon was instrumental in the re-building of our State with her projects, post-floods in 2018 and 2019. A few of our alumnae put up stalls on 2 October as part of their business ventures. After a sumptuous lunch, the alumnae leave with a yearning to come back the next year. Departments also conduct department wise alumnae meets every year. Two alumnae chapter meets were held in UAE.

Invited lectures, seminars/webinars, interactive sessions etc by alumnae open up the doors of knowledge and wisdom for the present students. Mrs. Prameela Devi, Ms. Lekshmi Menon, Dr. Sisi Jose, Dr. Smitha V Thampi etc visited the campus to address the students. Alumnae also guide the students regarding the career and placement opportunities. In 2019 the Department of English came out with a short anthology of

poems 'Pean-ink' by the alumnae, students and teachers of the department. The art and installation exhibition by alumnae, 'Varamozhi' was well appreciated by all spectators.

Alumnae of the college extended financial support of around Rs 28,00,000/- in last 5 year towards the development of the college. They contribute to the infrastructural development like setting up of LCD projectors, smartboards, cupboards etc. Scholarships and freeships are also given from the alumni fund.

Senior Academicians' Forum (SAF) by the retired teachers, gather in the college on special occasions. They contribute their intellectual and experiential expertise to the college. Classes by Ms. Remani Tharayil, Ms. Rebecca George and Mrs N. Susy Philip are few examples. SAF also contributed Rs. 50000 towards the funds raised for the flood relief activities in Kerala. They also provide various scholarships and endowments for the students. Thus, BCM alumni is proving as the backbone of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** A. ? 5 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

The Bishop Chulaparambil Memorial College, Kottayam is a minority educational institution owned and run by the Knanaya Catholic Archdiocese of Kottayam.

##### Vision

“Educational and Professional Competency through Resourcefulness, Reflectiveness, Integration and Inclusiveness in an Interconnected World.”

##### Mission

Blends value based education and liberal outlook inclusive of our cultural ethos, aims at personalized education, moulds intellectually nourished, morally upright, socially committed and spiritually inspired citizens.

##### Governance Mechanism

**Governing Body**, the apex body of governance and leadership of the institution, consists of representatives of the Management and academia. The policy frame work of the institute is formulated by mutual consultations and consensus within the governing body.

**Manager** is vested with the authority of appointment, promotion of staff and gives guidance to the various functionaries of the institution.

**Secretary to the Corporate Educational Agency** coordinates the administrative responsibilities of the different functionaries in the institution under the Agency.

**Academic Director** advises and motivates the Principal and the faculty on the need and the means to attain and sustain certain benchmarks of quality in the educational services of the institution.

**Principal**, the academic and administrative Head of the institution, is responsible for the internal governance of the college. Important decisions are taken in consultation with the Manager, College Council and IQAC.

**Bursar** is the management representative on campus and is responsible for the up keeping of the infrastructural facilities and financial management of the college.

**Vice Principal(s)** - assists the Principal in areas of academics and administration with delegated powers from the Principal.

**College Council-** consisting of the Heads of the departments, IQAC coordinator, office superintendent and librarian, assists the Principal in academic and administrative activities.

**IQAC** - ensures and sustains quality in the educational services of the institution and consists of representatives of different stake holders.

**Heads of Departments-** are vested with the authority of ensuring quality in the teaching-learning process, by planning and time bound delivery of curriculum.

**Class Teachers** - are entrusted with the responsibility of looking after interests of their assigned classes.

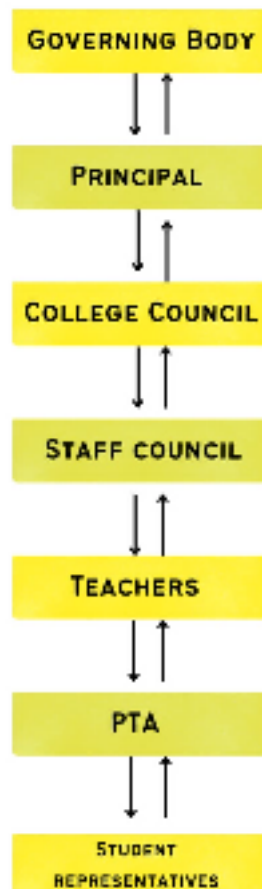
**PTA-** active and works closely with the college.

**College Union-** democratically elected representatives of the students responsible for student welfare.

**BCM BEAMS** –registered society of the alumni which meets occasionally with active involvement in the progress of the institution , ensuring support and interaction on campus.

## DECISION MAKING PROCESS

### DECISION MAKING PROCESS



The organizational structure and decision making process of the institution is created to sync with the vision and mission of the college and is done democratically, with top to bottom approach through meetings and policy documents.

Feedback is encouraged from all stakeholders. Staff meetings are held periodically to express views and participate in decision making process. Manager of the college interacts with stakeholders, collects suggestions and addresses complaints. The College Council, chaired by the Principal, discusses and evaluates the institutional functioning in meetings. Policies are reviewed by the council as per need of the hour. Decisions are finalized after consultation with all stakeholders. Implementations are evaluated following bottom to top approach, based on feedbacks for refinement and corrective mechanisms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

Decentralized and participative management is how the college practices effective leadership. This process is ensured through the delegation of authority at each and every level and the encouragement to suggest initiatives by all stakeholders involved, for the betterment of the institution.

Decentralized and participative management of all stakeholders involved and its effective implementation were seen in all activities of the college, particularly in the implementation of uniforms. The college upholds the Principle of Subsidiarity and ensures an egalitarian environment.

**Case Study - Implementation of Uniforms**

Various administrative bodies were entrusted with the specific tasks in a decentralised and participative manner for the implementation of uniforms.

**Decentralization in the Case Study**

**Grievance Redressal Cell-** Collects grievance from students & parents.

**Principal** is responsible for presenting the grievance to the college council.

**College Council** responsible for the decision making on uniform implementation.

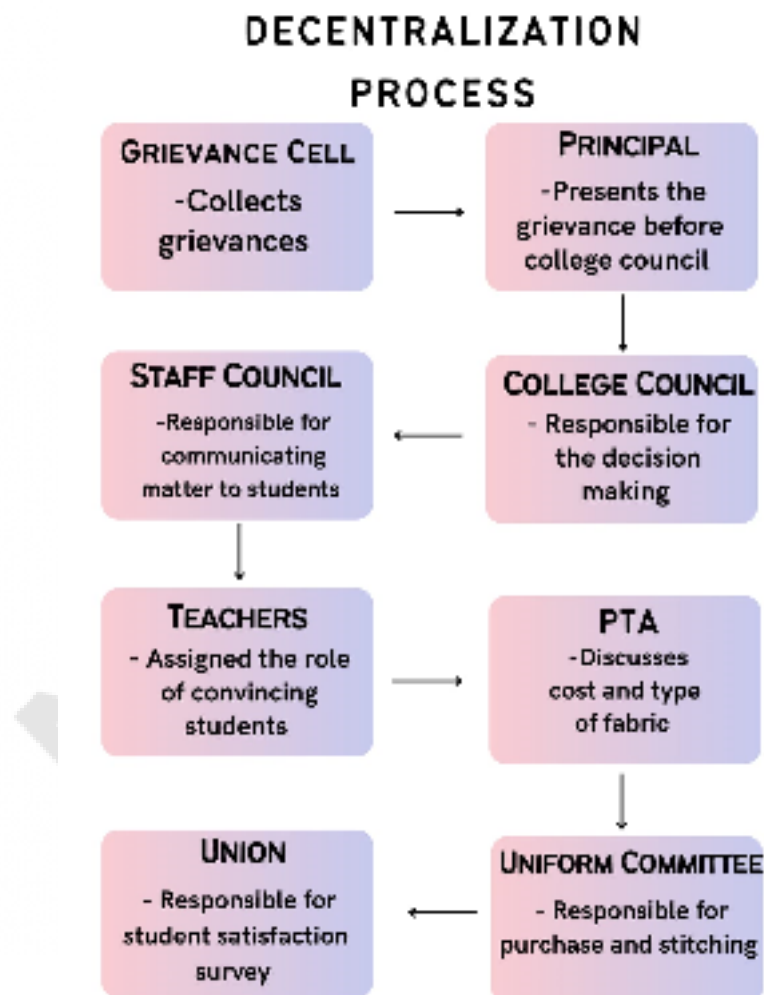
**Staff Council-**responsible for communicating uniform implementation to teachers.

**Teachers** were assigned the duty to convince students.

**PTA** – assigned the duty to fix the fabric, cost and type of uniforms.

**Uniform committee-** to purchase, coordinate stitching for students.

**Students Union-** Responsible for student satisfaction survey



### **Participative Management in the Case Study**

**Grievance Redressal Cell-** Reports grievance from students & parents.

**Principal** – hears the grievance and is responsible for presenting the grievance to the college council.

**College Council** – Discusses and reviews the decision on uniform implementation.

**Staff Council-**discusses about uniform implementation among teachers.



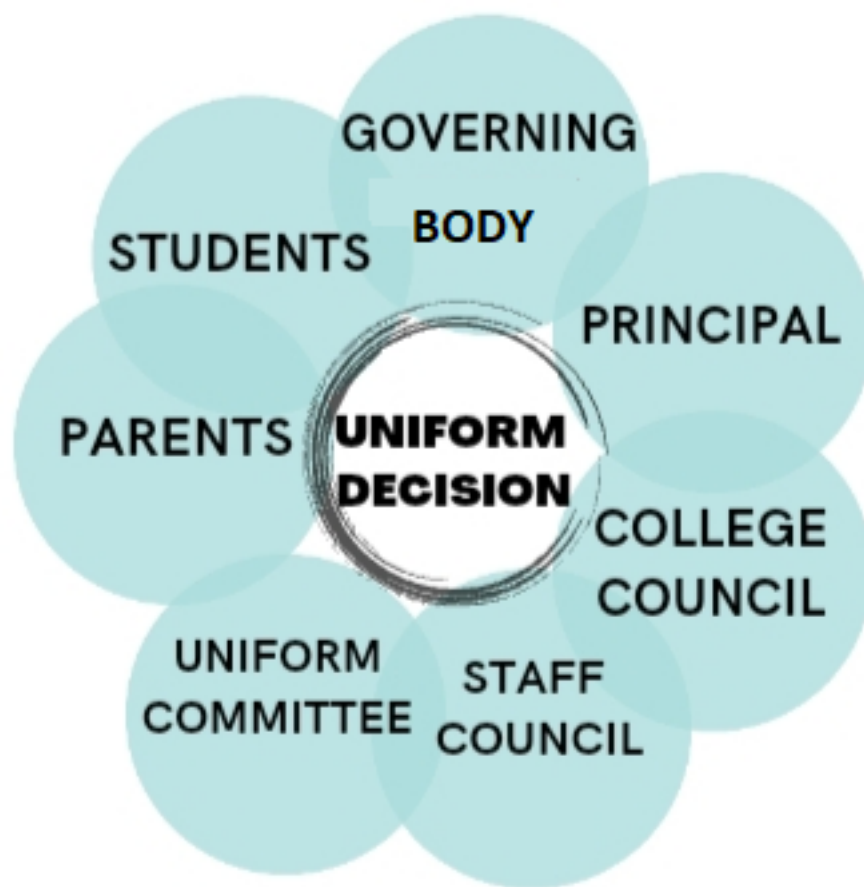
**Teachers** – Discusses and collects general opinion from students on uniforms.

**PTA** –Decides on the fabric, cost and type of uniforms.

**Uniform committee-** purchase, coordinate stitching for students.

**Students Union-** collects confidential student satisfaction survey

## **PARTICIPATIVE MANAGEMENT**



Uniform implementation initially developed as a request from the different stakeholders, through the grievance redressal cell, as most of the students were from backgrounds that were not financially sound.

Principal presented the request to college council for reviews. A few opinions whether there was a necessity to implement a uniform system at the college level were discussed in the council and was decided to seek further opinion of students, parents and teachers.

College Council discussed feedback collected from students and PTA on uniforms. The college council passed the decision to implement uniforms, after reviewing the feedback from the stakeholders, where, majority favoured implementation of uniforms.

Accordingly, PTA meetings were held to decide on the cost, fabric and type of uniform. A uniform committee constituted was assigned the task of purchase and stitching at affordable rates. Uniforms were first implemented during the academic year 2016-2017.

Few grievances related to material being uncomfortable during the summer season were taken into account and paved the way for changes in fabric and pattern in the next academic year.

The academic year 2018-19 saw changes in uniform after further suggestions were received for the students' comfort and maintenance through the grievance redressal cell. The shift to a more gender-neutral uniform in the form of shirts and trousers was implemented after the student satisfaction survey.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Strategic plan of the institution is laid out with the objective of social relevance, academic outcome and an ecologically friendly campus. The participative and collective decision-making process and effective deployment of institutional bodies function with a predesigned purpose. The executive body aids in this process.

**Management, in participation with the faculty, PTA and student bodies, embarked upon the Strategic Plan (2017-2022),** which is in tune with the vision and mission of the college and is aimed to attain the objectives of the plan.

Focus area for immediate action according to strategic plans were

1. Water Scarcity
2. Energy Conservation
3. Nature Friendly Farming
4. Waste Management.

### **PERSPECTIVE PLAN IS EFFECTIVELY DEPLOYED IN GREEN CAMPUS INITIATIVES**

#### **1. Rain Water Conservation**

Despite abundance of rain, the college found it difficult to meet water requirements on campus. The inflow of rainwater and reusable water was being wasted. As the arresting of rainwater flow and its storage was

the immediate remedy, a water harvesting plant of **1,50,000 litres** was constructed. The land's natural inclination could be used to collect water on campus. The rooftop water is directed towards the tank and open well recharge. The shortage of water to the maximum extent has been addressed.

## **2. Energy Conservation**

The institution depends on the KSEB to meet the electricity requirements. To conserve energy, the college has installed rooftop solar panels, which meet the entire requirement on campus. The surplus generated is supplied to KSEB as part of wheeling to the grid. This has brought down heavy expenditure and sustainable use of natural resources. More than 90 percent of lighting has been replaced with LED bulbs and panels, leading to a considerable reduction in energy usage.

## **3. Organic Farming**

The college has initiated organic farming to develop it as a model and a pioneer project for a breakthrough initiative in shifting the societal outlook on organic farming techniques by hiring land on lease. Society benefited in large from the agricultural activities undertaken by the faculty and students under the leadership of the NSS unit of the college involving households. The yield is consumed in-house and the surplus is sold in the community. Income generated is used for the extension activities. An organic literacy campaign covering over 6000 households was conducted with activities like the distribution of saplings and seeds.

## **4. Waste Management**

The college has augmented the process of waste management on campus. Food waste from the campus and hostel is collected, segregated and converted into biogas which is used as fuel in the hostel, canteen kitchen and as manure for plants on campus. MOU's with KEIL, Easy way Solutions & We Secure Solutions ensures proper waste management.

## **EMERGENCY PLANS**

During the academic year 2018-19, emergency plans were in place as a measure for flood relief assistance and during the academic year 2020-2021, a COVID 19 help desk was set up by the college to assist COVID 19 victims. A vaccination drive for students and the public was also held on campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The **Patron** is the titular Head of the Institution who guides the institute in its governance. The Archbishop of the Archeparchy of Kottayam, the parent body of the Corporate Educational Agency of Colleges, is the ex-officio patron of the institute.

The **Governing Body** consisting of eminent personalities in the field of academics, management and proven leadership in the society in various fields is vested with the general management of the college. Policies, development initiatives, financial matters, strategic perspectives of the institute are laid down by the governing body, leaving aside the day to day management to the various functionaries.

**The Manager and the Secretary** supervise the execution and implementation of various decisions of the governing body.

**Academic Director** provides necessary quality inputs in academic matters.

The **Principal** is the Head of the institution with direct control over various departments, faculty members and students, who acts as the chief executive of the institute, disciplinary authority, compliance officer of the various statutes, directives and circulars of the government as well as the University.

**Bursar** lends assistance in effective financial management of the institution.

**Vice Principal (s)** aid and assists the Principal in carrying out the functions and special duties assigned to them.

**College Council** - Representative body of entire staff of the college wherein the general academic and disciplinary issues are decided. The entire matters for decision making are directly reported from various departments to the Principal who segregates the matter and places the same before the college council according to the gravity of the issue.

#### Grievance Redressal Mechanism

The College has a grievance redressal cell to address and resolve any grievances of staff. Issues are addressed at the end of every month by the grievance redressal cell constituted with the Principal as its Head and representative stakeholders of the institution.

## Policies

Policies, in administrative and quality enhancement have been formulated by the college management and IQAC to attain objectives of the institution.

### Appointment Procedures and Policies For Promotion

Acts and Regulations of the University Grants Commission, state government and affiliating university is adhered to for appointments and promotions. Vacancies that arise in the institution are notified to the Directorate of Collegiate Education, Government of Kerala. upon receipt of concurrence letter, the college advertises the same as per prescribed regulations.

Interviews for appointment of staff is conducted as per UGC regulations, directives of University and orders from Higher Education Department. Appointment of guest faculty is on the basis of merit and government regulations.

### Promotion Policies

Promotion of teachers is based on the Career Advancement Scheme (CAS) of the University Grants Commission while promotion of supporting staff is based on seniority.

### Service Rules

UGC regulations, Kerala Service Rules (KSR) and the Mahatma Gandhi University Statutes is complied with.

The unique system employed in the college is one where the stake holders can collectively or individually access the decision making bodies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

The Bishop Chulaparambil Memorial college has in its fold an umbrella of welfare measures covering both the teaching and non-teaching staff. The welfare measures have the motto 'We Care We Share'.

The plethora of welfare activities ranges from recreation to health care touching the entire aspects of human life.



#### STATUTORY WELFARE MEASURES

##### Provision for Leave

A provision of 15 days casual leave for teaching and 20 days for non-teaching staff, 20 days half pay leave, 10 days commuted leave granted every year, maternity and paternity leave as per the provision. Duty leave to attend training programmes / orientation/ refresher/ workshop/ seminar/ is statutory .

### **Government Schemes**

Include gratuities, pension, state life insurance, Medisep, GIS, NPS, GPAIS, provident fund and all other government welfare schemes.

### **Financial Scheme**

Include regular increments and periodic revision of salary of staff and festival allowances.

## **INSTITUTIONAL WELFARE MEASURES FOR TEACHING AND SUPPORTING STAFF**

### **Professional Development**

The institution provides the platform to encourage teachers to attend seminars /conferences, induction programs for new faculty, faculty development programs, and orientations. Incentives are provided to teachers for research and book publications, human development programs and membership in professional bodies.

### **Residential Facility on Campus**

The hostel facility situated on the campus ensures the safety and security of teachers and students.

### **Health Measures**

Free medical checkup camps are arranged on campus. The health club/fitness centre and the diet counselling centre aim to promote the fitness of the staff and students on campus.

### **Eatery**

The canteen and coffee shop, which bears the FSSAI registration, provide healthy snacks and meals which cater to the diverse needs of the stakeholders on campus.

### **Financial Support**

The financial support extended to staff includes interest-free loans and medical reimbursements. A provision for salary advance for the temporary faculty is also available. A support system for retired faculty to avail retirement benefits is provided on campus. Financial support is extended for medical expenses of the staff as and when required.

### **Day Care Centre**

A welfare measure open to the working mothers on the campus. The children are placed in the care of efficient staff in the creche during the operating hours of the college.

## Recreational Facilities

Annual staff picnics and sports competitions are arranged every academic year. A recreation centre on campus AASHIYANA, is a facility open to both staff and students. Get together facility for retired staff on campus is also made available. Festival celebrations add to the colour and vitality on campus.

## Employee Insurance Scheme and Provident Fund

The staff can avail employee insurance scheme and provident fund.

## Campus Facilities

Include accessible LAN/Wi-Fi facility on campus, email address using the domain of the institution for teaching staff, reprographic facility, parking facility for two and four-wheelers of all staff.

The institution ensures a working environment conducive for teaching and non-teaching staff. The welfare measures aim at enhancing the happiness quotient of each and every employee.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 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:** 27.88

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
23	28	30	34	20

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

### 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:** 12.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	12	12	12	15

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 20.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	35	16	10	3

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

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

**Response:**

The institution is committed to maintaining quality parameters and is evaluated by an appraisal system

which gathers feedback directly from the supervisory hierarchy and stakeholders. The teaching and supporting staff are assessed for individual performance.

The academic-based performance appraisal system undergoes a multipronged strategy. The annual meet with the Manager serves as feedback on the performance appraisal mechanism. The system employs both internal and external assessments..

## **INTERNAL APPRAISAL SYSTEM**

### **1. SELF-APPRAISAL RECORD OF TEACHING STAFF**

Every academic year, all teaching staff members must fill out a self-appraisal form which gathers information on every activity and responsibility. The assimilation of data from the self-appraisal form remains one of the methods of evaluation. This reporting system indirectly generates a self-appraisal module in the nature of a daily log book, detailing the activities, both academic and non-academic. The concerned teachers' records are periodically verified by the Department head and submitted to the Principal annually. The Manager calls for these records at the time of staff promotions.

### **2. PERFORMANCE APPRAISAL BY THE INSTITUTION**

The performance-based record is submitted to the Principal at the end of the academic year. After thorough scrutiny, the Principal compiles an annual confidential report submitted to the Manager, who directs the needed inputs and corrective measures in total confidentiality after a detailed evaluation of the reports. The Manager also approves the PBAS forms and documents for promotions.

### **3. PEER EVALUATION**

Peer Evaluation consists of the review of performance by colleagues, from the same or a similar discipline, with the purpose of assessing and improving the quality of teaching, efficiency in administrative works & involvement in curricular and co-curricular activities of the college.

## **EXTERNAL APPRAISAL SYSTEM**

### **1. PERFORMANCE EVALUATION BY STUDENTS**

The teachers have evolved a direct evaluation method from the students for self-evaluation. From 2016-17 onwards, teacher assessments are submitted online by students. Confidential reports obtained from the students are designed so that the students' identities are not disclosed so that the opinion submitted is independent of any fear or coercion.

Further feedback is obtained from the students by the teachers for self-evaluation and gauges performance, which are discussed directly with the students to rectify appropriately. Open House held every semester also serves the evaluative purpose.

These results are compiled and handed over to the faculty in private with necessary inputs by the Principal.

### **2. FEEDBACK FROM PARENTS/ALUMNI**

An external assessment that provides for a free exchange of ideas about the college, respective departments, and faculty during PTA meetings and BCM BEAMS -alumni meet aids in the appraisal.

The institution encourages each faculty member to take up teaching-learning, evaluation, co-curricular, extension and professional development activities.

#### **APPRAISAL OF SUPPORTING STAFF**

Assessment of supporting staff is done on the self-appraisal form annually, submitted to the Principal, evaluated and forwarded to the Manager, who provides inputs on an individual basis. The self-appraisal also enables administrative and non-teaching staff members to assess personal work priorities and improve performance towards the attainment of vision and mission of the college.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

### **6.4 Financial Management and Resource Mobilization**

#### **6.4.1 Institution conducts internal and external financial audits regularly**

##### **Response:**

The Head Accountant records the financial data , rechecked by the Office Superintendent and Principal for financial accuracy. Internal and external financial audits are conducted regularly in the college for transparency.

#### **AUDIT FOR GRANTS AND PROJECTS SANCTIONED BY GOVERNMENT AGENCIES**

The income and expenditure details of the projects sanctioned by UGC and other government bodies are submitted with documentary evidence to a qualified Chartered Accountant for verification. Following verification, the Audit Report and Utilization Certificate are issued by the Chartered Accountant. Utilization Certificates and statements of account are then sent to the sanctioning authorities for settlement of accounts.

#### **INTERNAL AUDIT**

Daily transactions and accounts associated with the college are verified and audited by the Internal Audit Team. Internal audit is done on a periodic basis by the internal auditors who verify all financial transactions and submit a detailed report of their observations to the Management. The audit reports submitted by the internal auditors are discussed with the management and necessary suggestions are implemented after discussion in the concerned bodies. Directives from the Higher Education Department and external Chartered Accountants are also followed during the internal audit process.

#### **EXTERNAL AUDIT**

The external audit is conducted by the Deputy Director of Collegiate Education, Kottayam and by the Accountant General's Office, Thiruvananthapuram for the funds received from the government. Physical verification of all the financial documents like asset registers, vouchers, bills, cash books, ledgers, library registers and log books is done during their visit on the campus. At the end of every financial year, annual financial statements, inclusive of all receipts and payments, are prepared and sent to the Accountant General and authorities in the Department of Higher Education.

#### **AUDIT BY ACCOUNTANT GENERAL'S OFFICE, TRIVANDRUM**

Conducts verification and provides necessary inputs.

#### **CONSOLIDATED FINANCIAL ACCOUNTS**

In addition to the external audit done by the office of the Deputy Director of Collegiate Education, Kottayam and Accountant General's office, every year, Thomas Chazhikadan and Associates, a registered Chartered Accounting firm consolidates the funds received from governmental agencies and non-governmental sources. This will ensure auditing for the funds received by the self-financing stream and funds received from individuals and NGOs also. Consolidated financial statements and audit reports are submitted to the Principal. Being independent assessments, the audit report submitted is more objective in assessing the financial position of the college.

#### **MECHANISM FOR SETTLING AUDIT OBJECTIONS**

Objections raised in audits are notified to concerned authorities, corrections mentioned are rectified, action is taken, whereby audit objections are settled. Anomalies are cleared with proper evidence, documents, bills and vouchers.

No major objections were present in any of the audit reports obtained by the college authorities.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 174.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
22.46453	64.19185	32.98729	41.32274	13.56568

<b>File Description</b>	<b>Document</b>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### **Response:**

The resource mobilization policy of the institution encompasses optimum utilization of the resources connected with the college. The resources are identified taking into consideration availability, cost effectiveness and utilitarian quality followed by the charting out of the cost benefit ratio and experimental initiation.

A full time Bursar has been appointed by the Management for managing the financial aspects of the college.

#### **MOBILIZATION OF FUNDS**

##### **1. Internal Sources**

Include Donations , spot collections for free ships through registered society OJASS, sponsorships and scholarships for students in departments for the best achiever in a programme, financial assistance to departments in recognition of achievement from the management, staff fund , income generated from canteen ,coffee shop and amenity centre.

##### **2. External sources**

Include financial assistance from University Grants Commission , Central Government funds namely RUSA, FIST, State Government funds namely KSCSTE and funds for NSS, ASAP, WWS, SSP.

The major sources of non-government funding include contributions from parents, Alumni, philanthropists, Endowments and Scholarships instituted by retired teachers, funds raised by departments/ cells/ associations, etc. Rent for sharing the utilities of the institution for the conduct of various competitive exams ( University, CA )is also a source of income .Earned income of the institution is from the fee collected from students , MP/MLA funds, MP LADS Scheme, sponsorships for seminars , fests and lecture series, Faculty contribution to college development fund, contributions from the Senior Academicians Forum ( SAF).

Proper control is exercised through budgetary and cost control exercises. Budget estimates are prepared prior to the academic year and the resources to match the expenditure are identified to meet the budgetary expenses. The maximum deviations from the budgetary estimates are prefixed and adherences to the budgetary estimates are strictly followed.

Any deviation from the budgetary estimate has to be sanctioned from the controlling authority, the Bursar of the college. The institution has a cost control mechanism carried out through a system of quotations and tenders for sourcing the supply of materials and carrying out construction activities.

### **Optimal Utilization of Funds:**

The college utilizes funds for:

- Development and Maintenance of infrastructure
- Salary for guest faculty and management appointed non teaching staff
- Purchase and maintenance of equipment
- Conduct of Seminars , Fests and Workshops
- Intercollegiate events
- Student Support
- Extension Activities
- Expenses incurred for conduct of examinations
- Financial support to attend conferences, FDPs and memberships in professional bodies.
- Financial support in terms of loans, medical expenses for the administrative staff.

### **Initiatives Undertaken**

- Interactive panels and smart classes with financial assistance from retired teachers and the management
- Campus maintenance and beautification
- PTA sponsored awards for the students securing top positions in the university examinations.
- Management funds extended for infrastructure development energy and water conservation
- Renovation of the Zoology museum
- FIST room

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

#### Response:

The two practices institutionalized as a result of IQAC initiatives are

#### **PRACTICE I**

##### **TEACHING PLAN**

It is the scheduling of modules to be completed within a specific and prescribed time period. The plan is prepared taking into consideration the content, students comprehensive capability, and chapter construction as prescribed. The teaching plan records the daily portions covered and the ICT methods adopted. It also ensures that the portions are carried out effectively by the students countersigning against the portions and activities completed against the strategic plan of the concerned departments. The teaching plan is submitted weekly by the teachers in charge to the heads of the Department for verification and then duly forwarded to the Principal.

The Teaching Plan signed by the Tutor, student representative and the Head of the Department is submitted to the Principal for evaluation. Submission of the teaching plan to the principal results in thorough feedback to the institution Head, and he can exercise supervisory control over the faculty with remedial alternatives.

The teachers keep a daily log book for verification purposes. The daily log book details the day's academic and non-academic activities of the concerned teacher. This record is instrumental as it serves as a future reference. At the end of the academic year, the daily log book is verified and countersigned by the Principal.

#### **PRACTICE II- OUTCOME-BASED EDUCATION**

The teaching plan from the academic year 2017 has strictly been linked to the Programme Specific Outcome and the Course Outcome. Outcome-based education enables students to obtain a deeper insight into what they are expected to know about the course upon graduating. The course outcome provides a platform for students to identify the skills and knowledge they are supposed to possess after completing a course. Classes commence with the stating of outcome-based education. The APEP and internal examinations are evaluated as per the course outcome. A seminar on Outcome Based Education was arranged in the college for the faculty before its implementation.

The IQAC has also introduced a system of daily Online Attendance through ERP software. This is the combination of merging web technology with embedded system technology. This leads to effective linking

among the faculty, parents, management and students, provides a history of all significant transactions for future references, and is a short learning curve for any user.

The portal can be accessed by faculty with individual user name and password identification after the timetable has been submitted to the system administrator. The provisions include hourly attendance, leave management, examination result , grade entries, and work adjustments of faculty which can be entered online.

This web-linked exercise offers centralized control, evaluation and follow-up of a broad spectrum of academic and administrative activities. It serves as a data input source for the analysis and decision-making process of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The IQAC established in the academic year 2003 – 2004 aims towards quality and excellence in teaching learning, along with an enhancement in the overall quality development of the institution. The periodic evaluation of the IQAC is held to provide suggestions to the Principal and the college council to enhance quality benchmarks of the various criteria prescribed by NAAC. The IQAC team includes the Principal and different stakeholders and is coordinated by the IQAC Coordinator.

**TEACHING LEARNING REFORMS FACILITATED BY IQAC**

The college has introduced the following to improve quality in areas of academics, namely

- Learning Management System (MOODLE) and Google classroom
- ERP software augmentation
- APEP
- Outcome Based Education
- Kshamatha Va Kushalatha



- Certificate Courses by Departments
- Add On Courses

### **EXAMPLE 1-LEARNING MANAGEMENT SYSTEM (MOODLE) AND GOOGLE CLASSROOM**

Though the college had ICT enabled learning from last NAAC cycle, college has introduced **Learning Management System (MOODLE) and google classrooms** featuring online submission of learning materials, prepared notes, power points, and flip classrooms. The students are also encouraged to contribute study materials through online presentations, which can be shared after filtering by the concerned faculty.

The students are provided unique user IDs and passwords to view the content on the portal. This provides the advantages of an extended classroom, 24/7 availability of study materials and provision to attend lectures by experts from various streams, countries and continents.

#### **OUTCOME**

Notes prepared by faculty are made available on the portal. The Study material is augmented with a question bank and answer scheme for the same prepared based on the course syllabus for future reference in examinations. The college can meet the needs of online and offline modes of teaching and learning.

### **EXAMPLE II- APEP(ZERO-HOUR TESTS)**

Another prominent initiative introduced was the **APEP**. APEP aims at improving the academic excellence of the students through versatile assessment methods. APEP caters to the needs of slow, mediocre and advanced learners . This initiative is developed with a vision for improving the academic excellence of the students to face both internal and university exams with confidence. Every day, extra half an hour is specifically set aside for the APEP programme.

The timetable for the APEP was set by the IQAC which has allotted days to handle core, complementary and language subjects on a fixed time frame spread over the week. Teachers can modify teaching methodology and assessment methods according to the performance of the student in the APEP. Brainstorming sessions, academic puzzles, quizzes, group discussions, mock viva's, open book exams and debates are conducted as part of APEP.

#### **OUTCOME**

A higher overall pass percentage and an increase in the number of top position holders in the Mahatma Gandhi University examinations.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

### **6.5.3 Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Response:** A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The college was established in 1955 as a women's college by the Archeparchy of Kottayam to uplift the women folk of the region. The college gives prime focus on gender equity and gender sensitization activities in its action plan. As part of the curriculum, the college offers courses pertinent to Gender Equity. BA English, MA English, BA Sociology, BA History, BA Economics and common courses deal with gender-related topics in the curriculum. Students are encouraged to take up topics that contribute to gender sensitization for their projects. Manuscripts and college magazines that nurture creative writing mostly deal with themes on gender equity. The Women's cell of the college in association with departments and clubs efficiently plans and executes programmes to create a gender-sensitive culture. As part of International Women's Day, debates, workshops and discussions are conducted. Self Defence training classes are organised to empower the students physically and mentally. A well-equipped fitness centre functions in the college to promote health and fitness among staff and students. A pad vending machine and a destroyer are installed adjacent to girls' washroom. The college motivates and facilitates the students to take part in sports and provides special training in Yoga, Taekwondo, Wrestling, Cycling and Driving. The college conducted training programs for coconut tree climbing, which had been traditionally a male forte in society.

#### 1. Safety and Security

Safety drill is conducted every year. NCC Cadets of the college assist the traffic police in front of the college during peak hours. A women's hostel is functioning within the college which adds to the safety of students. Identity cards are mandatory for the staff and students to prevent the entry of outsiders into the college premises. Every department maintains a Movement Register to record the absence of students during the working time, which is well monitored by the heads of the departments. Attendance of the students is recorded every hour and entered in ERP. 160 surveillance cameras are placed in and around the campus to create a secure environment on the college premises. Security staff in the college adds to the safety of the campus. Fire extinguishers are placed within the campus to ensure safety in emergencies. An Anti-ragging Cell operates in the college to curb ragging. An Internal Complaint Committee and Anti-Sexual Harassment Cell in the college undertake the functions of prohibition, prevention, and redressal of sexual harassment against women. The Discipline committee ensures that students adhere to the code of conduct prescribed by the college.

#### b. Counseling

The students who need counseling are identified by the mentors. Such students are directed toward the trained counseling staff of the college.

#### c. Common Room

The college has a common room, 'Aashiyana' for students to rest and relax. An infirmary functions in the

college and is equipped to provide primary health care services to students during college hours.

**d. Day Care Centre**

A daycare centre in Little Flower Nursery School within the college premises tends to the child care requirements of staff.

File Description	Document
Link for annual gender sensitization action plan	<a href="#">View Document</a>
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

## **Solid waste management**

The college has a plastic free policy as per the green policy and this ensures zero plastic waste in campus. The use of disposable utensils and packing containers are prohibited in the campus. Departments use steel, glass and clay utensils as part of the green protocol. Students are given proper instructions about waste management during the student orientation programme. Students and staff are allowed to carry their lunch only in steel containers. Incinerators are erected for the proper disposal of sanitary waste. The biodegradable wastes are converted to vermicompost, bacterial compost and pit compost or used in the biogas plant. The college has a nature friendly programme initiated by the NSS unit called 'Valicheriyalmuktha BCM' (Litter Free Campus). Through this programme, the waste generated from the classrooms is segregated separately as degradable and recyclable. The segregated recyclable waste is collected by a merchant, Easy way Solutions, S H Mount, Kottayam having MoU with the College. The trained students of NSS and NCC units have conducted awareness programmes among students, teachers and non-teaching staff for the effective functioning of the programme. Separate boxes are kept in every class room and premises for the purpose of segregation at the origin itself. Non-degradable waste such as broken glass, used bulbs and used pens are promptly collected and handed over to Easy way Solutions as per MoU.

## **Liquid waste management**

The liquid waste generated in the campus from the hand wash area is routed to the water treatment plant, which is a 1000 litre capacity water tank used exclusively for watering plants and trees. Utmost care is taken to dispose the liquid waste in an eco-friendly and hygienic way.

## **Biomedical waste management**

The biomedical waste generated in the college is almost nil. Whatever waste is generated, is disposed of with the help of two incinerators installed in the campus.

## **E- waste management**

Periodical repair and replacement generate 10-20 kilograms of e-waste every year. This includes replaced computers and accessories, bulbs, and other electronic equipment. Scrap traders are entrusted with the removal of e-waste from the college. An MoU has been signed between the College and We Secure Solution, Perunna, Changanassery for the proper disposal of e-waste.

## **Waste Recycling System**

The college efficiently recycles the wastewater in the campus and the recycled water is used for gardening and agriculture.

## **Hazardous chemicals and radioactive waste management**

Utmost caution is taken in dealing with and disposing of chemical waste from the laboratories. The laboratories in the college do not use any kind of radioactive substances. In order to reduce the amount of chemical waste, only micro-scale analysis is carried out in laboratories. Arsenic compounds are not used for any experiments. The chemical waste from the laboratories is collected by Kerala Enviro Infrastructure

Limited as per the MoU signed with the College.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1.Rain water harvesting**
- 2.Borewell /Open well recharge**
- 3.Construction of tanks and bunds**
- 4.Waste water recycling**
- 5.Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

**Response:** A. Any 4 or All of the above

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The admission procedure in the college is transparent and includes students from all the communities. In order to cater to the needs of the students from various socio-economic backgrounds, the departments offer grants, freeships, educational and medical support through OJASS to needy students. The college conducts 'Samanuaya', a cultural fest every year, by giving training to children in children's homes and provides a platform for showcasing their talents. The college takes initiatives in providing an inclusive environment in all respects. An SC/ST CELL works efficiently in the college to address the grievances of the section. The college encourages students to maintain a positive interaction among students from different cultural backgrounds through various cultural programmes. The functioning of various clubs of the college helps in the inclusion of diverse values, beliefs and cultural practices of students. Cultural inclusive programs are conducted by the college in order to show the rich cultural diversity of our nation.

The college celebrates regional festivals like Onam and 'Kerala Piravi'. The annual ethnic show, 'Keraleeyam' parades the different clothing styles of Keralites, worn by different communities. 'Keli', an ethnic dance performance, was organised by the college to bring in the rich culture and diversity of our country. As part of Independence Day celebrations, the students organised an 'Ethnic Walk' in front of the college auditorium. To celebrate 'Unity in Diversity', the students dressed up in diverse cultural attires of various Indian states. The Department of Hindi had organised an "ethnic cultural dance" program, showcasing the cultural dance forms of all states to highlight national diversity and bring forth the message of national integration. The college organized an "Iftar feast" during the month of Ramzan. National festivals such as Holi and Deepavali are celebrated to inculcate the spirit of nationalism among students. "Kolamezhuthu" was conducted as part of the inclusion of Tamil culture, specially planned for Tamil students. As part of the cultural event 'Vajra', a tribal fest was organised where students showcased different tribal art forms. Students and teachers visited Lakshadweep, to understand the culture and heritage of the place. Programmes like 'Write in your mother tongue' and 'Linguistic harmony' were conducted by the NCC cadets of the college to nurture linguistic diversity. Efforts were taken to learn a new language and to teach the mother tongue to the employees of BCM college hostel who belong to Assam. The department of Hindi has allotted 10 hours per month for organising "Hindi Munch", where the students conduct various cultural programmes in Hindi. Students are encouraged to view Hindi news once a week at a stipulated time. Apart from this, Hindi manuscript magazines are also brought out by the



department. Ek Bharath Sreshtha Bharath is an initiative to promote cultural integration among students. Our college has allied with Government college, Karsog, Himachal Pradesh, and organized multifaceted programs. The college has an MoU with Kadambari Memorial College, Nepal as a part of a student exchange programme.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The college shows due respect to the national anthem by playing it every day through the public address system. The Preamble of the Indian Constitution is displayed in the college to create an awareness of the principles of the Constitution. A statue of Gandhiji is erected in front of the college along with Gandhi's Talisman. The photos of national leaders are displayed on the digital notice board to cherish the noble ideals put forward by them. The Students Charter outlines what the college expects of its students, promoting mutual respect.

The Human Rights Club helps the students to be aware of the rights and duties of citizens. The college publishes a handbook titled 'December 10' on Human Rights Day which seeks to broaden the study of human rights. The college organised an Open Forum, "Student Durbar" to sensitise the students regarding human rights violations and equip them to act as agents of human rights. To introduce the ideals that inspired the leaders in the national struggle for freedom, the ex-service personnel among the parents of the students were honoured at a function as part of the Independence Day Celebrations. The college observed 'Kargil Vijay Divas' as part of instilling national fervour among the students. The college organised a photo exhibition on the theme "Freedom Struggle and the ideal of non-violence" to educate students about the sacrifices of the freedom fighters.

The college conducts parliamentary model elections every year to select members of the College Union. Youth parliament has been organised to make the students aware of parliamentary procedures and rights. As per the directions of the State Election Commission, a student was assigned as the brand ambassador for enrolling new voters among the college students. Along with this, a team of students pioneered the process of enrolling new voters on the Electoral Roll. The Electoral Literacy Club of the college organised a seminar on 'Know Your Rights' in collaboration with Nehru Yuva Kendra, a Central government-affiliated youth organization. In the course of five years, the teaching and non-teaching staff have served as presiding officers, polling officers and observers in various elections. The National Voters Day programme was organised to make the students aware of the rights of voters and the importance of being rational voters.

The Principal of the college reads out the Preamble on Constitution day every year to promote awareness of constitutional rights. As part of Constitution Day, the College conducted an awareness class and took an oath on Constitutional rights and duties. As part of Central Excise Day, the college conducted a slogan writing competition. The NCC cadets of the college conducted a programme "Create linguistic harmony" by learning a new language as well as by teaching their mother tongue to co-workers of BCM college hostel who belong to Assam and in return, the students learnt the basics of Assamese alphabet and simple words. The college proactively engaged in blood donation drive (Sanjeevani), flood relief and covid-related activities, thereby ensuring the social responsibility of the students.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

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

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

- National festivals like Gandhi Jayanti, Republic Day, and Independence Day are celebrated to plant

the seed of nationalism and patriotism among students.

- The college celebrates Onam, Christmas, Eid-Ul- Fithar, and Holi every year.
- The college observes Martyrs Day every year.
- Various environmental awareness programmes are conducted on World Environment Day and 'Van Mahotsav' Week under the auspices of the Bhoomitrasena club.
- National Wetland Day, World Wildlife week, Ocean day, and World Ozone day are celebrated every year.
- International Yoga day is celebrated to spread awareness about the importance and holistic health benefits of Yoga
- The Quami Ekta Week is celebrated to awaken the spirit of equality, brotherhood, and social welfare among all Indians.
- The Anti-Narcotics Cell organizes rallies as part of anti-drug abuse day.
- International youth day is commemorated every year.
- College celebrates women's day every year with various programs such as street plays and seminars.
- Every year, students organize rallies and distribute pamphlets and red badges to create awareness on AIDS day.
- Teachers' Day is celebrated every year.
- Kerala Piravi and National Mother Tongue day are celebrated every year.
- Students assist traffic police at traffic islands on Road Safety Day.
- The Electoral Literacy Club organizes programmes to commemorate National Voters Day.
- NCC day is celebrated every year by conducting programmes to inculcate national values among students.
- World Humanitarian Day is observed to instill compassion and kindness towards humanity among students.
- International Literacy Day is celebrated to remind students of the importance of literacy.
- National Forest Martyrs Day is observed to remember those who sacrificed their lives to protect wildlife.
- International Youth Day is commemorated every year to bring issues pertaining to youth and

celebrate the potential of youth in today's global society.

- Nagasaki Day is observed every year to promote peace and raise awareness of the effects of the nuclear bomb attack on Nagasaki.
- International day for old Persons is observed every year to draw attention to and challenge negative stereotypes about older persons and ageing.
- Constitution Day is celebrated in college to reinforce the significance of the Constitution among students.
- Vijay Shrankhala was observed to pay homage to the martyrs of the 1971 war.
- Kargil Vijay Diwas is celebrated in honour of the Kargil War's heroes.
- Human Rights Day is celebrated every year by releasing the magazine, 'December 10'.
- Doctors' day is observed to pay respect and gratitude to doctors.
- Several other days of importance like World Mental Health Day, World Anti-Human Trafficking Day, World Food Day, National Statistics Day, National Peace Day, World Population Day, International plastic bag free day, National Safe Motherhood Day, World Day for International Justice, National Sports Day, National Doctor's day, Army day, World Heritage Day, Indian Air Force Day, World Music Day, National Mathematics Day, Hindi Day, Social Workers Day, World Alzheimer's Day, World Migratory birds' day, National Science Day, breastfeeding week, Pie Week, National girl child day, Marie Curie day, Blood Donor's day, International Space Week and Reading week were observed with quizzes, seminars, workshops, and lectures.

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

# Best Practice 1

## Title of the practice –Academic Performance Enhancement Practice (APEP)

### Objectives of the practice

Academic Performance Enhancement Practice (APEP) has been implemented with the following objectives:

- 1.To focus on enhancing the academic performance of slow and mediocre learners by making the teaching-learning process effective.
- 2.To improve and advance learning experiences through versatile assessment methods.
- 3.To upgrade the academic excellence of advanced learners.
- 4.To enable students to face university exams without fear and to view it as an avenue to demonstrate their learning and knowledge.
- 5.To help the students reflect on past exam experiences and review the key strategies for doing well in the university exams.
- 6.To ensure academic excellence of the institution through the academic performance of students.

### The Context

As per Mahatma Gandhi University examination regulations 2013, the pass GPA had increased from 0.5 to 1.8 on a four-point scale. This shift became a great challenge to the students as they had to score a higher pass mark in the internal as well as in the University examinations. The difficulties of the students to face the university exams and the fear and anxiety of writing exams were identified in the mentoring sessions. These were taken up for discussion in the parent-teacher meetings. The College Council and IQAC decided to devote a specific period of time apart from the regular working hours to address the issue by introducing APEP in 2016.

### The Practice

Academic Performance Enhancement Practice (APEP) is a systematic assessment method to analyse the academic performance of the students and it strategically evaluates the effectiveness of learning by measuring the learner's performance. Through this method, instructors help the students to realise their strengths and weaknesses and enable them to reflect on how they can improve themselves in the university exams.

By following a disciplined format, an extra half an hour is devoted to carry out various assessment methods for improving the exam writing skills of students. It helps to improve the performance of students in the continuous assessment as well as in the university exams. Before introducing this practice, the

regular working time of the college was from 10 am to 3.30 pm. For the smooth conduct of the practice, the working time of the college was rescheduled to begin at 9.30 AM instead of 10 AM in 2016. Every day, from 09.30 am to 10 am, all the departments conduct brainstorming sessions, quizzes and reverse quizzes, group discussions, academic puzzles, mock viva and tests on various topics. Students are informed prior to the assessment and are given ample time to prepare for the same.

Teachers in charge of each subject update the grades of the students to the mentors/class tutors, which helps in identifying underperforming students, making timely intervention possible. The teachers give proper guidance to the students for improving their scores in continuous assessment through remedial teaching, peer teaching and various assessment methods. The marks of the assessment are entered in the online portal ERP, which keeps the parents updated about the performance of their wards in each stage of the programme.

Over the five years, the teaching faculty has generated around 18660 extra working hours and 450000 hours of students' learning hours. Collectively, this practice has generated 468660 extra learning hours approximately. This has fostered the learning capabilities of the students and has enhanced their competency in their respective subjects. Academic Performance Enhancement Practice has become part of continuous assessment, making the continuous evaluation process more constructive.

APEP hence turned out to be a consistent and efficacious method of assessing the knowledge of students, crucial to student engagement and improved learning outcomes. This has helped teachers to set targets for learners and help them adapt to teaching learning practice effectively.

### **Evidence of Success**

A student satisfaction survey was conducted among the students to analyse the concerns regarding APEP. The survey findings and result analysis point to the success of the practice initiated in the college.

#### **The survey findings are:**

- Through effective revision strategies, the students were able to better their performance in university and internal exams.
- It instilled confidence among the students for facing the university exams and in time management.
- The teachers could properly guide the students regarding areas that needed improvement.

#### **Findings of result analysis -**

- As per the University result analysis, the pass percentage of the college improved significantly and the average SGPA of the students increased. After APEP was implemented, the average SGPA of the 2014-2017 batch increased from 7.5 in the IV semester to 8.00 in the V semester. Also, the average SGPA of the 2015-2018 batch increased from 7.1765 in the II semester to 7.4282 in the III semester. Compared to the 2013-2016 batch where APEP was not conducted, the average SGPA shows an increase in 2014-2017 and 2015-2018.
- The number of students in the top ten positions in the university exams has increased from 6 in

2015-2016 to 18 in 2020-2021.

## **Problems Encountered**

As the working time of the college resheduld to begin at 9.30 am, the students who were coming from distant places had difficulties reaching on time. Due to the difficulty of the students, the APEP got shifted from 12.30 pm to 1.00 pm. As extra time was carved out of the normal working hours the time schedule was slightly affected in the beginning. This issue was resolved through the regularisation of the practice. Students had to get familiarised with the new schedule which caused some difficulties at the beginning which were later resolved. As APEP required continuous monitoring, teachers had to take extra effort in understanding the difficulties of students. Teachers had to convince and motivate the students regarding the effectiveness of APEP and also had to conduct informal Parent Teacher meetings for bringing forth the attention of the parents in improving the performance of students.

## **Best Practice 2**

- **Title of the Practice: LIVE LAB – ‘Sajeev Prayogshala’.**

### **Objectives of the Practice:**

- To create the ability to surpass classroom and lab barriers by applying theory in real-life situations.
- To enrich the curriculum and develop the entrepreneurial, technical and administrative skills of the students.
- To provide hands-on learning opportunities that merge academics and campus facilities through skill-based learning.
- To prepare students for attaining higher learning outcomes.
- To apply the multidisciplinary approach in education.
- To provide a space for innovation, leadership, enhance social commitment, community engagement and prepare students for careers after college.
- To foster intellectual curiosity, critical thinking, self-reflection, professionalism and sensitivity to one's socio-cultural environment

## **Context**

The college initiated the practice of live lab, ‘learning by doing’ in 2017 in the context of outcome-based education and a multidisciplinary approach in higher education. Live Lab strives toward a holistic experience for the students while focusing not just on knowledge delivery in higher education but on the application of knowledge in real-life experiences. The college introduced this unique practice as it envisions the attainment of higher cognitive skills by students through learning by doing. This experiential

learning system helps students in applying their knowledge gained in the classrooms in a non-classroom environment. This practice assists the students in identifying their real interests and carving their own path to success.

## **Practice**

The college practices live labs in multiple levels: SWAAD (Student Work in Alternate and Allied Domains), Nurtury- Child Care Initiative, Student Social Initiative, Diet and Stress Management Clinic, Student Digital Initiative, Student Amenity Centre and BCM Voice. As part of this practice, the college calls for applications from interested students to participate in various live labs. The live labs work according to the schedule of the concerned departments. After screening by the concerned HoDs, students join live labs of their choice and get trained by the respective faculty.

- **SWAAD (Student Work in Alternate and Allied Domains)**

This unique practice, headed by the Department of Food Science promotes entrepreneurial skills, technical skills, and managerial skills to motivate, train and support budding entrepreneurs. As part of this practice, students are given duties in the canteen and coffee shop on a rotation basis where supervision of menu, purchase, finance and quality checks are done. Food Tic incubation centre initiates students to undertake product formulations through research, trial and error and standardization.

- **Nurtury- Child Care Initiative**

NURTURY functions under the guidance of the Home Science department by providing classes on the preparation of teaching aids and creative toys for assessing children with disabilities. Suggesting interventions and remedies for special children (Learning Disability, Attention Deficit Hyperactivity Disorder), monitoring the growth and assessing the holistic development of children are also part of the initiative.

- **Student Social Initiative**

The Student Social Initiative headed by the Department of Social Work in association with The Child Resource Centre organises programmes about the protection of child rights. As part of the practice, students coordinate 'Student Durbar'- an open forum to discuss child-related issues, street plays and summer camps. Students also coordinate the cultural event, 'Samanuaya Sandhya' and provide special training to the inmates of children's homes and to differently-abled children. This practice enables to create of a literary space to voice child-related issues in the journal, 'December 10'.

- **Diet and Stress Management Clinic**

The practice managed by the Department of Home Science provides the right health tips and diet plans for staff and students. The live lab trains students about stress management techniques, basic nutritional and health assessments.



- **Student Digital Initiative**

Under this initiative, students of the Department of Computer Science maintain and update all the LINUX installed systems in the campus. By using digital printing, students prepare identity cards for staff and students. Students impart e-learning skills to the women in the local community. QR codes are generated for all systems under this initiative for proper infrastructure maintenance. Through the programme, 'Know our Campus Flora', QR codes have been installed in trees and plants in the campus and all information regarding the flora can be taken by scanning the code.

- **Student Amenity Centre**

The college has entrusted the conduct of the Student Amenity centre with the Department of Commerce from the year 2021. It functions as a center for providing various services on campus to the students, teachers, and non-teaching staff. This practice enables the students to familiarise themselves with current business processes and practices. It helps in understanding consumer behaviour, develops good marketing sense and equips them to start their enterprises. The students are also exposed to the fundamentals of banking and practical aspects of accountancy.

- **BCM Voice**

BCM Voice, a recording studio functions under the guidance of the Department of English. It gives them an ideal opportunity to put into practice what they have learned through On-the-Job Training. This aims to update the college community on the latest events within the campus, embracing and fostering various cultural practices and making mass appeals to fellow students. It builds an inclusive atmosphere, allowing students to give a voice to their views, gain technical knowledge and build their confidence.

## **Evidence of Success**

### **SWAAD**

Apart from the ongoing classroom-centered learning practices, SWAAD (Student work in alternate and allied domains) has been instrumental in building successful entrepreneurs in various fields. The orientation gained from SWAAD has helped the students to effectively manage the canteen and coffee shop in campus. Through the incubation centre FoodTIC, the students could bring out innovative food products. Curtailing the consumption of junk food, SWAAD has helped the students to cater to more healthy food in the campus

### **Nurtury- Child care initiative**

Nurtury has developed creativity among the students which has led to the making of distinct learning aids and toys for differently abled children and children with learning disabilities. It has helped in the early detection of learning disabilities of children and the prevention of behavioural problems at a later stage. The task of acquainting parents with the learning difficulties of children was easily accomplished by the

students through this practice.

### **Student Social Initiative**

Student Social Initiative increased the awareness of child-related issues among the students. It helped in the formation of civic responsibility, critical thinking and leadership skills. It helped in enhancing community engagement and strengthened the between the students and the neighbourhood community. It also helped in inculcating social sensitivity among students.

### **Student digital Initiative**

Student digital Initiative helped in timely updation and maintenance of the computer systems in the college. QR codes were created and labeled on each computer system to access data regarding the purchase, maintenance, guarantee and other related information instantly. It also helped in the successful implementation of the initiative 'Know Your Campus Flora' on campus. The timely issue of the Identity cards was also made possible through this initiative.

### **Diet and Stress Management Clinic**

Diet and Stress Management Clinic provides appropriate diet plans for staff and students. It monitors and busts the stress of the college community through various activities and therapies. It also motivates staff and students to follow a healthy lifestyle. This initiative has helped in making the recreational club RAFA more live and active in the campus.

### **Student Amenity Centre**

Student Amenity Centre has been very effective in enhancing interpersonal skills of students. It helped in augmenting fund management and accounting skills among the students. The inventory management ability of the students has considerably improved through this initiative.

### **BCM Voice- 'Express your campus'**

BCM Voice has acted as a medium for communicating information regarding various curricular and co-curricular activities among the students of the college. It has helped in the development of the communication skills of students. It has helped in the daily updation of current affairs and local news in the student community. It has added to the recreational avenues and has acted as a key to foster 'campus identity.

In the varied contexts, the live lab provided the best practical learning experience to complement the learning skills of students. It acted as a skill enhancement centre for attaining higher cognitive levels of learning for students. This multidisciplinary learning approach helped students to break knowledge barriers and enhance the scope and depth of learning, thereby becoming highly competent professionals.

### **Problems Encountered**

The SWAAD faced difficulty in teaching product formulations to students with no knowledge of the same,

which later got solved through practice. The canteen managers found it difficult to manage the crowd of students during the tea break. This was solved by providing a coffee bar and a canteen aid on campus. The Child Right Centre had some initial difficulties in countering less cooperation from outside communities which was later resolved by proper communication with the concerned people. The Student Digital Initiative initially faced difficulties with regard to the application of the large-scale updation. About the Child care initiative, the students have found it difficult to convince the parents of the children who are diagnosed with learning disabilities like Attention Deficit Hyperactivity Disorder (ADHD). Inability to change certain eating habits and difficulty in sticking to long-term eating habits by the clients are the major challenges faced by the diet clinic. In the beginning while distributing the textbooks, the Student Amenity Centre faced difficulty in managing the distribution of textbooks at the beginning, which was later got resolved by taking orders from students and bundling books to the concerned departments. During the launching of BCM Voice, students faced difficulties in coordinating news which were later sorted out through effective teamwork.

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

**Response:**

## **Equipping Women for a Sustainable Society**

Since its inception in 1955, Bishop Chulaparambil Memorial College has undertaken the vision of shaping young women to thrive and excel as socially committed responsible citizens. It has a long tradition of transforming the lives of young women and enabling them to excel in their roles in building a sustainable society. The college serves as a centre of excellence for women from all strata of society in the field of higher education. The vision and mission of the college focus on moulding intellectually nourished, morally upright, socially committed, and spiritually inspired citizens by inculcating human values, environmental consciousness, and economic efficiency among students.

### **Inculcating human values for Social well-being**

BCM- OJASS is an initiative of the entire BCM community to instil social commitment as an integral component of a sustainable society. To meet this objective, the college systematically organises all socially relevant activities under the aegis of BCM- OJASS, a registered society. It provides financial support for educational and medical purposes. Students and staff voluntarily contribute to the smooth functioning of OJASS. 'BCM Snehaveedu', a house construction project of BCM OJASS has completed the construction of six houses during the last six years. The college is immensely proud to have delivered the five newly built homes to its students, which cost over twelve lakh rupees.

OJASS has carried out an outreach programme in Pongampally, a tribal hamlet in Kanthalloor Panchayat in Idukki since 2008. For mainstreaming this community, the college organises various awareness programs, focusing on educating the children of the community. School supplies are distributed among the children in Pongampally. The students organise 'Dostana', a summer camp, where training and interactive sessions are held on socially relevant topics. The students have set up a makeshift library and have arranged tuition facilities for students to help them in their academics.

As part of bringing forth children from various children's homes and juvenile homes, students conduct cultural festival, 'Samanawaya Sandhya' after giving special training to them. The students organise 'Viomithram' and 'Saphalam Sahyanam' for honouring the elderly from old age homes. The college functions as the nodal agency of The CHILDLINE India Foundation, since 2011. The students bring homemade food packets every Friday and are distributed to the inmates of Navajeevan, a home for the destitute under the banner of Snehannam. Through this unique practice, around 19000 food packets were given to the needy since 2016.

As part of inculcating social commitment and empathy, the College Union organised a hair donation campaign for Cancer patients. The college coordinates all flood relief activities under the banner, 'Koodeyunde BCM'. Various outreach programmes were conducted for reviving society after covid under the initiative of BCM CARE (Covid Action for Revival and Empowerment).

## **Fostering entrepreneurial skills for Self- Reliance**

The college has an active Entrepreneurship Development Cell which functions under the Innovation and Entrepreneurship Development Centre (IEDC), an initiative of the Government of Kerala. The cell organised industrial visits, interactions with entrepreneurs, seminars, workshops, Skill development programmes, Entrepreneur idea competitions, Workshops on business plan writing, Used book sale, Eco sale, SWAP shop, food stalls, and online page for business (WOW ME). The students' management of the college canteen and coffee shop serves as a prototype example for honing entrepreneurial skills. 'Femme De Talent' is an endeavour that enables students to interact with successful entrepreneurs. The FoodTIC incubation centre provides a platform for the formulation of innovative food products. Additional Skill Acquisition Programme, On the Job Training programme, mushroom cultivation and apiculture, LED Certificate Course are initiatives of the college that help in equipping students with adequate skills to transform them into potential entrepreneurs.

## **Upholding gender equity for social inclusion**

The college has proactively undertaken initiatives to shatter and unlearn gender stereotypes by embarking on programmes that are organised and executed by the students with the guidance of teachers. Gender-neutral uniforms instituted in the campus give the right direction to bridge the gender gap. The college has

consistently conducted annual blood donation camps and has organised the largest ever blood donation camp in Kerala run and participated in, exclusively by female students, a record that stands to this day. The college maintains a percussion (chenda) team composed entirely of students, another area traditionally dominated by men. Students embark on activities like demarcating pedestrian crossing zones and cleaning passenger buses during the night.

Driving classes, self-defence training, and martial arts such as ‘Kalaripayattu’ and ‘Karate’ were given to students to instill multi-life skills among students. The college has conducted a number of gender sensitization programmes to provide an integrated and interdisciplinary approach to understand the social and cultural constructions of gender in our society. Students participated actively in covid-related activities like mask distribution and prepared mini research projects and short films on various themes related to the pandemic. During the lockdown period, students worked hand in hand with the district administration to enter the details of migrant labourers in the Kottayam district.

## Environmental Sustainability

The college inculcates environmental consciousness among students to ensure clean and healthy living through various environmental promotional activities. The organic farming initiative undertaken by the NSS unit of the college was recognized and awarded as ‘Best Practice’ by Mahatma Gandhi University in 2015. The college conducted numerous activities to drastically reduce the use of plastic under the banner of "Parasthithikam," a project of the Directorate of Environment and Climate Change, Government of Kerala. The scrap management initiative of the college encourages the process of eco-friendly waste disposal methods in campus. Under the initiative of the Swachh Bharat Mission, multifarious activities are carried out in the campus to campaign for good health, well-being, clean water, sanitation and clean energy. The college undertook several projects in collaboration with the Kerala Forest and Wildlife Department to conserve the mangrove ecosystems. The college promotes zero-waste campus by encouraging students to follow the green protocol.

**The institution thus focuses on creating multifaceted, socially committed, young women with skills and commitment and thereby contributes to nation-building for a peaceful and sustainable society.**

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Since its inception in 1955, Bishop Chulaparambil Memorial College has expanded its horizons, attaining many a milestone. A dynamic management, faculty and students who have the ability and potential to excel at fusing knowledge with profound human values is at the centre of our development plan. The suggestions of the NAAC peer team during the third cycle of NAAC Accreditation in 2015 have been implemented in the college - New PG programmes and 21 new add-on /certificate courses were added, 100% ICT enabled classrooms, G-suit, ERP, LMS platforms were introduced. 101 operational MoUs were signed. Library is renovated with modern facilities with two conference rooms and a recording studio. Collaborative MoU with the Kottayam Public Library and a new project for the preservation of manuscripts (*Nallathali*) are operational.

### **Future plan of action envisages**

- Autonomous Status
- Enhancement of international faculty and student exchange programme.
- Emerge as a centre of excellence.
- Increased number of research projects.
- Introduction of multidisciplinary programmes.
- Enhanced research output and academic linkages
- Multidisciplinary degree-awarding institution as per NEP.
- Mandatory Community Service.
- Expansion of infrastructure and campus.

### **Concluding Remarks :**

Bishop Chulaparambil Memorial College with its rich legacy of academic excellence over seven decades and a progressive vision, continues its untiring efforts to transform young women to excel in their roles. The college focuses on moulding competent young women through resourcefulness, reflectiveness, integration and inclusiveness through blending value-based education and liberal outlook encompassing our cultural ethos.

The college is highly committed in providing a gender-responsive environment and aims at the overall development of students and society at large. Being a women's college, it has proactively undertaken initiatives to break gender stereotypes and aims to create an empowered and enlightened generation for a sustainable society. The college inculcates human values and social commitment through BCM OJASS and projects like Snehannam and Sahapadikkoru Snehaveedu and shapes a socially committed generation.

The outstanding student and faculty achievements over the years have played a key role in establishing the college at the forefront of higher education in India. Holistic education is ensured through proper curriculum delivery, adoption of innovative teaching methods and meeting the diverse needs of students. The Add on and Certificate courses strengthen the skill development of students and enable them for their future prospects by enhancing the technical and interpersonal skills.

The college aims not just on knowledge delivery but on deep learning and the application of knowledge in real life, through the unique practice of 'Live Lab'. The college strives toward a more holistic experience for the

students by focusing on outcome-based education and a multidisciplinary approach in learning, as envisioned in the New Education Policy. An ever-developing infrastructure helps in equipping students with varied capacities. Inclusive environment nurtures intellectual curiosity and promotes sensitivity and responsibility towards a sustainable nature and society. Hence, our institution in its effort to realize its mission, continues its tradition of equipping young women to be intellectually nourished, morally upright, socially committed and spiritually inspired citizens firmly rooted in its motto, Sapientia et Gratia (Wisdom and Grace).

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>664</td><td>1448</td><td>1272</td><td>843</td><td>416</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>664</td><td>751</td><td>824</td><td>825</td><td>416</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	664	1448	1272	843	416	2020-21	2019-20	2018-19	2017-18	2016-17	664	751	824	825	416
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2020-21	2019-20	2018-19	2017-18	2016-17																	
664	751	824	825	416																	
1.3.3	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 859</p> <p>Answer after DVV Verification: 681</p>																				
5.1.4	<p><b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b></p> <p>5.1.4.1. <b>Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>1766</td><td>1883</td><td>1461</td><td>1212</td><td>717</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>681</td><td>751</td><td>824</td><td>825</td><td>803</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1766	1883	1461	1212	717	2020-21	2019-20	2018-19	2017-18	2016-17	681	751	824	825	803
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681	751	824	825	803																	

### 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of students year-wise during last five years</b>



Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1773	1902	2017	2000	1913

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1773	1902	2017	2000	1913

NAAC