



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

ST BERCHMANS COLLEGE

**ST. BERCHMANS COLLEGE (AUTONOMOUS), CHANGANASSERY,
KOTTAYAM, KERALA PIN 686101
686101
www.sbcollege.ac.in**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE**

February 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Berchmans College (Autonomous), established in 1922 as an intermediate college affiliated with the University of Madras, celebrates its centenary in 2021-2022.

The College was first accredited at Five Star in 1999 and reaccredited at A+ in 2006. It underwent the third round of NAAC accreditation in 2012 and was ranked A, the highest grade at that time. In 2017 the college was ranked A with a CGPA of 3.41.

- In 1996 and 1997 the college won **the R. Sankar Award instituted by the Government of Kerala for the best-aided college in the State** -the only two years in which the award was announced.
- In 2004, UGC identified the College as CPE
- DST extended its support through the FIST scheme in 2005 and 2006.
- Recognized as a Partner Institute of IGNOU in 2008.
- In 2012 DST expanded FIST support to the Science Departments.
- In 2016 the college got the DBT-STAR college scheme.
- In **NIRF**, the college was ranked **46th** in 2018, **62nd** in 2019, **79th** in 2020 and 2021, and **62nd** in 2021.
- Partner Institute of MHRD **Study in India Programme**.
- Got awards from MG University for **the Best NSS Unit, Programme Officer, and Volunteer consecutively from 2018 to 2022** and the corresponding **Three State Awards from the Govt of Kerala in 2020-21**
- **SAMVIT 1. O** and **SAMVIT 2. O**, All India Science and Cultural exhibitions, were held in connection with the Navathy celebrations in 2011 and the Centenary celebrations in 2022.
- **Berchmans Erudite Lecture Series** –A talk series aimed at bringing Nobel Laureates to the campus, was inaugurated in 2016 by Dr. Ei Chi Negishi, Nobel Laureate in Chemistry.
- During the accreditation period 4 Nobel laureates delivered talks and interacted with SB Community.
- One of the top 10 users of INFLIBNET based on usage rate in 2021-22.
- During the assessment period, **30 scholars were awarded Ph.D. degrees**
- Got funding from RUSA in 2018
- 74% of the regular faculty qualified NET, 62% with research degrees, and 28% are research guides.

Vision

Our Vision

We are committed to becoming a global institution of excellence promoting integral human development through value-based teaching, learning, research, and innovation.

Mission

Mission

True to the vision of Christian Charity, we are devoted to:

- ? Fostering academic development by equipping the learners with critical thinking, communication, creativity, teamwork, and skill development.
- ? Inculcating the spirit of human dignity, gender equality, social inclusiveness, and environmental stewardship.
- ? Promoting a culture of interdisciplinarity, scientific approach, technological competence, and life-long learning.
- ? Sustaining a conducive atmosphere for scholarship, research, collaboration, and entrepreneurship.
- ? Building mutual partnership among stakeholders for societal transformation and nation build

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 100 years of rich experience in the field of higher education
- The leadership and governance are democratic, growth-oriented, and value driven.
- Participative Management Based on decentralization, delegation, and bottom-up planning.
- Academic and related activities are guided by well-defined policies.
- Academic autonomy
- Highly qualified and committed faculty
- Transparency and efficiency in academic and administrative processes is enabled through e-governance
- Excellent student support system to provide academic and non-academic support to students.
- Infrastructural facilities to support the curricular, co-curricular, and extracurricular activities and to facilitate the multi-dimensional growth of the students
- Scientifically designed Curriculum with add-on, compulsory, extra credit, and audit programmes.
- Excellent Research outputs - Very good research culture and international achievements.
- All the PG departments are research departments
- Specialized research laboratories with sophisticated instruments
- Common instrumentation facility, rich Zoology Museum, and internationally recognized Regional Herbarium to augment research laboratories
- DST-FIST-funded science departments
- Very good Teacher- Student relationship
- MoUs with international Universities and Reputed institutions.
- Subscription to INFLIBNET, EBSCO Host, and PROWESS
- Vibrant alumni associations with national and international chapters.
- Alumni sponsored Scholarships
- NIRF ranked the college as one of the top 100 colleges in the country since 2018. (62nd position in NIRF 2022)
- Excellent achievements in national and state-level sports and games.

- Separate value education dept. with own curriculum to offer add-on courses in value education.
- Alumni interaction through guest talks and invited talks
- Compulsory add-on course on Basic Life Support and Disaster management
- Compulsory Social Awareness Programme, internship, and finishing School
- Industry interface programme
- Proactive mentoring cell and peer mentoring wing.
- High rate of success in NET and GATE and in other competitive examinations
- Systematically functioning Placement Assistance Cell with two full-time Training and Placement officers
- An increasing number of campus placement
- BEDA –Berchmans Defense Academy: Offers physical and other kinds of training to students who wish to join defense service.
- The campus and most of the facilities are conducive for divyangjan students.
- The national mission is fulfilled through Ujjwal Bharat, Unnat Bharat Abhiyan, and related initiatives.
- A handful of extension activities to develop socially committed citizens.
- Separate hostels for boys and girls.
- 30 kv solar energy plant

Institutional Weakness

- Fund from the government is the major source of finance for the college. The current lack of sufficient funding from the Government is slowing down the growth of the college
- Lack of funds for maintaining the sophisticated equipment
- Inability to provide hostel facilities to all the students who require accommodation
- Fall in the number of tribal students and students from academically backward communities.
- The decline in the number of students from foreign countries adversely affects the performance of the institution in rankings.
- Declining demand for conventional programmes
- The decline in the number of experienced teachers

Institutional Opportunity

- Academic autonomy gives the freedom to update the curriculum periodically
- Regularly collected student feedback can be consulted while redesigning the curriculum
- Increasing demand for skill-oriented and vocational programmes
- Induction of young faculty with international exposure helps in improving the research output and in increasing the collaborations with reputed institutions for research
- More recruiters are entering into agreements with the college for campus recruitment
- Swachh Bharat Mission inspires the college community to adopt an eco-friendly lifestyle and to tap renewable energy resources
- NEP may provide a renewed impetus to the college

Institutional Challenge

- The outflow of students to foreign countries for education

- Competition from private universities
- Limited financial resources
- Shift to renewable energy sources is costly and there is no funding for the same
- The control of the parent university over the introduction of new courses makes it difficult to start new courses as per the requirement of the job market

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Berchmans College Changanassery became an autonomous institution in 2014 and as stated in the vision and mission statements of the college it is striving to become a value-based global institution of excellence, promoting integral human development through value-based teaching, learning research, and innovation.

The institution designs and delivers relevant curricula that meet the stakeholders' needs. The institution's curricula are revised once in every three years, keeping in mind the LOCF of UGC, core values of higher education, vision and mission of the institution, industry demand, and requirements of the stakeholders. All UG and PG programs were revised and new curricula were introduced in 2016-17, 2019-20 and 2022-23.

Efforts are taken to ensure that the institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum. Due consideration is given at the time of curricula design to ensure that curricula have relevance in the local, national, international, and global contexts.

At present institution offers 54 programs. Out of these 3 were introduced during the assessment period. **CBCS** was introduced in all the programs in 2011.

In the curricula all the components viz Skill Development, Employability, and Entrepreneurship as expected by UGC are integrated. Experiential learning activities such as Internships, OJTs, Projects, field visits, and industrial visits are included in the curricula. Other specialties include:

- Compulsory course on Basic Life Support Systems and Disaster Management for all UG and PG programs.
- Compulsory course on value education (Choice Based)
- Add on the course (Choice Based)
- Virtual lab experiments /MOOC(Optional)
- 50 hours Social Awareness Programme(Compulsory)
- Internship/skill training (Compulsory)
- Finishing School(Compulsory)
- Course on Mendeley Reference Management Software (For PG –Optional)
- Publication in a recognized journal with ISSN (For PG- Optional, extra credit)

In the new curricula of UG programs which were introduced in the 2022 -23 academic year, **Outcome-Based**

Education (OBE) has been adopted fully. All the

COs are mapped with POOs and PSOs to assess the attainment of outcomes.

Teaching-learning and Evaluation

Ever since its inception St Berchmans College has been trying to provide value-based education by inculcating in students the strength of character, love, and service of fellow human beings on the one hand and by helping them to achieve excellence in their respective areas of study and other activities, on the other hand through student-centric teaching-learning pedagogy.

Student-related activities from admission to the issue of the TC are managed through Linways AMS . In connection with the seat allocation the college strictly follows the norms issued by the Government. The average Enrolment Percentage is 82.58%, during the assessment period. The average Demand Ratio is approximately 1:8 and the Teacher-Student Ratio is 1:17.

In addition to the official inauguration of the academic programs which are attended by Parents Teachers and Students together, induction and bridge programs are organized by departments for newly admitted students to familiarize them with the program, curriculum, and campus. For the successful implementation of OBE, slow and advanced learners are identified through a formal mechanism. Different programs are organized beyond and within regular academics for the benefit of different types of learners.

Student-centric learning methods such as experiential learning, participative learning, problem-solving methods, ICT-enabled learning, and traditional learning methods are adopted.

Extra credit courses and compulsory add-on courses offer ample opportunities for skill inculcation. The college has a separate Value Education Department with its own curriculum and Textbooks.

Teachers use ICT tools to make the learning process more interesting. The college has a separate recording studio and YouTube channel that can be used by the teachers for developing e-content. **Dwani audio library** developed 26 e-books so far for use by visually challenged persons.

In the evaluation process also the college integrates IT through Online Question Banking, Online Question Paper generation, Assigning seats, Conduct of Examinations, Publication of results, and preparation of mark lists. Well before the commencement of an academic year, the academic calendar is prepared and exams are scheduled

40% of Teachers have Ph.D. degrees 24% of the full-time faculty are Research Guides.

The mean Pass Percentage during the assessment period is 82.9 %.

Research, Innovations and Extension

To fulfill the vision of becoming a global institution in promoting research St Berchmans College has its policies in connection with the promotion of research, plagiarism checking, and inter interdisciplinary research. To ensure proper adherence to the policies college has a research committee, Centre for Inter-Disciplinary Research, and Common Instrumentation Facility.

- **All the aided departments of the College are research departments.**
 - At present there are **58 research guides** in its Research Departments and of these, 29 are from within the college.
 - **During the plan period one of the faculty members of the college was included two times consecutively in the list of the world's renowned scientists**
 - **117 research scholars** are doing their research, as part-time or full-time researchers.
 - During the assessment period **66 scholars were awarded Ph.D.**
 - During the assessment period the college received financial assistance of Rs 56.03 Lakhs for Research Projects from various sources, including UGC.
 - During the accreditation period **4 Nobel laureates delivered talks and interacted with SB Community in connection with Berchmans Erudite Lecture Series**
-
- The college has two Research Journals published annually.
 - Total publications during the plan period are 343 in national and international journals.
 - The H index of the college is 30.
 - The curriculum of all most all the programs includes Research Methodology course.
 - Compulsory add-on course on Medley Referencing Software, to all PG students.
 - During the period more than 50 workshops or conferences were organized on the theme of Research Methodology.
 - Science Aptitude Developer Programme (SADP) of the college allows higher secondary students from neighboring schools to understand the recent developments in science using the facilities available at the SB campus.
 - Initiated 301 extension activities with the support of students and 94 awards were received for extension activities.
 - Signed 38 MoUs during the assessment period.
 - MoU with Sophia University Japan for students and faculty exchange

Infrastructure and Learning Resources

St Berchmans College has the following facilities for its faculty and students.

Facilities for Teaching and Learning

- The Campus is spread over 20 acres of beautiful land with a built area of 484485 sq. ft (116 square feet per student)
- Six Academic Blocks and one Administrative Block
- 118 class rooms
- 1 auditorium (capacity - 2400 persons)
- 10 Seminar Halls

- 1 Mini Theatre
- BTV
- More than 40 laboratories
- A dedicated research building with SMART Lab, Industrial Chemistry Lab, Polymer Technology Lab, Plasma Research Lab
- Common Instrumentation Facility
- Centre for Theoretical and Computational Chemistry
- Advanced lab facilities - Supercomputer access, Gaussian, IR, and UV Spectrophotometers
- Incubation Centre

- Language Lab

Library and information technology center

- Multistoried, fully automated with KOHA 22.05 ILMS library with 141648 print books, 72 journals, and 78 magazines.
- A digital library with 172809 e-books, 10293 e-journals, and databases
- :Subscription to UGC -INFLIBNET N-List Consortium
- Tie-ups with Scheme Delnet, National Digital Library, PROVES, CAPITAL ONLINE, and EBSCO

Information Technology Infrastructure

- High-speed network and internet connectivity with BSNL (20 MBPS) and TATA (150 MBPS)
- Campus-wide Wi-Fi coverage
- 2 Servers and 226 Computers with a Student-Computer ratio of 1:13
- Firewall Security for networks
- 2 standard computer labs, multimedia classrooms, interactive panels

- Licensed Software packages:

Sports, Yoga, and Recreation facilities

- A dedicated Sports hostel with 36 inmates
- A well-equipped gymnasium(1250 sq. feet)& fitness and yoga center
- Ecofriendly Indoor Stadium (1671 m2) with International standards
- Basketball, volleyball, badminton, and hockey courts
- Outdoor athletic fields and jogging tracks
- Cricket and softball grounds

General campus facilities

- 8 Hostels
- Approach Ramp/Lift in all buildings for differently-abled students.
- Fire protection systems and security cameras

- Canteen and 2 cafeterias.
- Book stall and souvenir shop

Student Support and Progression

St Berchmans College supports the various sections of students through a gamut of support programs, all of which are coordinated by the SB Student Affairs Committee (SAC). The various support programs offered focus on the academic, financial, psychological, social, and spiritual welfare of students.

Ø The College gives access to students from all sections of society;

Ø 34% percent of the total students are women.

Ø The college has a Women's Cell and Internal Complaints Committee to look into the matters of the welfare of women and to protect them from harassment.

Ø Antiaging cells constituted as per UGC stipulations.

- An effective system supported by statutory bodies exists for student grievance redressal and prevention of sexual harassment.

Ø Counselling services and Mentoring system have been introduced to ensure the psychological well-being of the students.

Ø Almost all the postgraduate departments are offering coaching classes for the National Eligibility Test of UGC.

Ø More than 100 students qualified /JRF/GATE during the period of assessment.

Ø Soft skill development programs offered by the HRD department, placement training offered and drives organized by Placement Assistance Cell(PAC@SBC), and other value-added programs offered by the college help the students mold a better career.

Ø Student Union elected through the parliamentary system works with management in organizing various programs.

Ø On average more than 50 sports and cultural events are organized by the institution annually.

Ø Basket Ball team and athletics team of the college won several medals during the assessment period.

Ø Every year selected NCC cadets (Army/Navy) participate in the Republic Day parade.

Ø *Swanthanam* financial aid program for the needy, **free noon meal program** sponsored by the faculty, *Care, and Share* insurance scheme, merit cum means scholarships, Scholarships given through Berchmans Charitable Trust, Scholarships instituted by alumni, former teachers and scholarships drawn from Governmental agencies help to give financial support to deserving persons.

Ø Extension activities coordinated by the SB Centre for Extension Activities (SBCEA), *Thanalkootam*, Luminary Award, Team Excellence, and the Passing out Ceremony are some of the best practices of the college.

Governance, Leadership and Management

The college has an efficient organizational structure for carrying out its academic and administrative responsibilities. It follows a democratic and decentralized approach. Statutory bodies like Governing Council, Academic Council, Boards of Studies, etc are constituted by the regulations.

The college has well-defined policies in connection with students, faculty, facilities, etc. . The policies are revised every two years or as and when needed.

Adequate number of teaching staff, non-teaching staff, and support staff have been appointed.

Clearly defined organizational positions and authority responsibility centers ensure the smooth working of the institution. Implementation of e-governance in areas of administration, finance, and student related affairs ensures transparency and efficiency.

The college ensures the welfare of its staff members mainly through statutory welfare schemes. All the staff members are entitled to get salary and other perquisites as decided by the government from time to time.

The welfare -academic, financial, psychological, and spiritual- of the student community is ensured through various schemes –such as Care and Share, Swanthanam, Amruth, etc.

Deserving students are given free noon meals every day using the fund contributed by members of the faculty. Students who have poor financial backgrounds are given a monthly scholarship by the St Vincent De Paul Society unit of the college. Every year the college spent nearly Rs 225000 through society to give financial assistance.

The best teacher award instituted by the Kuwait Alumni Chapter is well-known among the teaching community of the state. Alumni of various departments generously contribute towards the developmental activities in their departments. Many departments installed interactive panels or modernized the seminar hall with the financial support o Alumni.The college has a good number of scholarships instituted by Alumni. It has initiated a green audit of the

campus and has introduced some good practices like Master Register as an efficient Management Information System (MIS), feedback by students and teachers, and annual external or internal academic audits. All these together ensure an excellent academic ambiance on the campus. The College conducted several administrative and professional development programs during the assessment period for the teaching and non-teaching staff

More than 70% of the Faculty attended online/face-to-face FDP per year

Institutional Values and Best Practices

The College has constituted a variety of committees for ensuring high standards in its overall activities. The Staff Council meets frequently to take decisions on the routine activities of the College. The Internal Quality Assurance Cell, established in 2004, has become the nodal centre which envisages and communicates the various quality enhancement steps the institution needs to take. It has introduced the systematic feedback mechanism and the annual academic audit; it has also given shape to an effective Management Information System (MIS) in the form of the Master Register. The cell has made indelible impressions on the campus by giving birth to a number of innovative ventures like St. Berchmans Centre for Extension Activities, Berchmans Science Centre, Centre for Interdisciplinary Research, Campus Cleanliness and Waste Management Council, and B TV. The Science Aptitude Developer Programme (SADP) for school students, Shakespeare Theatre, Symbiosis and Equal Opportunity Cell are some of the other outstanding innovative endeavors of the college. There were ten recommendations made by the NAAC peer team for the quality enhancement of the college in the previous Reaccreditation Report. The College is happy that it could act upon all the recommendations effectively. The details are given in the criterion-wise evaluative reports. We are proud that the overall performance of the college in the post-reaccreditation period is one of indicators of the steady growth and is in line with the five core values expected of higher education institutions by the NAAC.

The institution has been responsive and proactive to emerging challenges and pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness, and professional ethics. In pursuit of realizing it, the institution's vision and mission have been the foundational principles.

Annual Gender Sensitization Action Plan, Women Cell, and Equal Opportunity Cell ensure and promote Women's Empowerment and Gender Equity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST BERCHMANS COLLEGE
Address	St. Berchmans College (Autonomous), Changanassery, Kottayam, Kerala Pin 686101
City	CHANGANACHERRY
State	Kerala
Pin	686101
Website	www.sbcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Reji P Kurian	0481-2420025	9447598175	-	sbc@sbcollege.ac.in
IQAC / CIQA coordinator	Binu Mathew Job	0481-2321289	9495313633	-	iqac@sbcollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	19-06-1922
Date of grant of 'Autonomy' to the College by UGC	19-06-2014

University to which the college is affiliated

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-01-1985	View Document
12B of UGC	22-01-1985	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	27-11-2022	1	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2017
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NATIONAL COMMISSION FOR MINORITY EDUCATION INSTITUTION
Date of recognition	28-09-2010

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Berchmans College (Autonomous), Changanassery, Kottayam, Kerala Pin 686101	Semi-urban	19.5	45010.12

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	PLUS TWO	English	25	23
UG	BA,English	36	PLUS TWO	English	24	23
UG	BA,Malayalam	36	PLUS TWO	English	25	24
UG	BA,Economics	36	PLUS TWO	English	60	54
UG	BVoc,Physics	36	PLUS TWO	English	50	23
UG	BSc,Physics	36	PLUS TWO	English	50	36
UG	BSc,Chemist	36	PLUS TWO	English	60	16

	ry					
UG	BSc,Mathematics	36	PLUS TWO	English	60	34
UG	BSc,Botany	36	PLUS TWO	English	44	16
UG	BSc,Zoology	36	PLUS TWO	English	44	19
UG	BCom,Commerce	36	PLUS TWO	English	60	60
UG	BCom,Commerce	36	PLUS TWO	English	60	60
UG	BCom,Commerce	36	PLUS TWO	English	60	60
UG	BCom,Commerce	36	PLUS TWO	English	50	50
UG	BSc,Psychology	36	PLUS TWO	English	24	24
UG	BLibISc,Library And Information Science	12	PLUS TWO	English	30	16
UG	BSc,Biotechnology	36	PLUS TWO	English	30	26
UG	BSc,Microbiology And Biochemistry	36	PLUS TWO	English	30	23
UG	BCA,Computer Science	36	PLUS TWO	English	50	50
PG	MA,English	24	PLUS TWO	English	20	20
PG	MA,Malayalam	24	PLUS TWO	English	25	25
PG	MA,Economics	24	DEGREE	English	25	25
PG	MSc,Physics	24	DEGREE	English	12	12
PG	MSc,Physics	24	DEGREE	English	23	23
PG	MSc,Chemistry	24	DEGREE		12	11

PG	MSc,Chemistry	24	DEGREE		23	22
PG	MSc,Chemistry	24	DEGREE	English	10	10
PG	MSc,Mathematics	24	DEGREE		25	25
PG	MSc,Botany	24	DEGREE		23	23
PG	MSc,Zoology	24	DEGREE		25	24
PG	MCom,Commerce	24	DEGREE		15	15
PG	MCom,Commerce	24	DEGREE		20	20
PG	MSW,Social Work	24	DEGREE		15	15
PG	MBA,Management Studies	24	DEGREE		60	60
PG	MBA,Management Studies	24	DEGREE		60	60
PG	MLibISc,Library And Information Science	12	DEGREE		30	21
PG	MSc,Biotechnology	24	DEGREE		20	20
PG	MSc,Microbiology And Biochemistry	24	DEGREE		20	18
PG	MSc,Microbiology And Biochemistry	24	DEGREE		20	19
PG	MSc,Computer Science	24	DEGREE		20	9
Doctoral	PhD or	36	POSTGRAD		11	11

(Ph.D)	DPhil,English		UATE DEGREE			
Doctoral (Ph.D)	PhD or DPhil, Malayalam	36	POSTGRAD UATE DEGREE		21	21
Doctoral (Ph.D)	PhD or DPhil, Economics	36	POSTGRAD UATE DEGREE		1	1
Doctoral (Ph.D)	PhD or DPhil,Physics	36	POSTGRAD UATE DEGREE		9	9
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	POSTGRAD UATE DEGREE		26	26
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	POSTGRAD UATE DEGREE		5	5
Doctoral (Ph.D)	PhD or DPhil,Botany	36	POSTGRAD UATE DEGREE		1	1
Doctoral (Ph.D)	PhD or DPhil, Zoology	36	POSTGRAD UATE DEGREE		11	11
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	POSTGRAD UATE DEGREE		22	22
Doctoral (Ph.D)	PhD or DPhil, Management Studies	36	POSTGRAD UATE DEGREE		13	13
Pre Doctoral (M.Phil)	MPhil,Physics	12	POSTGRAD UATE DEGREE		1	1
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	POSTGRAD UATE DEGREE		1	1
Pre Doctoral (M.Phil)	MPhil,Commerce	12	POSTGRAD UATE DEGREE		1	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				20				78			
Recruited	3	0	0	3	20	0	0	20	65	6	0	71
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				80			
Recruited	0	0	0	0	0	0	0	0	28	52	0	80
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				41
Recruited	22	7	0	29
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				42
Recruited	22	20	0	42
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	17	0	0	47	13	0	80
M.Phil.	0	0	0	0	0	0	7	2	0	9
PG	0	0	0	3	0	0	34	48	0	85
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	487	8	0	0	495
	Female	158	1	0	0	159
	Others	0	0	0	0	0
PG	Male	147	2	0	0	149
	Female	338	1	0	0	339
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	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	54	56	57	49
	Female	29	27	16	30
	Others	0	0	0	0
ST	Male	11	2	4	2
	Female	6	1	1	2
	Others	0	0	0	0
OBC	Male	42	20	32	19
	Female	47	23	19	30
	Others	0	0	0	0
General	Male	610	622	562	631
	Female	402	427	396	411
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1201	1178	1087	1174

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Library And Information Science	View Document
Malayalam	View Document
Management Studies	View Document
Mathematics	View Document
Microbiology And Biochemistry	View Document
Physics	View Document
Psychology	View Document
Social Work	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>As proposed by NEP, St Berchmans employs a multidisciplinary approach in all of its endeavours. The Centre for Interdisciplinary Research (CIDR) is proof of this. The 25-member executive committee and research board, which includes faculty members from languages, humanities, social sciences, sciences, commerce, and business administration, strives to create space for cross-disciplinary collaboration, multidisciplinary and interdisciplinary research. Furthermore, undergraduate students also take a complementary course that complements the core courses and is taught by another department. In addition, having seen the value of interdisciplinary research and studies, undergraduate students in their fifth semester will have the opportunity to study a course of their choice outside their department.</p>
---	---

	<p>Again, various departments offer add-on courses for undergraduate students to provide students with employable skills. These courses are designed to prepare students for new job market challenges. In addition to regular credit-based courses, all undergraduate students take a Certificate Course in Value Education, Social Awareness Programme (SAP), Virtual Lab Experiments/MOOC, and Finishing School. Similarly, all students in our college are trained in Basic Life Support System and Disaster Management (BLS&DM), and postgraduate students are trained in Mendeley Reference Management Software. These examples show how SB incorporates a multidisciplinary approach into the curriculum and employs an interdisciplinary pedagogy. The college wants its students to know about current developments in various fields. The departmental seminars and lectures are always multidisciplinary; for example, summer schools, autumn schools, and memorial lectures are always multidisciplinary. As a result, most of our programmes are aligned with the NEP goals. As proposed in the NEP, the institution intends to provide a multidisciplinary, flexible curriculum with multiple entry and exit points. However, this provision would be implemented following the directives of the Higher Education, Government of Kerala, and Mahatma Gandhi University, Kottayam.</p>
2. Academic bank of credits (ABC):	<p>St Berchmans College has already started thinking about how to implement the National Education Policy (NEP) 2020 effectively. The Academic Bank of Credits system, which allows students to switch between institutions and make multiple entries and exits from the programme, is mentioned in the early stages of these discussions. As a result, St Berchmans College is eager to join the Academic Bank of Credits, Ministry of Education, Government of India, to offer its students multiple entry and exit points during the chosen programme and to facilitate credit transfer. The provision, however, would be implemented in accordance with Higher Education, Government of Kerala, and Mahatma Gandhi University guidelines. Students can earn additional credits and audit classes in addition to the required credits under the current syllabi. Under this extra credit course option, our students are encouraged to enrol in and complete courses through online</p>

	<p>platforms such as Swayam, NPTEL, Coursera, and others to enrich their learning experience. In addition, there are provisions for awarding grace marks for NCC, NSS, sports, and cultural achievements, which can serve as the starting point for the Academic Bank of Credits in our college. Furthermore, our students are made aware of the Academic Bank of Credits and its applications through the initiative of the IQAC and the Academic wing of the college. Likewise, our students are encouraged to join the National Academic Depository, Ministry of Education, Government of India.</p>
3. Skill development:	<p>St. Berchmans places a strong emphasis on developing students' skills so that they can achieve desired competency levels. The college has already implemented a curriculum and syllabi that follow the outcome-based education paradigm, which emphasises skill development and learning outcomes. Prior to the OBE syllabi, all of our undergraduate and postgraduate syllabi have well-defined employability components that prepare our students for the workforce. Furthermore, the college offers the following value-added skill-oriented courses for undergraduate students: Language Learning through Films, Short Film Making, Video Production, Tally, Latex: Free Open Source Software, Quantitative Techniques for Competitive Exams, Experimental Methods in Physics and Nanoscience, Electronic and Electrical Equipment Maintenance, Instrumental Methods of Analysis for Biologists, Chemists and Physicists, Plant Tissue Culture, Ornamental Fishes and Aquarium Management, Financial Journalism, Web Design, and French. These courses aim to empower our students by providing them with the necessary skills and training to increase their chances of getting jobs in various industries. The college also offers a BVoc in Renewable Energy Management. Other courses that are job and skill-oriented include BSc Biotechnology and Botany, BSc Zoology and Industrial Microbiology, BCA, and BA English Model II Vocational - Journalism. Other undergraduate and postgraduate programmes are designed to provide students with hands-on experience and opportunities to develop their skills through internships, fieldwork, industrial visits, project work, dissertations, and so on. St. Berchmans is committed to teaching its students values in</p>

	<p>addition to employability skills. To support its students' holistic development, the college offers courses that foster values such as value education, gender sensitization, human values, human rights, and environmental respect. The Placement Assistance Cell (PAC) prepares our students for campus interviews by teaching them skills such as aptitude, resume writing, interview skills, group discussions, and overall personality development skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Since its inception in 1922, this College has upheld the value of the Indian Knowledge System, Indian culture, and heritage. A concrete example of this is the motto of the college which is prominently displayed in the Mar Kalacherry block. On top of our coat of arms is the Latin motto of the College: “Caritas Vera Nobilitas”. Its Sanskrit equivalent is inscribed beneath the shield on the banner.</p> <p>Furthermore, undergraduate students can take Hindi as an additional language. Again, in conjunction with implementing the three-language policy under the National Education Policy (NEP) 2020 to promote multilingualism, the college has applied to the competent authority to begin a Master's programme in Hindi. Along with Hindi, the college also offers Sanskrit as a compulsory complementary course to both Malayalam undergraduate and postgraduate programmes. In the BA English and BA English with Journalism programmes, students learn about the Indian Knowledge System, the Origin and Development of Indian Philosophical Systems, Concepts of Knowledge in the Indian Tradition, Methodologies of the Indian Knowledge System, and Indian Theories of Knowledge. Again, the college offers “Foundations of Philosophy” under the auspices of the department of English in the 72-hour Skill Development add-on programme, 32 hours of which are dedicated to Indian Epistemology and modern Indian thought. The college office is multilingual, allowing stakeholders to submit applications in either English or their regional language. The two-language policy is applied to all boards displayed on the campus. The majority of the forms that students use adhere to the dual language policy. All of this demonstrates that the college follows the directive of the Government of Kerala to use the mother tongue as the language of administration. Every year on 14 September, this</p>

	<p>college celebrates Hindi Diwas, which the department of Hindi coordinates. In addition, as a mark of respect for Indian culture, the college observes Kerala Piravi, Yoga Day, Onam, and other national holidays. Furthermore, competitions held during the annual arts festival contribute to the promotion of Indian languages, arts, and traditions. Excelsior, the college magazine, has an exclusive section on Hindi and Malayalam creative works</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-based education (OBE) is a student-centered instruction model that focuses on measuring student performance based on a predetermined set of expected program outcomes. Keeping the OBE approach in mind, IQAC organised a number of faculty development programmes on Outcome-based Education (OBE) in collaboration with various institutes across India. To begin, Dr Ram Kumar S, Chief Operating Officer, Centre for Healthcare Entrepreneurship, IIT Hyderabad, led a session on Educational Perspectives in the 21st Century on 08 May 2020. Dr Rosamma Philip, Principal, Mount Tabor Training College, Pathanapuram, led another session on Introducing Bloom's Taxonomy on 06 August 2021. A five-day capacity-building workshop on outcome-based education held on 11-12, 16-18 August 2021, in collaboration with the Kerala State Higher Education Council. Dr Edamana Prasad, IIT Madras, led a workshop on Evaluation in Outcome-Based Education on 22-23 October 2021. Finally, Prof Dr R K Chauhan, Former Secretary - UGC New Delhi, led a session on the New Education Policy and NAAC on 27 April 2022. All of these workshops and sessions are designed to provide faculty members with the new knowledge and skills required to move beyond the traditional classroom and implement novel pedagogical methods based on OBE. St Berchmans ensured that all faculty members working here received OBE training. All courses, according to the training, were designed using the OBE paradigm, with clearly defined Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO). OBE was introduced into the curriculum in 2022. The Outcome Based Education paradigm is introduced to first-year undergraduate students, and the Program Outcomes are explained. Furthermore, prior to the start of each course, each faculty member explains the course outcomes to the</p>

	<p>students. Following extensive consultation and training, St Berchmans has decided to implement outcome-based education. Thus, the various taught courses provide students with a tremendous amount of flexibility in terms of creative thinking, analytical skills, and problem-solving aptitude. Furthermore, the curriculum aids in the development of their skills in preparation for a successful transition to higher education or the labour market.</p>
6. Distance education/online education:	<p>Online education allows students to learn and explore at their own pace, according to their needs. We do not currently offer any online programmes; however, throughout the pandemic, St Berchmans College seamlessly adopted online pedagogy by incorporating new technologies. On the initiative of the IQAC, Dr Anish K R, Rajagiri College of Social Sciences, Kochi, led a session on Online Teaching Platforms on 03 June 2020, to assist teachers in developing a working understanding of successful online teaching strategies and familiarising themselves with the various platforms that can be used. On 11 and 22 January 2021, there were “Know Linways” sessions for the faculty members of this college in order to make them aware of the proper and full-fledged use of the Linways learning management system. Thus, the use of online platforms such as Zoom, Google Meet, Microsoft Teams, and Linways by faculty and students enabled them to connect effectively and organise online classes, lectures, meetings, webinars, and other events during the pandemic. These platforms are being used to organise seminars and memorial lectures by eminent national and international scholars, overcoming pandemic and distance-related constraints. The practice of uploading reading material, class assignments, online class tests, online model examinations, and viva-voce to Google Classroom and Linways has greatly aided in teaching-learning and assessment continuity. In addition, faculty members created high-quality teaching materials and uploaded them for students to use on Linways, and we now have a good collection of audio and video learning resources. The BTV and studio facility on campus assisted teachers in preparing video lectures, and all videos were uploaded to the BTV Academics YouTube channel for the use of our student community and needy students studying in other colleges. The advancement</p>

of technology enables departments to organise hybrid seminars in order to reach out to a large number of students and faculty members across India and abroad. Furthermore, the college encourages its students to take courses offered by online portals such as Swayam, Coursera, and others in order to broaden their sphere of knowledge and understanding and sharpen their skills. The college has an active Local Chapter of NPTEL courses. If academic freedom of autonomy allows, the college intends to establish a department of continuing education that will primarily serve part-time and mature students.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>St Berchmans College Changanacherry offers a variety of programmes from Under graduate programmes to PhD programme. The average age of a student who joins the UG programme is eighteen years, the minimum age to get enrolled in the electoral roll. As the age of eighteen is important in the life of an Indian Citizen in connection with the election process and as there is a need to educate the youngsters who have around eighteen years of age we have Electoral Literacy Club in our college from 2017-18 as per the guidelines issued by the Election Commission of India. The primary objective of the club is to sensitize the public, especially the student community about democratic rights. In connection with the same, the club organizes programs not only for the benefit of the student community but also for the benefit of the public. The major activities of the club include organizing awareness programs, creating a facility to be included</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. At St Berchmans College Changanassery we have a structured ELC with the following objectives: 1. To educate the student community about voter registration, electoral process, and related matters. 2. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner. 4. To harness the potential of ELC members for carrying electoral</p>

	<p>literacy in communities; 5. To facilitate voter registration for its eligible members who are not yet registered in the Electoral Literacy Club. The organizational structure of ELC at St Berchmans College Changanassery consists of two Nodal officers (representatives of teachers) and an executive committee (representatives of students).</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>All the members of the faculty in the aided stream participate as a Govt appointed official (As the presiding officer in the polling process or as counting assistant in the counting process) in the election process whether it is an election to elect members to Lok Sabha, State Legislative Council or Members of local governance bodies. Such a teacher spends nearly 60 hours per election to discharge the official duties and attend the preliminary training sessions. All the cadets of NCC Army and Navy and NSS volunteers work in various booths to ensure the smooth conduct of the election, as per the instruction given by Govt officials. Some of the major activities organized by the ELC during the assessment period are given below:</p> <ul style="list-style-type: none"> • On 15th February 2019, the College in association with the Election Literacy Club of the College organized a demonstration of the Electronic Voting Machine and VVPAT. • Teacher in charge of ELC, upon the order of the District Collector, coordinated around a hundred volunteers and six Programme Officers in the constituency belonging to different colleges for assisting Persons with Disabilities at the polling booths. • 28 students of the College assisted persons with disabilities in Changanasserry Assembly Constituency at polling booths on Election Day. 114 PwD voters were taken to various booths with the assistance of the National Service Scheme and ELC Volunteers, in Changanasserry LAC. • 26 November 2019 – National Constitution Day was celebrated. The meeting acknowledged the contribution of the framers of the Constitution. On that day the volunteers of ELC and the National Service Scheme took part in the pledge-taking ceremony. • As a part of the celebration of Indian Constitution Day, National Service Scheme volunteers of St Berchmans College ceremonially read the preamble of the constitution on 26th November 2020. • More than 70% of the teachers and non-teaching staff of the college served as presiding officers or polling

	assistants in the election held on 10-12-2020.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	<p>A lot of socially relevant initiatives were taken by College in electoral-related issues during the assessment period. Some of them are listed below.</p> <ul style="list-style-type: none"> • National Voter's Day Celebration - To enhance people's participation in the electoral process, National Voter's Day was observed by St Berchmans College. The members of the National Service Scheme and ELC conducted a program named 'Perucherku, Vote Cheyyu' on 25th January 2021. • Volunteers did awareness activities for educating senior citizens above 80 years of age and persons with disabilities about the provision of postal voting without going to booths. Each of them visited 10 nearby houses and conveyed the awareness messages. • Election Awareness Rally- St Berchmans College in association with Systematic Voters Education and Electoral Participation Programme SVEEP conducted an Election Awareness Rally on 17th March 2021. • St Berchmans College through the volunteers of the National Service Scheme and ELC participated in the bike rally organized by the Systematic Voters Education and Electoral Participation program SVEEP in Kottayam. The program was meant to create awareness of the election. • Awareness program through Radio Speak it out on FM- On the occasion of the National Voters Day celebration, St Berchmans College conducted an awareness program through Radio Media Village 90.8. for giving awareness on electoral rights and the importance of voting. Opinions of volunteers and program officers were aired in the one-hour talk show. • Collection of Ideas and Suggestions for improving voter participation.-On the occasion of National Voters Day, Volunteers were allowed to submit their suggestions and contribute their ideas about improving electoral participation. The suggestions were compiled and mailed to the Election Commission of India
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll is less than 23% of the total students' strength of the college and the majority of them are from the first year undergraduate programs. St Berchmans College organizes programmes in association with the Election Commission to provide an opportunity for such students to enroll their names in the voters' list.

Likewise, whenever such programs are organised by the State Govt, Municipality, or other entities in nearby locations of the college, intimations about the same are given to the students through the public address system of the college.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	52	52	51
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 17

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2990	2945	2969	3036	2866
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1121	1142	1175	1155	1010
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
1054	1118	1084	1102	1013
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
242	232	284	137	69

3 Teachers

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
997	997	968	883	883
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	162	177	177	173
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
170	170	177	177	176
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8180	14359	10763	11407	7956
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
370	370	365	365	365
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 118****4.4****Total number of computers in the campus for academic purpose****Response: 226**

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
461.22	338.53	255.78	215.39	241.57

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

- St. Berchmans College ensures effective curriculum delivery through a well-planned and documented process. The teaching and learning methodologies adopted ensure that the students develop the learning attributes defined in the PSOs and COs through learner-centric activities in the curriculum. Structured feedback taken from different stakeholders and analysis of current trends helps to identify local, national/ regional, and global needs. All the developmental needs are reflected in the well-defined POs, PSOs, and COs of respective Programmes. Also, we are following the "Learning Outcome based Curricular Framework (LOCF)" as mandated by UGC for undergraduate education to equip the students with the required knowledge, skills, values, and attitude.

Curricula relevance to the local needs:

- The curriculum offers more than 1000 courses as part of all the programs which include topics ***relevant to local needs*** such as Entrepreneurship in Solar PV, Solar, and wind energy management, Urban, Rural, and Tribal Community Development, Community Health, and Social Work.
- Skill-based courses and value-added courses for UG programs such as Electronic and Electrical Equipment Maintenance, Video Production, Roof Top Solar PV Systems, Plant Tissue Culture, Ornamental Fishes and Aquarium Management, etc. help in skill acquisition, and developing local entrepreneurial possibilities.
- Through field visits, internships, collaborative surveys, and community projects in the curriculum, the acquired knowledge is transferred to local needs.
- Compulsory courses in Organic Farming, Basic Life Support System and Disaster Management, and Social Awareness Programmes are mandated for degree students and these facilitate community development and foster social responsibility.

Curricula relevance to national/ regional needs:

- UG and PG Syllabus revision is carried out every three years by considering the academic trends and market or industry requirements.
- 197 courses in the various programs such as BVoc Industrial Chemistry, BCA, Model II BA English (Journalism-Vocational), BCom (Computer Application), MSW, MSc Computer Science, MSc Analytical Chemistry, MSc Polymer Chemistry are skill-based and job oriented.
- Value-added courses such as TALLY, MATLAB, LaTeX, Instrumental Methods of Analysis for Biologists, Chemists, and Physicists, etc. address national/regional needs as evident in the good number of placements achieved each year.

Curricula relevance to global needs:

- Learning objectives are directly and purposefully derived from the intellectual, occupational, environmental, social, and spiritual needs of the current generation of students.
- BCA, BA Psychology, MSc Computer Science, and BVoc Programmes in Renewable Energy Management and Industrial Chemistry were introduced to address global developmental needs.
- 224 courses prescribed in the curriculum address global development needs. Various courses in internationally relevant areas like Banking Theory and Practice, Strategic Financial Management, Nanoscience and Technology, Cyber Security and Cyber Law, Data Analytics, Cloud Computing, Artificial Intelligence, etc. included in the curriculum, address the global development needs and increase the competency level of the students.
- Department of Commerce is accredited by ACCA & CMA (US). A student who is opting for B Com with ACCA or CMA (US) can come out as ACCA professional or CMA (US) professional. We have signed MoU with ISDC (International Skill Development Corporation).
- Value-added courses in the French language, German language, and Web Designing help students to become globally competent.



File Description	Document
Link for Additional Information	View Document

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

Response: 81.48

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 54

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 44

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 94.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
987	987	958	773	773

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 31.98

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

Response: 1432

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

Response: 4478		
File Description	Document	
Institutional data in prescribed format	View Document	
Link for Additional Information	View Document	

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 54

File Description	Document	
Institutional data in prescribed format	View Document	
Link for Additional Information	View Document	

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:

- St. Berchmans College is committed to be a global institution of excellence through value based teaching, learning, research and innovation promoting integral human development. St. Berchmans College strongly believes in integrating cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability with a view to ensure the holistic development of the students. SB College integrates these crosscutting issues in a program-specific manner and also through common courses, Open Courses and Add-On Courses as gap-filling measures.

Human Values and Professional Ethics

- Ever since its inception in 1922, St. Berchmans College, Changanassery has been trying to provide value-based high quality education to its students by inculcating in them the strength of character, and love and service of fellow human beings on the one hand, and by helping them achieve excellence in their respective areas of study and other activities, on the other.
- The college has a Religion and Value Education department ever since its inception. The value education program of the college deals with topics like fostering honesty, civic responsibilities, integrity, transparency, accountability, confidentiality, respect, obedience to the law and tolerance to each other.
- Human values and Professional ethics are taught and developed among students as these are included in the syllabi of all programs .The curriculum offers about 50 courses as part of 38

Programs which include topics on human values. Different papers and topics related to Human values and Professional ethics at UG and PG levels are Writings from the Margins, Disability and Literature etc.

Gender Sensitization

- Literature courses, especially in the Departments of English and Malayalam, address the question of gender sensitization by offering courses on Gender Studies. 51 courses in the curriculum directly focus on Gender sensitization and Gender related issues. At the undergraduate and postgraduate level, the areas covered in Core Courses are Gender and Sexuality Studies, Gender and Literature, etc.
- Apart from these, the college has a Gender Policy and Gender Audit to assess the gap that needs to be addressed in gender issues.

Environment and Sustainability

- The St. Berchmans College has prioritized, environment and its sustainability in every activity possible, as it is essential to create awareness among the students regarding the need to protect the environment and keep the delicate ecosystems of our planet in balance.
- According to the directive of UGC, all the UG students have to undergo a compulsory course in *Ecology, Environmental Science, and Human Rights* with an emphasis on program-specific concerns in these issues.
- The UG and PG curriculum has more than 1000 courses across all programs with topics related to environmental studies and mandatory audit courses. The curriculum at UG, PG, and MPhil levels includes various papers related to Environmental and Sustainability issues like Environmental Science, Water Resource Management, Environmental Toxicology, Environmental Pollution Management, Environment and Disaster Management, Soil Management, Air pollution Management, Global environmental problems, and climate change, etc.
- Field visits by Botany and Zoology Departments make students aware of the various ecosystems, their conservation, and sustainable development.

File Description	Document
Link for Additional Information	View Document

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

Response: 81

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	20	15	15	15

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 81.73**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2504	2577	2474	2250	2291

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 42.91**1.3.4.1 Number of students undertaking field projects / internships / student projects****Response:** 1283

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

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

File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 82.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
1201	1178	1087	1174	1160

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1419	1419	1395	1395	1395

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Link for 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: 41.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
198	134	138	138	156

File Description	Document
Institutional data in prescribed format	View Document
Link for 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:

St. Berchmans College has a strong Mentoring System consisting of Teachers as well as 'Student Peer Mentors'. The mentor will be the local guardian of the student on campus. The newly admitted students will be familiarized with the curriculum offered in the admission rounds itself as well as through the process of 'Induction Programs' or 'Orientation Programmes' immediately after admission. If necessary, a baseline screening test is often conducted for such a classification.

For the slow learners;

- Bridge courses - to fill the gap between their previous course and the new syllabus.
- Special coaching or remedial classes and tutorials
- Scholar Support Programme (SSP) – aims to overcome the academic weakness of students who belong to the bottom of the merit hierarchy at the time of admission
- Counselling Centre – The College has a full-fledged counselling centre with two full-time professional counsellors. Mandatory, referral and voluntary forms of counselling are being promoted.
- Parent-Teacher Association – parents and teachers frequently meet together to discuss the problems and progress of students

For advanced learners and medium learners;

- Coaching classes for competitive examinations like NET, GATE, JAM, JEST, etc.
- Special supporting programs for SC and ST students
- Lectures of experts - This will enable the scientific temper in students and they start to observe things around them in a scientific way.
- Cash prize to students who publish papers in reputed journal
- Field visits, industrial visits, institution visits, hands-on training, and on-the-job training enable students to interact with technocrats and industry people.
- Walk With a Scholar Programme - provides specialized mentoring for students in Undergraduate programs and provides guidance for their future.
- Incubation Centre - to promote advanced learners to present their ideas
- Institutional Innovation Council - to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes.
- The Human Resource Development Department (HRD) is actively involved in the personal as well as the career development of the students. It takes necessary steps in the development of soft skills among the blooming professionals
- The Language Lab - Since the majority of the students are coming from rural areas, Language Lab offers programs to improve their linguistic aspects.
- Additional Skill Acquisition Programme (ASAP), part of the State Skill Development Programme is to impart skill-based training to build a pool of skilled personnel.
- NPTEL/SWAYAM Local Chapter - to guide students to opt for well-structured courses so that they

can select parts of any lecture that are specifically useful for them.

- Coursera Local Chapter - to enable students to enroll for varieties of massive open online courses.
- The Placement Assistance Cell (PAC@SB) sends invitations to various companies and organizations and organizes campus recruitment drives
- Add-on Courses for fast learners and other interested students to equip them with different types of technical/mathematical/computing/Linguistic skills.
- Young Innovators Program (YIP) - The goal of the program is to expose students to a culture of innovation
- Merit cum means scholarships – the college has instituted many scholarships to support and promote brilliant students.

File Description	Document
Link for Additional Information	View Document

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

Response: 18:1

File Description	Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

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

Response:

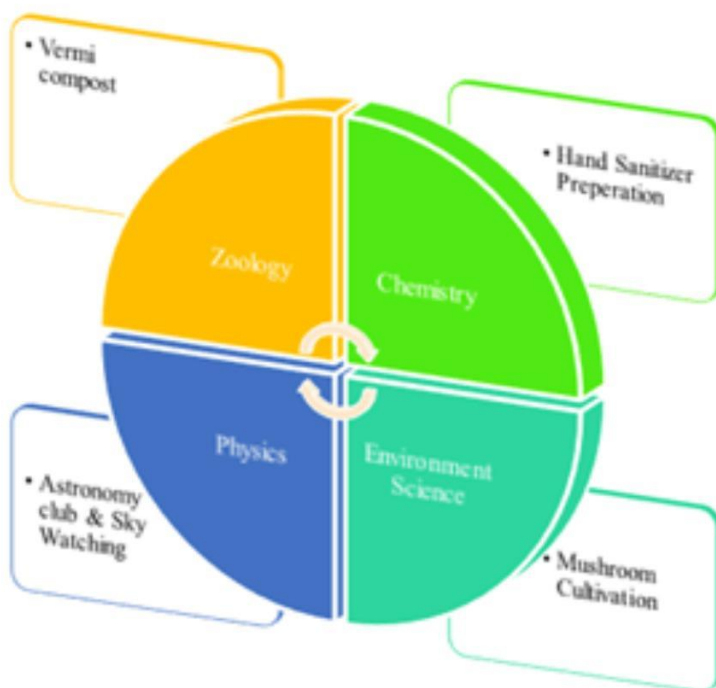
St Berchmans College has its own unique discipline-based and apt way of designing and implementing student-centric methods for enhancing learning experiences and knowledge management of students. To achieve these goals, many methodologies are used which enable self-learning and participatory learning.

- ICT tools and digital library facilities, virtual labs, etc. are used to improve self-learning.
- Students are encouraged to organize games, seminars, conferences, workshops, symposia, debates, group discussions, radio programs, self-developed videos, presentations, etc. These types of activities bring holistic development to students.
- Science, Computer, and Mathematics Departments use seminars, poster presentation contests, quizzes, puzzle-solving, problem-solving, etc. to achieve participatory learning in students.
- For language and humanities subjects we implemented seminars, discussions, filmmaking, film review, book review, and debates. Shakespeare Theatre functioning in this College is the best example of participatory learning.
- Library and Information Science use Interactive lectures and media, group discussions, seminars, and debates.

- Group projects are introduced in syllabi as a compulsory paper for enhancing ‘participative learning’. Group projects can reinforce skills including the ability to break complex tasks into parts and steps, plan and manage time, refine understanding through discussion and explanation, develop stronger communication skills, delegate roles and responsibilities, share diverse perspectives, receive social support and encouragement to take risks, develop new approaches to resolving differences, establish a shared identity with other group members, etc.

‘Experiential learning’ is an engaged learning process whereby students “learn by doing”. Laboratory experiments, industry/institution visits, fieldwork, hands-on training, on-the-job training, etc. come under the category and are included in the syllabus of almost all courses. These programs stimulate academic inquiry by promoting interdisciplinary learning, career development, cultural awareness, leadership, and other professional and intellectual skills.

- Science, Computer, and Mathematics students are engaged with laboratory experiments and other experiential methods such as exhibitions, field visits, industrial visits, techno fest, simulations, and workshops
- Commerce and Management Departments adopt case studies, field visits, role play, exhibitions and market surveys, industrial analysis, sector analysis, newspaper analysis, etc.
- Department of Economics and Management studies have Budget analysis and socio-economic surveys.
- Social Work Department uses street plays, community surveys, and interaction.
- Language Departments equip students with skills in film screening followed by character analysis, communication, drama, debates, role play, and skits.
- Journalism and Communication students of this College visit the Print media center, T.V and Radio Stations, do news reporting, preparation of news bulletins, making of documentaries and short films.
- Library and Information Science trains the student on library-related software like KOHA.
- Training on Vermicomposting to Zoology Students
- Training on Sanitizer preparation for Chemistry Students
- Training on Mushroom cultivation for Microbiology students
- Training on Mendeley to all PG students
- Village Extension Programmes by various departments trained the common public in sanitizer making, paper carry bag making, paper pen making, LED bulb assembling, mat making from waste cloths, etc.
-



- Innovation Festivals and Intercollegiate events – by Management, Commerce, Mathematics, and English Departments
- Provided training on Basic Life Support Skill training to all students
- Students have the freedom to choose interdisciplinary subjects as their Open course.

File Description	Document
Link for Additional Information	View Document

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

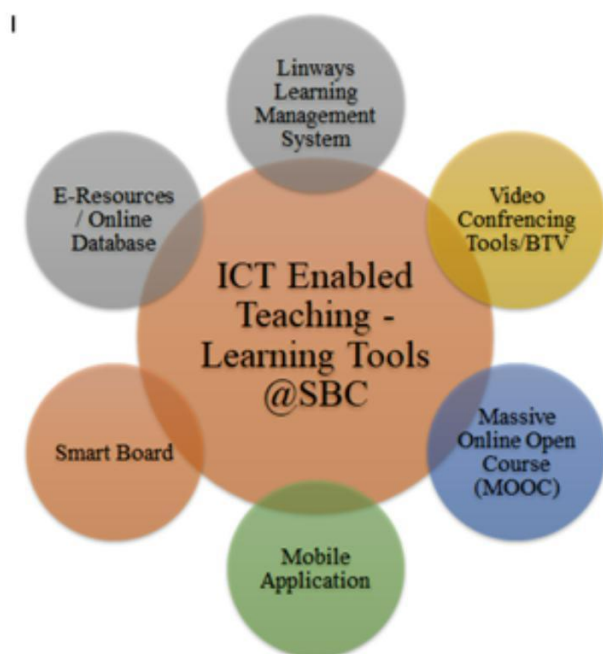
Response:

All the members of the faculty of St Berchmans College use ICT-enabled online education tools, social networking sites, and blended learning platforms like Google Classroom, MOODLE, etc. to support, enhance, and optimize the effective delivery of information and provide an enhanced learning experience to the students.

The college has procured the G-Suite account of Google, Zoom, and a specially designed all-in-one software named Linways exclusively for this purpose. Linways software includes everything to run a higher education institution including admission, LMS, Examination Management, Outcome based

curriculum management, student feedback, etc. Every faculty and student have access through login to Linways.

- Through the LMS section of this software teachers can schedule online classes.
- Teachers are sharing course materials, assignments, recorded videos, etc., and conduct online assessments in the form of quizzes or online examinations.
- Timetables, attendance, lessons plan, student feedback, etc. can also be set perfectly in this software.
- The intimation about the schedule of classes and other programs will be automatically sent to the students.
- Some Teachers share academic materials in NPTEL, e-PG *Pathshala*, etc. with students via different platforms also.
- Faculties prepare online quizzes for students after the completion of each unit with the help of Google Forms or widely used applications like Quizziz, Kahoot, Mentimeter, etc.
- Science teachers widely depend on Virtual Lab software like Amritha Virtual Lab to enable students to simulate and perform laboratory experiments virtually before coming to the lab. The College has a tie-up with Amritha Vishwa Vidyapeetham in this regard and a faculty is working as the Nodal Officer.
- In addition to the online classes, many curriculum-related activities and academic presentations, academic meetings, academic competitions, celebrations, etc. were conducted effectively online by using the ICT-enabled platforms.
- Many National and International Webinars were conducted through online platforms. A lecture by Nobel Laureate was also conducted online.
- Ph.D. viva, viva-voce examination of students, meetings of the Research Advisory Board, Board of Studies, Academic Council, etc. were held online during the Covid pandemic time.
- A studio and media center with shooting floors and audio recording facility is functioning in this College. Students and Teachers shoot informative videos using this facility.
- St Berchmans College has a professional TV Channel named BTv and a YouTube channel. Informative videos created by Teachers and Students are regularly got uploaded and made available to students through these platforms.
- Wi-Fi facilities are provided on the whole campus and all smart classrooms are equipped with wired net connectivity, LCD or LED projectors, or smart boards.
- Separate computer labs with internet facilities are available in all departments.
- A centralized Computer Centre and reprographic centers are also functioning on the campus exclusively for students. Through these facilities, soft and hard copies of the course materials and previous year's question papers are made available to students.
- A Language lab consisting of fully equipped computers and audio-visual facilities is run by the College.
- The College Library also provides access to online journals and e-books through the N-List of INFLIBNET to students, researchers, and faculty.



File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 19:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 155

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Link for additional information	View Document

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

Response:

Being an Autonomous Institution, St Berchmans College has its Academic Curriculum and Evaluation System. The Academic Committee of the College prepares a plan of action in every academic year, in advance, in consultation with the Controller of Examinations and other authorities. The plan of action will be published as the 'Academic Calendar' on the website as well as in printed form for circulation among the students and faculty.

- The Academic Calendar includes the relevant information regarding the teaching-learning schedule like the first and last day of instruction of each semester, the total effective working days available in a given semester, schedules of internal and external examinations, schedule of uploading of internal marks to the portal, various events to be organized, holidays, vacation periods, etc.
- All academic activities will be conducted strictly adhered to the Academic calendar. However, in case of unforeseen situations beyond the institution's control, necessary changes were made by the authorities and the same was brought to the notice of staff and students through different media.

The student's academic progress is monitored regularly by continuous internal evaluation, seminars, project work, class tests, quizzes, model examinations, viva-voce, and semester examinations. For the proper, transparent, and fair implementation of Continuous Internal Assessment (CIA), an Internal Evaluation Committee in the College monitors the overall internal assessment process. A Grievance Redressal Cell is also functioning in the college to address the grievances, if any, of the students regarding internal or external examination marks.

- For the proper maintenance of the internal marks, we use the dedicated Linways software, a total solution software for an Academic Management System. Teachers can log in to the portal and can upload the component-wise internal marks and, the same will be available to students on their login.
- Based on the Curriculum and syllabi of each course offered by each Department, the work will be evenly distributed among the faculty members. Heads of the departments conduct meeting well in advance of the commencement of each semester and allocate courses. The concerned faculties prepare to teach plans for the courses allotted to them. They design the action plan to distribute the total allotted hours based on the credit of the course and a unit-wise teaching plan spread over the allotted lecture hours is prepared to ensure a uniform pace of teaching with the perfect blend of classroom teaching, case studies, group discussion, video or slide presentations, seminars by the students, peer teaching, etc.
- The action plan is linked with the Linways software and the additional course materials are uploaded to the respective classes. The additional assessments are done in the same portal through assignments, quizzes, tutorials, etc.
- The progress of the course is monitored by the concerned Head of the Department and the Programme Coordinator, once a month and ensures effective completion of the course in the stipulated time frame. Deviations if any, are discussed with the concerned faculty, and, extra classes on holidays or off times are planned.

File Description	Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years		
Response: 98.48		
File Description	Document	
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document	
Link for Additional Information	View Document	

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: 40.56				
2.4.2.1 Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
75	69	68	69	66
File Description	Document			
Institutional data in prescribed format (Data Template)	View Document			
Link for Additional Information	View Document			

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: 9.86				
2.4.3.1 Total experience of full-time teachers				
Response: 1656				
File Description	Document			
Institutional data in prescribed format	View Document			
Link for Additional Information	View Document			

2.5 Evaluation Process and Reforms

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

Response: 77.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	63	151	69	51

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Link for Additional Information	View Document

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

Response: 17.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
242	232	284	137	69

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

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

Response:

St Berchmans Autonomous College has an efficient and well-established Examination Wing to conduct different types of continuous In Semester Assessments (ISA) and End Semester Assessments (ESA) spread throughout each semester. The processes related to the conduct of examinations, valuations process, uploading of marks, declaration of results, etc. are controlled and monitored by the Controller of Examinations. An Examination Committee also has been constituted for the smooth implementation of these activities in a fair, efficient, reliable, and transparent way. Chairmen and Programme coordinators are appointed to each program to monitor uploading questions in the question bank, question paper generation, scrutiny of the questions, setting of the panel of examiners, finalization of schemes of valuation, etc.

Several initiatives are taken to ensure better standards in the various processes of the examinations. Remedial measures are set to minimize errors or mistakes during the question paper generation, the conduct of the examination, collection of answer scripts, false numbering, distribution of answer scripts, moderation, entry of marks in the software, calculation of SCPA, CGPA, etc., generation of mark cards, keeping ledgers and statements of marks, issue of provisional certificates, etc. As a level of security and to prevent forgery, grade cards are printed with various security features such as micro text, UV, hologram, QR code, etc.

The College has been continuously implementing reforms in its examination procedure through the integration of IT in all the procedures of the examination system. The reforms have also been implemented in the continuous internal assessment components. All end-semester examinations are conducted under camera surveillance.

The examination procedure has been completely automated using two different software. Question Banks are ready for each program using the Software 'QnSmart'. This repository of questions contains more than 10 times questions by Bloom's taxonomy, which is necessary for a question paper. The quality of the generated question paper can be assured by the software itself as graphical outputs.

All the examination-related works from student enrolment to mark card generation are performed through an all-in-one Academic Management System (AMS) software 'Linways'. Teachers can upload the marks of all components of ISA, as and when the marks are ready, to the portal, and at the same instant the marks will be available to students at their login. If they found any mismatch, students can approach the Grievance Redressal Cell. Notification for every examination will reach students and, students can log in to this portal to register for the examination after paying the necessary fees prescribed in the notification. During examination days, students can download the hall ticket containing all seating arrangements and other details of the examination.

The college keeps its examination system open for further modifications and thus strengthens it from time to time, to make the system foolproof. As a next step, the process of implementing bar coding of answer scripts to avoid false numbering and the digitizing of the answer scripts are in the pipeline.

File Description	Document
Link for Additional Information	View Document

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:

The present curriculum offered by St Berchmans College from 2019 onwards contains Programme Objectives, Programme Outcomes, Course objectives, and Course Outcomes in all courses offered by all the Departments. At present we have successfully implemented the OBE curriculum for all UG programs. PG programs, will be implemented in the Academic Year 2023-24 onwards. In this connection, different meetings of the Board of Studies, curriculum workshops, and presentations by expert committees were organized. The present curriculum for UG programs has been transformed into the framework of OBE with a continuous refinement process to develop students into well-rounded persons and enhance their competencies and employability.

The Vision and Mission of the Institution and the Programme Outcome of UG are detailed below.

Vision: We are committed to being a global institution of excellence promoting integral human development through value-based teaching, learning, research, and innovation.

Mission: True to the vision of Christian Charity, we are devoted:

- To foster academic development by equipping the learners with critical thinking, communication, creativity, teamwork, and skill development.
- To inculcate the spirit of human dignity, gender equality, social inclusiveness, and environmental stewardship.
- To promote a culture of interdisciplinarity, scientific approach, technological competence, and life-long learning.
- To sustain a conducive atmosphere for the scholarship, research, collaboration, and entrepreneurship.

- To build mutual partnership among stakeholders for societal transformation and nation building

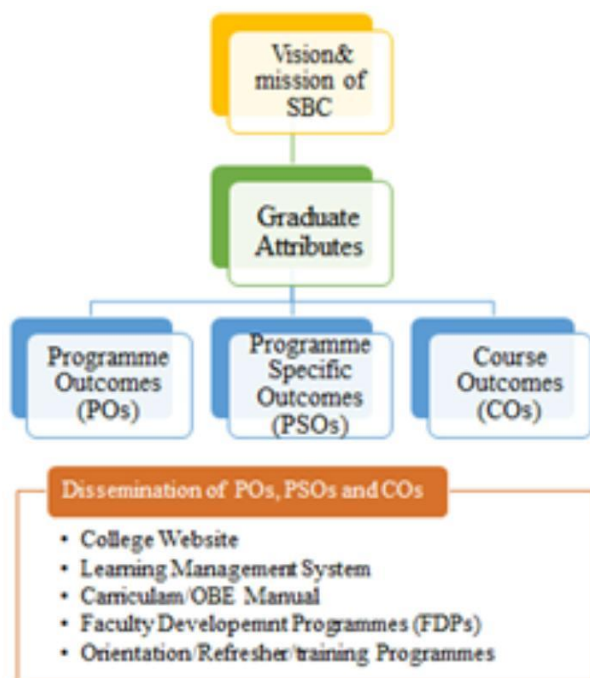
Curricular and co-curricular activities are organized in congruence with the Vision, Mission

Program Outcomes: Under Graduate

- Know and understand the discipline's core concepts and use them in local and global contexts.
- Acquire problem-solving skills for vertical growth in the discipline and application in real life.
- Relate to the historical, theoretical, scientific, technological, economic philosophical, and ethical bases of different disciplines.
- Demonstrate understanding of different disciplines' methods, skills, tools, and systems.
- Develop the capabilities of effective communication, interpersonal dynamics, and resilience.
- Discern the signs of time and uphold the permanent values of human dignity, universal brotherhood, and environmental consciousness.
- Generate knowledge-based processes and products for personal and societal well-being.

Program-specific Outcomes (PSOs) and Course Outcomes (COs) are framed for each course offered by the Department, by the concerned Course Coordinators along with one subject expert. The unit-wise course outcomes and their mapping with program outcomes and program-specific outcomes were discussed in detail and are derived by the course committee members. All the details are published on the website of the College and are communicated to all stakeholders including students and teachers. COs are communicated to the students during the introduction class itself. During each unit's commencement and after the unit's completion, the course outcomes will be reviewed.

- The attainment of the Program Outcomes and Program Specific outcomes are assessed through direct and indirect methods.
- Direct methods include outcomes from examinations or skills attained by the students.
- Here the marks are converted into quality data.
- The attainment of the course outcomes is mapped from internal exams and assignments. Based on these attainment levels the Programme Outcome attainment is assessed.



File Description	Document
Link for Additional Information	View Document

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

Response:

St Berchmans College has successfully implemented the OBE curriculum framework for UG programs. In PG programs, it will be implemented in the Academic Year 2023-24 onwards.

Course Outcomes (COs) are defined for each course by the Board of Studies of each discipline in consultation with experts in the field. In this connection, different meetings of the Board of Studies, curriculum workshops, and presentations by expert committees were organized. The present curriculum for UG programs is in the OBE framework and aims to mold students into well-rounded persons and enhance their competencies and employability. Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are framed for each course offered by each Department, by the concerned Course Coordinators along with one subject expert.

Direct assessment methods include;

Classroom participation/Spot Examinations/Quiz/Viva/Mini Projects/Laboratory Experiments/Field Visit/Industry Visit/Case study/Group discussion/Seminar/Assignment/Poster/workbook/Film Review/character Analysis/Role Play/Newspaper Review, etc.

The indirect assessment methods include satisfaction surveys from stakeholders after each program.

Methodology for Calculating CO-PSO-PO Attainment

Step 1: Create COs, PSOs, and POs related to all courses offered for a program in the software and assign a correlation between them as per the curriculum.

Step 2: Create the outcome attainment rule. Here we are using the most widely used

'n student-n percent rule.

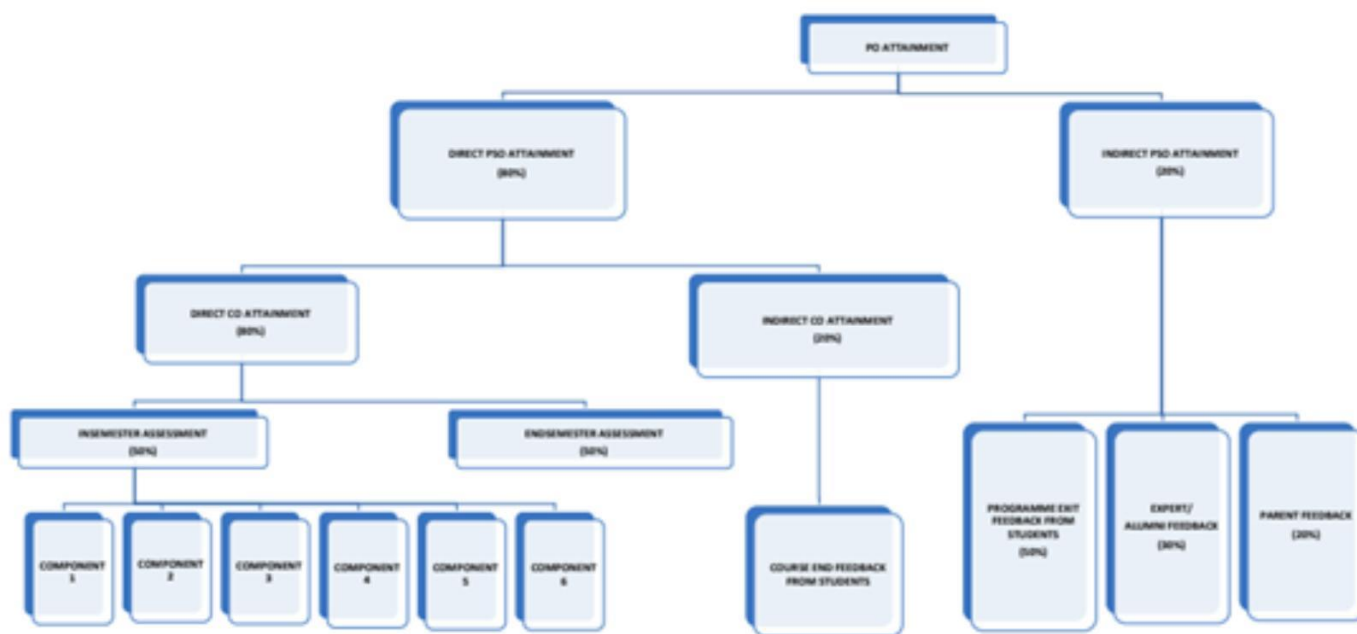
if atleast	<input type="text" value="70"/>	% of students obtain atleast	<input type="text" value="50"/>	% of co, then the attainment is	<input type="text" value="H"/>	▼
if atleast	<input type="text" value="60"/>	% of students obtain atleast	<input type="text" value="50"/>	% of co, then the attainment is	<input type="text" value="M"/>	▼
if atleast	<input type="text" value="50"/>	% of students obtain atleast	<input type="text" value="50"/>	% of co, then the attainment is	<input type="text" value="L"/>	▼

Step 3: configure the assessment mechanism in the form of a tree.

Step 4: Conduct all the evaluations of the components of ISA online through the LMS or link the assessments done offline to the LMS and map these assessments to the corresponding node of the respective tree so that we can generate the CO-PSO-PO output report of every component as well as the overall outcome.

The levels of attainment were set by the Curriculum Committee in discussion with the experts based on the results of the last three years. The level of attainment will be periodically reviewed and updated.

Gap Analysis: OBE attainment data are analyzed course-wise and program-wise and, corrective measures are taken when the level of attainment is below the expected level. In addition, each department frames strategies and initiatives to improve the quality of teaching and syllabus to increase target value.



File Description	Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 82.9

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

Response: 887

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

Response: 1070

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process**Response:** 3.41

File Description	Document
Upload database of all currently enrolled students	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

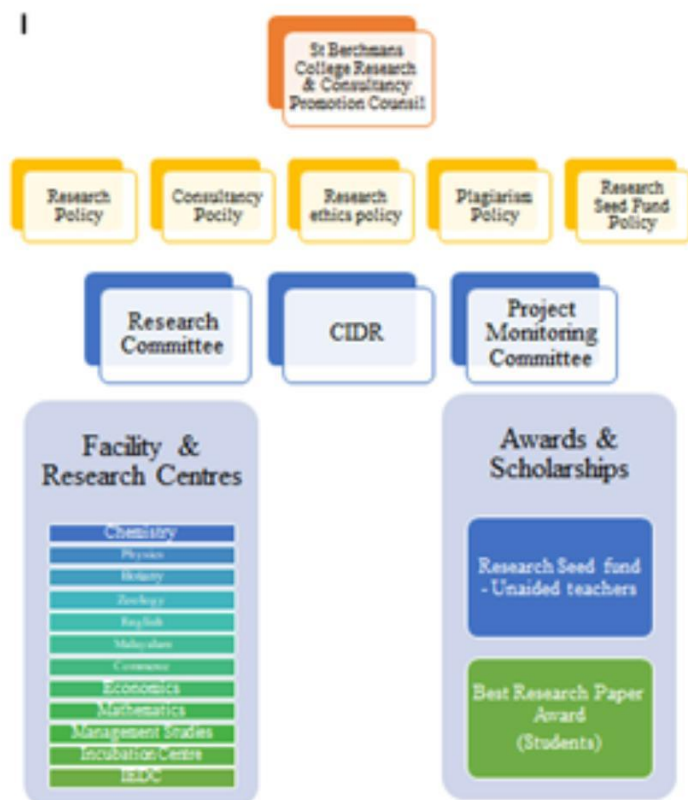
A well-defined and inclusive Research Policy that aims for a culture of research excellence and integrity is the hallmark of the College. The policy envisages establishing a vibrant milieu and ambiance for research to transform itself as a center of excellence for intellectual creativity, to respond to social demands from time to time, and to contribute to the creation of knowledge societies and a sustainable world. In a unique move towards excellence, the College provides **seed money** for young faculty members.

Research in the College has been brought under the **Research Committee** under a **Research Director**. To promote cutting-edge research, the college has established a state-of-the-art **Common Instrumentation Facility (CIF)**, **Campus Computing Facility**, **Language Laboratories**, and a **recording studio**. The social commitment and responsibility of the College have been ensured by making the research facilities open and available for researchers from other institutions.

Teachers approach the relevant agencies for funds and there is considerable collaborative research work carried out by the staff. The College regularly organizes workshops on **Research Methodology** to assist young researchers. The College provides ample infrastructure and facilities to conduct **National/International Seminars/Conferences/Symposia**. The College offers Training in **Mendeley Reference Manager** as a short-term program for postgraduate students. The college provides a golden opportunity to interact with **Nobel Laurates** the students through **Berchmans Erudite Lecture Series**.

The number of PhDs awarded in the college is a testimony to the promotion of research. Internet facilities and research software are provided to every department. There are 10 research departments (5 in Arts and 5 in Science). The College has produced 66 PhDs from 2017-18 to 2021-22. Research departments have an exclusive department library equipped with books ranging from the earliest to the need-based ones. The college provides the **Best MSc Project award** and **Postdoctoral fellowships** to motivate and direct our students to take up a career in research. Many of our faculty got recognized national/international level through **Summer Research Fellowships**.

Our faculty got placed in the global list that represents the top 2% of Scientists published by **Stanford University** which testify the effectiveness of our research policy.



File Description	Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 0.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
.006	.015	.06	.082	.075

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

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

Response: 1.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	3	3	2

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

3.2 Resource Mobilization for Research

3.2.1 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: 56.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.01	14.02	1.62	2.9	27.08

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 3.15

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	3	5	13

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 22.62

3.2.3.1 Number of teachers recognized as research guides

Response: 38

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 22.13

3.2.4.1 Number of departments having Research projects funded by government and non-

government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	3	3	7

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	16	16	16

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The College has a well-established **Innovation and Entrepreneurship Development Centre (IEDC)**. Also, the college provides **Young Innovators Program (YIP)**. CEO of **ASIMOV Robotics** is the external expert of our **Institutions' Innovation Council (IIC)**. **Entrepreneurship Club** under the leadership of trained teachers works hard to instill an entrepreneurship culture among the students. Awareness meets, workshops, seminars, and guest lectures on Entrepreneurship are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field.

The research activity carried out in the College helps in making innovation, and expanding the knowledge horizon. They are in constant coordination with peer groups regionally, nationally, and internationally. This results in fruitful collaborative research work which is evident in the collaborative publications brought out by the staff. This helps to a very large extent knowledge transfer. The College owns **Berchmans Press**, a publication wing to cater to the speedy transfer of knowledge. College publishes **Academic Review**, a research journal, to add a flavor to these attempts. Publications and paper presentations by the staff members and research scholars are noteworthy.

Students with potential ideas are encouraged on an individual basis to take up entrepreneurship independently. Community orientation is necessarily a part of student life. The college provided training in

Mushroom Cultivation to the general public. During the COVID-19 pandemic college provided auto-sensing **hand sanitizer dispensers**.

The sole objective of the **Incubation Center** is to facilitate students to convert their Ideas into Technological Innovations. Students are provided with facilities to build prototypes useful for the promotion of rural development. Workshops on emerging trends in Technology are held. Students are awarded cash prizes for best models. Students are encouraged to gain hands-on experience and better Industrial Exposure.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 162

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
60	28	16	36	22

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**Response:** 2.29**3.4.2.1 How many Ph.Ds are registered within last 5 years****Response:** 87**3.4.2.2 Number of teachers recognized as guides during the last five years****Response:** 38

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 1.37**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
85	46	35	32	37

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**Response:** 0.27**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	3	6	13	9

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

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

Response: 10.9

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 30

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

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0.89

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
.89	0	0	0	0

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

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0.01

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
.01	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Extension activities of the College are in harmony with the needs of the community and wider society.

Departments have organic connections with neighborhood communities and the larger society, through innovative outreach programs. Right from induction programs, students are oriented to respect their linkages with society, training them to be ethical and responsible social beings, who value and cherish deep empathetic relations with the community. The activities of NSS and NCC are helping our students to achieve this goal. The College maintains a structured and scientific approach in the conduct of extension activities with the help of the Department of Social Work in the college.

The extension activities facilitate community development, social sensitization, and holistic development of students.

Extension Activities and Impact

Activity	Impact/ Aim	
Pre monsoon Cleaning and Awareness Program	Created awareness on the need for doing pre-monsoon cleaning work	
World Environment Day “Green Our Premises”	Created awareness on the need for protecting the environment world	
World Blood Donor Day – Awareness Program for students created	Created awareness on the importance of blood donation	
Anaemia Awareness Campaign	Made the public aware of anemia	
Gift a Book and Gift your Voice to the Blind	Humanitarian consideration	
World Youth Skill Day- Resilience of youth through creativity during crises	Motivation to youngsters	
Road Safety Awareness Program	Created awareness on road safety	
Shramdan - 200 Rain Water Harvesting Pits	An attempt to save water through rain water harvesting.	
Hiroshima Day - Awareness of Radiation Hazards	Created awareness of the need for stopping the use of nuclear weapons	
Awareness Programmes on Government projects for weaker sections made	Made the common people aware of schemes	
Awareness Programme - Suicide Prevention - “WAIT”	An attempt to prevent suicidal tendency.	
Vardhakyathinu Oppam”	A program to remember with gratitude the aged persons	
Swach Bharat - Clean India Campaign - Mega Cleaning in Changanacherry	Cleaned public places	
‘Sneha Sanketham’ - Campus Community Interaction center at Adopted Village	Adopted a village to offer services.	
Make in India - LED bulbs at NSS Eco products training and Marketing Unit	Made the public aware of the need for using LED bulbs	
E-Shram Registration and awareness	Awareness to public	
Library at Lashyodaya Gramam	Created a library for the public.	
Special Camp PUNARJANI 2021-2022	Awareness created	
Minute Paper Bag - Anti Plastic Bag Campaign -	A attempt to reduce the use of plastic carry bags	
E ashram Portal Registration – Registering Labourers in Unorganised sectors made	Made migrant laborers aware of the same.	
Awareness program Through Radio Speaks it	Made the public aware of the value of votes.	

out on FM		
World Wetlands Day - Adopting a water body public	Public program to point out the need for protecting wetlands.	
Awareness Campaign - World Mosquito Day	Created awareness	
Tele Counselling Programme	Gave counseling to students	
Sthree Shakthi Kala Jadha against dowry	An attempt against dowry	
Plant a Sapling	Planted trees	
Signboard cleaning on Highways	An attempt to assist the drivers	
Street play on the health and hygiene	Created awareness on personal hygiene.	

File Description	Document
Paste link for additional information	View Document

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

Response: 94

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

2021-22	2020-21	2019-20	2018-19	2017-18
62	2	22	7	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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

Response: 301

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
86	36	54	74	51

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 88.15**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3780	1368	2510	2609	2791

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 63.2**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student**

exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
80	90	31	36	79

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**Response:** 24**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	7	1	5

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

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:

True to the vision and mission of the institution, the college is striving hard to provide an excellent learning experience by enhancing classrooms, offices, faculty rooms, laboratories, library, IT and computing, sports and games facilities, hostels, and other facilities required for high-quality education. There are adequate facilities for teaching-learning, which include classrooms and laboratories spread across various departments. In addition, there are dedicated 4 conference halls and 9 seminar halls equipped with multimedia project facilities, sound systems, and unrestricted wifi access. The college maintains a centralized timetable that helps to plan and manage the time slots available in the classrooms/ lecture halls to optimize the available resources. Ramps at each building improve accessibility for persons with disabilities.

Classrooms:

- St Berchmans College Academic units take into account introducing new courses, increasing intake, etc., and plan accordingly to acquire new infrastructure. Obsolete infrastructure is replaced with advanced equipment from time to time.
- The college has a sufficient number of classrooms (**118**) that cater to the needs of UG, PG, and Ph.D. programs, including open courses, add-on courses, skill enhancement, and specialized interdisciplinary programs
- All the classrooms are well-furnished, well-ventilated, and spacious. Most of them are ICT-enabled with a dedicated setup for multimedia projection, sound system, unrestricted wifi access, smart boards, or a whiteboard for conducting theory classes.
- Besides seminar halls in Departments, SB has 2400, 300, and 250-seated auditoriums and several lower-seating capacity conference halls that any faculty can use for organizing programmes.

Teaching & Research Laboratories:

- The college has more than 30 laboratories(teaching and research) with the latest equipment and apparatus for hands-on training for UG, PG, and Ph.D. students.
- Ten departmental research centers are functioning in the college. So a dedicated research building is set to carry out the research works of Ph.D. students, specialized laboratories like the SMART Lab, Industrial Chemistry Lab, Polymer Technology Lab, Plasma Research Lab, and computational lab.
- In addition, there is a functional Common Instrumentation Facility equipped with advanced, sophisticated instruments for research, available for internal and external scientists at the Research Centre.
- The college also has a Zoology museum, a Regional Herbarium, a Botanical garden, and Aquaponics support active research on plants and various animal species.
- The college has set up different labs to help students in developing expertise in their domain area, like the Centre for Interdisciplinary Research, Ulahannan Mappila center, Incubation Centre,

Language Lab, and Multimedia studio.

Information Technology and Computing Equipment:

- College has a standard central computer facility with a computer network about 1.5km long, connecting around 200 PCs.
- Uninterrupted wifi facilitates a dynamic teaching-learning environment by enabling access to videos and other online resources, e-books, MOOCs, online courses, online journals, and databases.
- Some of the advanced lab facilities on campus include Supercomputer access, Gaussian, IR, and UV Spectrophotometers.

Library:

- Central Library has excellent centralized library resources, a Digital resource center, reference and reading rooms, and a scanning and photocopying facility. Besides this, departmental libraries with specialized books, periodicals, and other essential resources are available for students and faculty.

File Description	Document
Paste link for additional information	View Document

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

Response:

In St Berchmans College, students are groomed to have a holistic personality. Indoor and outdoor sports and games facilities are provided to both girls and boys to be mentally and physically fit. Students participate in Inter-Institute, Inter-University, State, National, and Asian-level competitions and bagged many records. The college provides hostel and fee concessions to deserving sportspersons. Numerous sportsmen are recruited to professional teams after the completion of their courses.

SB has adequate infrastructure facilities to conduct various cultural activities like regional and national-level festivals, student union and arts festivals, club/association activities, and observation of various days through the available auditoriums, seminar halls, eco-friendly open-stages, theatre facilities, and multimedia rooms.

Outdoor Sports and Yoga

- SB has a dedicated **sports hostel** with 36 inmates.
- A **well-equipped gymnasium** covering an area of 1250 sq. feet is available for staff and students.
- The institution periodically provides **Yoga training** and practice for students, faculty members, and staff.
- Fitness and Yoga instructors provide the necessary help for the fitness and yoga essentials.
- All **fitness equipment** are branded and technically sophisticated and help the users develop overall

body strength for sports purposes.

Description of sports/games	Nos	Area
Basketball court	2	840 m ²
Hockey court	1	5027 m ²
Football field	1	6300 m ²
Athletics track	1	
Volleyball court	1	162 m ²
Badminton court	2	81.74 m ²
Table tennis	1	4.17m ²
Softball ground	1	278.73m ²
Cricket ground	1	336 m ²
Long jump pit	1	24.75m ²
Jogging Track		

Indoor Sports

- The newly constructed **Indoor Stadium** (1671 m²), with International standards, meets students' and the general public's multi-dimensional sports needs.
- Wooden Floor **Badminton courts** (Men & Women) Four Badminton courts have been established with floodlights at the Indoor Stadium.
- The stadium can house **one basketball court, two volleyball courts, changing Rooms** (Men & Women), and Washrooms (Men & Women) and has a seven-step gallery with a capacity of housing 2000 people in number. The eco-friendly indoor stadium can be converted into a convention center also.

Cultural Activities

- For cultural activities, SB has a **2400-seater Kavukattu Auditorium** and a 350-seater Powathil Auditorium, and 250 seater Kallarackal Hall. An **eco-friendly open-air stage** is used for several student union activities, including the Shakespeare theatre.
- The **auditoriums** are used for music, dance, and cultural programs, film screenings, and regional festivals organized by the Students' Union.
- Theatre performances are organized in open-air spaces in front of the arts block or the newly renovated **Digital Theatre**.

General campus facilities

- A Sufficient number of **hostels** that accommodate over 800 male and female students.
- **Staff quarters** for the teaching and non-teaching staff, etc
- **Closed circuit TV** cameras to ensure students' safety.
- 24x7 **security personnel** at all vital points.
- **Approach ramps /lifts** for differently-abled students.

- All buildings have **utilities** like drinking water with an aqua guard facility, thermal scanning and hand washing facility, and washrooms/restrooms.
- The campus has a **branch of SBI** and a full-fledged **Post Office** and well-maintained canteens for the students and staff, which serve healthy food at reasonable prices.

File Description	Document
Paste link for additional information	View Document

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

Response: 65.25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 77

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response: 66.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
118.52	178.25	117.28	331.61	128.94

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The state-of-the-art library is **fully automated** - A multistoried library building with 141648 books, 72 journals, 78 magazines, and a digital library with 172809 e-books, 10293 e-journals, and 6000 back volumes of journals stretching over **1669.18 sq. Mts** on five floors.

- It can accommodate **800 students** at a time.
- The library keeps an LED Display Unit, a **dedicated information desk**, help desks, a **group study area**, a **private study area for researchers**, and a **scanning and photocopying facility** created to provide better user services.
- **SB library committee** has representatives from each department, including the librarian, with the Principal as the Chairman. The Library committee actively interacts with all stakeholders and introduces fruitful initiatives in the college.
- **SB Central Library began the automation** process in 2016 with barcode technology using the in-house software for issuing and returning books.
- **In 2010** the library opened a new session **digital library** with a good number of computers and a high-speed wifi facility for users to access E-resources like e-journals, e-books, and thesis. seamlessly
- Later on, it was upgraded to Nirmal Bookworm, a **fully automated** process with a commercial Integrated Library Management System (**ILMS**).
- During 2021, the **library migrated to the ILMS-KOHA 22.05** from Nirmal Bookworm Version with biometric authentication.
- **MARC 21** (Machine Readable Catalogue) interface is available in AACR2 format for information browsing and searching.
- **Web-OPAC:** (Online Public Access Catalogue)
- SB Library **subscribed to UGC -INFLIBNET N-List Consortium** by becoming a member and renewing annually.
- We also have tie-ups with **Scheme Delnet, National Digital Library, PROWESS, CAPITAL ONLINE, and EBSCO** facility Students and faculty members benefit immensely from these.
- The library introduced a **Remote Access facility** in **2019** for its users through which the subscribed online e-journals/e-books can be accessed from home. This has been one of the best services, heavily used by library users during the pandemic, and the **college ranked among the top 10 institutions using INFLIBNET- NLIST**.
-
- The library has developed an **institutional repository** intranet portal that contains a list of faculty members' publications (which do not fall under the copyright act) and Ph.D. thesis in a browsable and searchable format.

File Description	Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 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

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

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: 10.03

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)

2021-22	2020-21	2019-20	2018-19	2017-18
9.36	10.08	9.89	7.75	13.09

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Any additional information	View Document

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: 23.24

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

Response: 734

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

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

Response:

- The IT Policy of St Berchmans College applies to the resources administered and used by the college community, wherever the institution provides the network facility. It entrusts the IT division to take care of the **service management** to ensure the uninterrupted delivery of IT services to the user community.
- IT policy covers **information security** to minimize the risk associated with internet and email services.
- **Periphery network security is implemented using Firewalls and UTM devices to mitigate such risk.**
- **Network Security** is ensured by dividing the entire network into different logical networks, and access to these logical networks is controlled by implementing the desired access policy.
- **Cyber security** identifies the security risks and implements plans to address them.
- The IT division does **Software Asset Management** by signing agreements with major vendors such as Microsoft, Moodle, and LINWAYS solutions to provide a licensed copy of software and productivity tools to faculty and staff members of the institution. We revamped Learning Management System- LINWAYS for all student-related and administrative purposes.
- The institution strongly promotes **open-source resources**, software, tools, and applications.
- The College strives hard to reduce its carbon footprint and promotes **Green Computing**. Most of the faculty, staff, and students' administrative activities are handled through cloud servers.

No.	SERVICES & WORKSTATIONS		
1	INTEL XENON, 8GB RAM, 1 TB HD	1	
2	WORKSTATIONS – HP— CORE I5, 1TB 8 GB	2	
3	DELL Intel Xenon 3TB Rack type 16gb Ram E5 2603	1	
4	DELL Power Edge	1	
	CLOUD SERVERS		
1	Intel Sky lake core i7,8 core,16GB RAM, Nvme SSD 1TB. Location -Toronto1 Canada	1	
2	Intel Core i7, 16 core, 16 GB RAM AWS	1	
	NETWORK SWITCHES		
1	HP MANAGEABLE (1920) 1000Mbps	15	
2	HP 2930 -1- LAYER3 CORESWITCH 1000Mbps	1	
3	HP MANAGEABLE SWITCHES (1820) 1000 Mbps	11	

	Centralised wifi network		
1	TP-LINK WIFI ACCESS POINTS (35 Users) 2.4 GHz	20	
2	SOPHOS WIFI ACCESS POINTS (35 Users) 2.4GHZ & 5 GHz	2	
3	TP-LINK WIFI ACCESS POINTS (35 USERS) 2.4GHZ & 5 GHz	10	
	PAYMENT GATEWAYS Integration		
1	Razor pay, World lines, Payu		

File Description	Document
Paste link for additional information	View Document

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

Response: 13:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 36.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
150.53	99.43	113.52	72.5	101.69

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

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

Response:

- St Berchmans College has **well-established systems, procedures, and policies** for maintaining and utilizing physical, academic, and other support facilities. The Principal is the chief in charge of all facilities, and work is delegated to heads of departments, faculty, non-teaching staff, etc. The college has a separate purchase committee and a finance committee to discuss and decide upon new purchases. The purchases and maintenance of assets are made through the college's Bursar; he employs an adequate number of supporting staff, including Supervisors, Gardner, electricians, plumbers, security staff, service Staff, etc. There are contract staffs to clean the premises and toilets.
- The IT committee oversees the purchase, installation, software upgrades, and maintenance of other IT facilities.
- The Library committee monitors the purchase of books for the library and the working of the library.

- The sports committee headed by the Physical Education department monitors the purchase and maintenance of sports facilities, open gymnasium, and fitness center.
 - 2 full-time electricians oversee the electrical works and rectify the problems immediately when they occur.
 - Carpentry workshop on the campus designs and repairs furniture.
-
- The infrastructure is well maintained by implementing and following **Standard Operating Procedures** (SOPs). The Bursar and work supervisor of the college monitor the activities of the physical infrastructure works. There is expert staff for electrical, civil, mechanical, carpentry, and plumbing sections who take care of maintenance.
 - Regular scheduling of work with logbooks ensures optimum usage of facilities.
 - A dedicated **infrastructure care app** is installed to ensure efficiency and timely completion of the maintenance work on the campus.
 - **Campus cleanliness:** Adequate in-house staff in the sanitation and horticulture sections are employed to maintain the campus's greenery, hygiene, and cleanliness so that a healthy and pleasant learning environment is created for all. Classrooms, staff rooms, seminar halls, laboratories, etc., are cleaned and maintained regularly by the non-teaching staff assigned to each department.
 - Washrooms and restrooms are well maintained.
 - 3 different types of waste bins (For collecting degradable waste, nondegradable waste, and glass waste) are placed at strategic locations in addition to dust bins.
 - **Laboratories** - All laboratory equipment is taken care of by the Head of the Department. Those in charge of the labs submit periodic reports on repairs and maintenance requirements to the HODs. Adequate budgetary provisions are made to each department to maintain academic facilities.
 - **Computers** - The IT division is responsible for the upkeep of computers, LAN, internet, wifi, and other ICT facilities. System administrators, technicians, and instructors are responsible for repairing and maintaining equipment and computers, including network-related issues and surveillance systems.
 - **Library:** The library committee monitors the activities of the library. Pest control of library books and records is done every year. The IT department monitors the digital library.
 - **Sports complex:** The physical education department regularly monitors indoor and outdoor game facilities. The faculty and coaches of the physical education department ensure that the facilities are appropriately maintained by students/staff.
 - **Electrical and other support facilities:** Then college has a separate department for power supply to ensure uninterrupted power supply, and maintenance of electrical assets, Generator sets, lighting, power distribution system, solar panel, etc., are undertaken as per their maintenance schedule.
 - Periodical maintenance of utilities like Housekeeping, Power supply, Sewage Treatment & Reverse Osmosis plants, waste management, Water supply, Fire Hydrant systems, and Public Address systems are carried out, and the same is entered in the log book.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 29.79

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)

2021-22	2020-21	2019-20	2018-19	2017-18
589	532	1058	1279	958

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 11.65

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)

2021-22	2020-21	2019-20	2018-19	2017-18
300	250	380	420	375

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 51.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
2477	2429	575	1007	1144

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 18.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
341	286	134	200	96

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

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

Response: 28.46

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 319

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	64	53	38	32

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	64	53	38	32

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals 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: 221

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	38	50	27	24

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

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

Response:

The College Union is a powerful body voicing for the students and coordinating student-centric activities on campus. The union provides the students with an opportunity to partake in the administrative affairs of the college.

The election to the College Union is conducted in the parliamentary system in accordance with the provisions of Mahatma Gandhi University. The union executive members are elected from among class representatives elected through the secret ballot. The College Union Executive consist of the Chairman, Vice Chairman, General Secretary, Arts Club Secretary, Student Editor, and two University Union Councillors.

The Principal is the ex-officio patron of the Union executive. There are two staff advisors to the Union Executive, of which one acts as the treasurer. The Union Executive is accountable to the staff council and to the parliament of class representatives. Important decisions are ratified by these bodies.

- The Students Parliament organises an array of activities including
- Thanalkootam(a fortnightly event showcasing the talents of students)
- Interdepartmental arts festival
- Prem Nazir Trophy interdepartmental drama competition
- Prof. George Thomas memorial intercollegiate quiz competition
- Inter-departmental sports and games (in association with the Physical Education Department)
- College Day and Arts Day

- Publication of the college magazine
- PT Chacko memorial All-Kerala debate competition
- Photography competition

The students' Parliament takes an active lead in preparing the college team for University level competitions and provides training for the students who are selected to represent the college at higher levels. The activities are supported by funding from the students and college management.

Apart from the college union, each department has a students' council called Department Association meant to organize curricular and co-curricular programs specifically for the departments. Some of the Department level programs organised by the Department Associations include intercollegiate competitions, inter-departmental competitions, talks and webinars by experts, film and documentary shows, celebrations of important days and festivals.

Representation of students on academic & administrative bodies/committees of the institution:

- 1.IQAC
- 2.Anti-ragging Committee
- 3.Students' Grievance Redressal Committee
- 4.Hostel Committee
- 5.NSS Advisory Board
- 6.RUSA Project Monitoring Committee
- 7.Placement Assistance Cell
- 8.Innovation & Entrepreneurship Development Centre
- 9.Women's cell
- 10.Canteen Committee
- 11.Internal marks complaints monitoring committee

File Description	Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 21.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
37	6	21	30	14

File Description	Document
Upload any additional information	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

St Berchmans College has an active alumni association, that acts as a link for the worldwide alumni to share their rich experiences, skills, ideas, time, and loyalty with the alma mater. SB's alumni chapters have been actively functioning in many places around the globe. The alumni association has a mother chapter and local chapters in Kochi, Kuwait, Chicago and Canada. A Grand alumni meet is conducted every year on 26 January. Batch wise reunion of alumni takes place throughout the year.

Financial Contributions by Alumni during the last five years

- Scholarships at the College level and Dept level
- Berchmans Award for the Best College teacher in Kerala
- Construction of college administrative block
- Renovation of Botany lab
- Navodakam social commitment project
- All-Kerala intercollegiate Botany quiz competition
- Renovation of the Zoology Museum worth Rs. 5 lakhs
- Infrastructure development in Economics Dept
- Infrastructure development in Chemistry Dept worth Rs. 15 lakhs
- Rs. 7.5 lakh start-up seed fund for the Innovation Centre of the college
- Rs. 7.5 lakh for the establishment of the Centre for Wildlife Studies
- Alumni contribute to the Vincent de Paul Society of the college to support students from financially poor backgrounds.

Non-financial contributions

- Alumni members in committees like IQAC, various councils
- Alumni actively support the Placement and training cell of the college
- Alumni acting as ambassadors of the college through public media
- Resource persons for seminars, webinars
- Alumni support the college by other means including capacity-building programs

File Description	Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of St Berchmans College is based on its vision and mission which are in turn based on the responsibilities of the institution towards its stakeholders. The vision and mission of the institution are materialized through policies formulated in connection with :

- **Curriculum Development** - The curriculum of all the programs is revised once in every three years.
- **Capability Enhancement of students** - A variety of programs are organized to ensure the capacity enhancement of students. They include participative and experiential learning, professional training, finishing school, and participation in the activities of various clubs.
- **Faculty and Staff Development** – To ensure the multi-dimensional growth of the faculty plans are formulated and programs are organized.
- **Collaborative activities** - To facilitate the exchange of facilities and to enjoy the fruits of collaborative working MoU and linkages are initiated with reputed institutions.
- **Promotion of Research** – Necessary plans are formulated to ensure the promotion of interdisciplinary research and to motivate faculty as well as students to engage actively in research.
- **Extension Programmes** – Activities are organized in the surroundings of the institution to ensure that the society is benefited by the institution and students get a chance to participate actively in activities that focus on the wellbeing of the society.
- **Acquisition and Maintenance Resources**– Policies are chalked out and implemented properly to ensure the augmentation of funds and infrastructure and their proper up keeping. Audits both financial and others are conducted regularly.
- **Enhancement of quality** – The College formulates necessary plans at the right time in consultation with appropriate bodies and with the IQAC, to enhance quality.
- **Collaborative activities** – The IQAC of the college suggests the various area where the college needs collaboration. Concerned departments identify institutions having a national or international reputation for collaboration.
- **Infrastructure Development**– Necessary modifications are made in the campus without hurting the environment and retaining the beauty of the campus

St Berchmans College ensures the participation of faculty in the decision-making mechanism through the following.:

Managing board- The apex decision-making body. In addition to other officials, it consists of representatives of teachers and non-teaching staff.

Governing Body - Representatives of the teachers and College union chairman are there in the Governing Body of the college, apart from the other officials.

Academic Council- All the heads of the departments and representatives of teachers are included in this.

IQAC- Representatives of teachers and students are there in the core committee of IQAC.

Finance Committee – Fund procurement and utilization decision are taken by this body. Two representatives from teachers in addition to the other officials are there.

Staff Council – Decisions concerned with academic activities and routine working of the college are taken by this body.

Board of Studies- Each department has its own BoS responsible for designing the syllabus.

In addition to the above, there are the Student Union, Monitor's Forum, PTA, Alumni Association, and clubs that strive to accomplish the mission and vision of the institution.

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

St Berchmans College believes that the best way to accomplish its mission and vision through the Berchmanites, is decentralization. It ensures the decentralization of authority through the following.

Managing board- The apex decision-making body.

Governing body- It offers suggestions for the advancement of the college.

Academic Council- All the major decisions associated with academics are taken by this forum.

IQAC- It collects feedback from the stakeholder and uses the same for enhancing the quality of Teaching learning mechanism and the overall quality of the institution

Finance Committee – Fund procurement and utilization decision are taken by this body.

Staff Council – Decisions concerned with academic activities and routine working of the college are taken by this body.

Board of Studies- Each department has its own BoS responsible for designing the syllabus.

Head of the Department – For each department, there is a head, who is normally appointed for three years on a rotation basis.

Student Union –Elected representatives of students. Two teachers were appointed as the advisors of the union.

Monitor's Forum- Assembly of monitors of all the classes, who meet once a month to give feedback on the activities in their departments to the Principal.

PTA - Participates actively in the normal working of the college.

Alumni Association -It has a parent Chapter and local chapters in several places inside and outside the country.

Clubs – There are nearly 40 clubs for the students that strive to accomplish the mission and vision of the institution.

The college exercises decentralization in the following areas

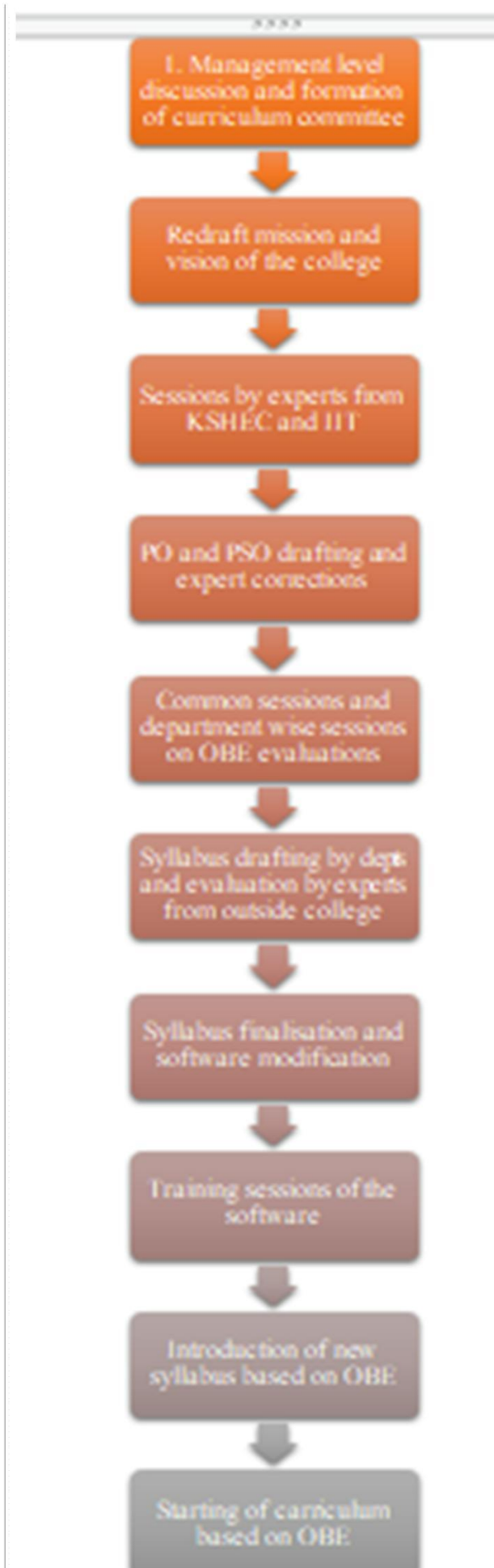
- **In Semester examinations:** All internal examinations are conducted by Department wise and the marks are uploaded individually by the teachers concerned. Each Department is responsible for the conduct of Internal Examinations. A separate Internal Examination in charge is here for each Department for the smooth and effective conduct of the internal examinations.
- **Board of studies:** - A separate and fully decentralized Board of studies constituted for each Department for upgrading the curriculum.
- **Add-on Courses:** - Each Department is authorized to conduct Add on courses from their respective areas of requirements and specialization in association with the industries. It is a fully decentralized mechanism where the Departments have the full autonomy to conduct this course.

Case Study – Introduction of OBE in the curriculum of all the UG programs (Proof of participative management)

The New syllabus of all UG programs offered from the 2022-23 academic year onwards is based fully on OBE.

Process of implementation

- 1.Management-level discussion and formation of the curriculum committee
- 2.Redraft the mission and vision of the college
- 3.Sessions by experts from KSHEC and IIT
- 4.PO and PSO drafting and expert corrections
- 5.Common sessions and department-wise sessions on OBE evaluations
- 6.Syllabus drafting by departments and evaluation by experts from outside the college
- 7.Syllabus finalization and software modification
- 8.Training sessions - software
- 9.Introduction of new syllabus based on OBE
- 10.Starting of curriculum based on OBE



File Description	Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution prepares a strategic plan document that comprises of short term and long term plans for attaining the vision and mission of the institution. The institutional perspective plan periods are:

Strategic Plan I (2012-22)

Strategic Plan II (2023-2033)

First plan focuses on the following areas.

- Initiatives for faculty development
- Curriculum development,
- Student capability enhancement and placements
- Research, collaborations and linkages,
- Extension services,

- Infrastructure development, resource mobilization and utilization,
- Sustainable green initiatives
- Rankings and recognitions.

Example for deployment of strategic plan

In connection with the first component of the first plan - **initiatives for faculty development**, the following programmes were organized during the academic year 2021-22.

- Faculty development Programme -Commerce

Professional Development Programme : Online Talk on Pitfalls of the Cyber World

- Workshop on Bloom's Taxonomy& Outcome-Based Education

- Capacity Building Workshop on Outcome Based Education
- All India Faculty Development Programme On Advanced Science & Technology
- Workshop on Evaluation in Outcome Based Education
- Programme on - Know ISO Certification (Online)
- Orientation Programme for Administrative Staff
- A Professional Development Programme: Webinar on Safe Internet Banking
- Professional Development Programme: Outcome-Based Education
- A Talk on New Education Policy and NAAC
- ENLIVEN SB -2 day refresher program for the whole faculty.
- Free medical check-ups for faculty
- Post-Covid Clinic
- Professional development Programme Art and Science of e-Content Development

Strategic development plan 2021-22 – Deployment – Item No 1 (Example)		
➤ 1	➤	➤ Strategic Plan
➤ 2	➤ Jun-21	➤ Faculty development Programme -Commerce
➤ 3	➤ July 2021	➤ Professional Development Programme :Online Talk on Pitfalls of the Cyber World
➤ 4	➤ August, 2021	➤ Workshop on Blooms' Taxonomy& Outcome Based Education
➤ 5	➤ 1August, 2021	➤ Capacity Building Workshop on Outcome Based Education
➤ 6	➤ September 2021	➤ All India Faculty Development Programme On Advanced Science & Technology
➤ 7	➤ October 2021	➤ Workshop on Evaluation in Outcome Based Education
➤ 8	➤ October 2021	➤ Programme on - Know ISO Certification (Online)
➤ 9	➤ November 2021	➤ Orientation Programme for Administrative Staff
➤ 10	➤ January 2022	➤ A Professional Development Programme : Webinar on Safe Internet Banking
➤ 11	➤ January 2022	➤ Professional Development Programme: Outcome Based Education
➤ 12	➤ April 2022	➤ A Talk on New Education Policy and NAAC
➤ 13	➤ June 2022	➤ ENLIVEN SB
➤ 14	➤ June 2022	➤ Professional development Programme Art and Science of e-Content Development

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

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:**Organizational structure**

St Berchmans College has a multi-level hierarchical system to manage its activities. At the top, we have the patron. In the next tier, we have the managing board, the governing body, the academic council, the finance committee, and the office of the controller of examination.

The organogram of the college starts with the Managing Board. It is succeeded by the Governing Council, the Principal and the Vice Principals, the Head of the Departments, and the faculty. The bursar of the college also shares the same status as the Vice Principals.

Role of important responsibility centers.

St Berchmans College has well-established systems and procedures for maintaining and utilizing physical, academic, and other support facilities.

- The principal is the chief in charge of all facilities, and work is delegated to heads of departments, faculty, non-teaching staff, etc.
- The college has a separate purchase committee and a finance committee to discuss and decide upon new purchases.
- The purchases and maintenance of assets are made through the college's Bursar; he employs adequate number of supporting staff, including Supervisors, Gardner, electricians, plumbers, security staff, service Staff, etc.
- There are contract staffs to clean the premises and toilets.
- The heads of each department are in charge of the department furniture, chemicals, teaching tools, records, and laboratory and keep the stock register. There are attendants in charge of laboratories who maintain instruments and equipment.

1. Academic Bodies

Academic Council- All the major decisions associated with academics are taken by this forum. All the heads of the departments and representatives of teachers are included in this.

Board of Studies- Each department has its own BoS responsible for designing the syllabus.

Office of the Controller of Examinations - Responsible for the conduction of examinations, evaluation, and publication of results.

1. Administrative bodies-

Staff Council – Decisions concerned with academic activities and routine working of the college are taken by this body.

IQAC- It collects feedback from the stakeholder and uses the same for enhancing the quality of Teaching learning mechanism and the overall quality of the institution

Finance Committee – Fund procurement and utilization decisions are taken by this body.

Library committee – To monitor the working of the library and purchase of books.

College Office- works under the direct supervision of the Senior superintendent.

1.Student Support Bodies

Monitors Forum (Student IQAC) – meets at regular intervals and gives feedback and suggestions on teaching-learning.

Placement Assistance Cell @SBC –Organizes campus recruitment drives and offers skill development programs.

Anti-ragging- Anti Sexual Harassment committee and Internal Complaints Committee -to ensure the safety of all especially female students and staff.

1.Research promotion

Research Committee & Centre for Interdisciplinary research - organizes programs for the promotion of research among faculty and students.

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

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	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

St Berchmans College has well-structured mechanisms for ensuring the welfare of its staff teaching, non-teaching and management staff.

Teaching staff association- All the teachers of the college are members of this association. 1. The representatives elected from the teachers will be the President and Secretary of this association. It conducts its meetings regularly. Onam and Christmas celebrations are organized by the association. Every year it organizes certain competitions and a pleasure trip for the members.

2. Non-Teaching staff association- All the administrative staff of the college are members of this association. The representatives elected from the members will be the President and Secretary of this association. It conducts its meetings regularly. Both these associations jointly celebrate Onam in campus and arrange Onam Sadhya for all the staff members, including management staff. Every year it organizes a pleasure trip for the members.

3. SB College Staff Co-operative Society- The College has a co-operative society functioning on the campus with teaching and non-teaching staff as members. The society provides loan facilities to members at concessional rates.

4 **Monetary welfare measures** - All the aided staff of the college are entitled to get salary and other perquisites as decided by the government from time to time. Faculty in the unaided stream get the following in addition to the salary

- Group insurance and Group Accident Insurance ESI facility.
- Salary advance (to those who are appointed as Govt guest faculty)
- Provident Fund
- Festival Allowance /Bonus
- Leave benefits
- Financial assistance for participation in conferences (to faculty from Self-financing and aided division)

- Paid Vacation.
- Seed money for research (as a token of appreciation for publishing papers in approved journals)
- **5.General welfare measures**
- Duty leave - Faculty can avail of duty leave when they attend official programs.
- On-duty leave is given for attending training programs
- Annual staff games and competitions.
- Family get-togethers in connection with send-off ceremonies.
- Open Gymnasium, and fitness Centre.
- Free wifi facility
- Staff hostel

File Description	Document
Link for additional information	View Document

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

Response: 1.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	16	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	3	4	3

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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: 20.92

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	56	22	30	23

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External financial audits associated with the utilization of funds from Govt are done by a specialized team from the Office of Deputy Director of Collegiate Education, The team visits the college office at regular intervals, verifies all documents, ensures the procedural formalities, raises queries, and finalizes the report of the audit conducted. At the exit meeting, it shares its comments with the management.

Utilization of funds received from RUSA, autonomy grant, etc are verified by an external auditor and the utilization certificates signed by the auditor are sent to the funding agency promptly.

They verify:

- Monthly and quarterly TDS compliance
- PD, PTA fund utilization
- Disbursement of scholarship
- Receipts and Payments
- Financial statements
- Statutory compliance

b. External Financial Audit of Own Fund

Own fund utilizations of the college are audited by Chartered Accountant (M/S P J Joseph & Co) once every year. He also examines the utilization of funds received by the college from Govt. The auditor verifies the spending, compliance with formalities and standards, etc. in addition to the accounts. Separate audits of the accounts of PTA Funds, Hostel fees, and Self-Financing Section are also done by the same Chartered Accountant.

The external auditor examines:

- Income and expenditure statement
- Receipts and Payments
- Financial statements
- Scholarship accounts
- Statutory compliance

c. Financial Audit of Individual Departments and clubs- Accounts of clubs using funds are verified by an internal team comprising teachers from the Dept of Commerce. The same team also audits the accounts of the staff association.

File Description	Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response:

St Berchmans College never collects any money from any student by way of capitation or from any staff at the time of appointment in any form. It collects the funds through the following ways by observing the Government and UGC regulations. **The finance committee** of the college plays a key role in managing the funds wisely.

Major Sources:

- Fee collected from students
- Central Government Funds: UGC, RUSA, and ICSSR fund, Scholarships, etc.
- State Government Funds: Grant-in-aid for salary KSCSTE and KSHEC,
- Fund for NSS, ASAP, WWS, SSP.

Non-Government Funds:

1. Scholarships instituted by alumni, former teachers, etc
2. Management's Contributions,
3. PTA funds collected at the time of admission
4. Staff Contributions
5. Relaxation secured in electricity bill by selling electricity produced through Solar systems to KSEB.
6. Funds received as sponsorship

Utilization of fund

The College utilizes funds for:

1. Infrastructure Development and Infrastructure Maintenance
2. Salary to staff
3. Procurement and maintenance of Equipment
4. Conducting Seminars/ Workshops
5. Conducting exams
6. To meet routine expenses
7. Offering Student Support activities
8. Scholarship to students

Measures- to ensure optimum utilization of funds.

The finance committee plans, controls, and monitors the utilization of funds.

- The budget allocation is utilized optimally for remuneration for faculty and staff.
- The funds allocated for the creation and maintenance of infrastructural facilities are utilized optimally.
- Budgetary allocation is made for staff welfare measures.
- Budgetary provisions are made to conduct various academic activities such as examinations, seminars, conferences, workshops, FDPs, training, guest lectures, and other curricular activities.
- Extension activities are effectively carried out utilizing the funds provided by the institution.
- Adequate fund allocation is made for sports, games, and cultural activities.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

As stated in the mission statement, St Berchmans College always strives hard to offer quality services to its

stakeholders. The IQAC of the college gives inputs to the management regarding the changes that need to be made in the curriculum, teaching-learning process, student-related activities, etc,

The major activities of IQAC involve:

- Advising the management in offering training/ awareness sessions to members of the faculty.
- Advising the management in organizing webinars/sessions to members of faculty on NEP
- Supplying vital inputs to management to formulate suitable plans in connection with the welfare of staff and students.
- Conducting surveys among major stakeholders and supplying the relevant details to the decision-making centers
- Organizing programs for students and parents in association with dept. of Police and other similar agencies
- Advising the management regarding the new programs/add-on courses that can be offered.
- Acting as a mediator and verification Centre in the Service promotion-related activities of teachers.
- Facilitating departments to sign MOUs with other reputed agencies.

One of the strategic goals of the college was to ensure the implementation of a full-fledged curriculum that follows OBE strictly by 2022. In connection with the same, the IQAC organized the following programs in the academic year 2021-22.

- Workshop on Bloom's Taxonomy& Outcome-Based Education
- Capacity Building Workshop on Outcome Based Education
- Workshop on Evaluation in Outcome Based Education
- Professional Development Programme: Outcome-Based Education
- A Talk on New Education Policy and NAAC

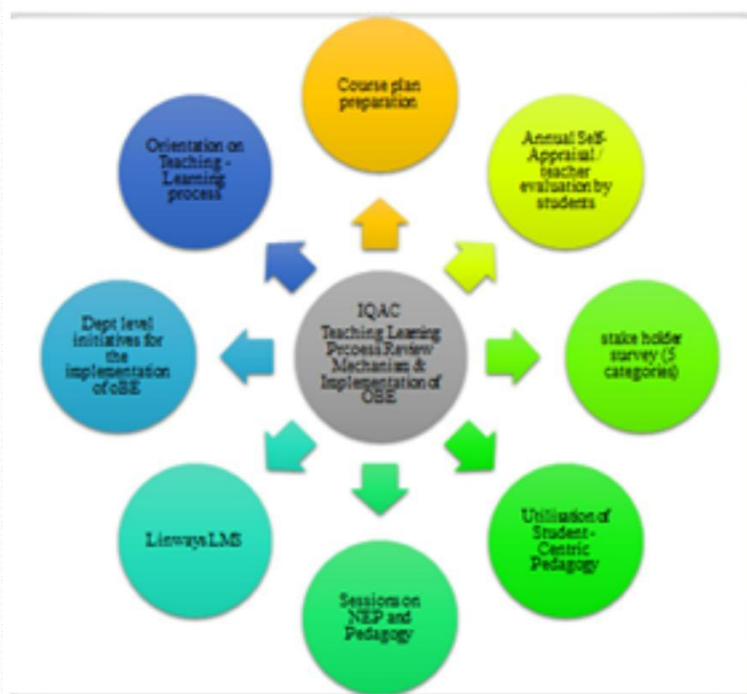
Outcome- a curriculum that strictly adheres to OBE norms was designed for all the UG programs and implemented from the 2022-23 academic year onwards.

File Description	Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms 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 of St Berchmans College the following mechanism to ensure the successful conduct of the teaching-learning process and implementation of OBE.



- **Orientation on Teaching – learning, and OBE:** The heads of the departments and curriculum committee secretaries from departments were provided an orientation on the teaching-learning process with expected course outcomes and pedagogies in the initial round. In the second round, all the members of the faculty were given orientation.
- **Course Plan:** The faculty members submitted a course plan specifying the topic, pedagogies, delivery mechanism, and rubrics for evaluation to the department secretaries. They in turn submitted the same to the curriculum committee.
- **Course Plan Review and approval:** the curriculum committee gave suggestions and approved the curriculum.
- **Linways LMS-** training sessions were organized for the faculty members in connection with the use of LMS in OBE implementation.
- **Identification of the learning level of the students –** The IQAC and curriculum committee developed tools for the identification of the learning level of the students. Those tools were used among first-semester UG students of the 2022- 23 academic year and based on their performance they were categorized as advanced learners or slow learners.
- **Analysis of the data-** IQAC data analysis wing analyzed data and the findings are communicated to respective departments for follow up and further action.
- **Implementation –** OBE-based curriculum implemented successfully at UG level from 2022-23 academic year onwards.
- **Evaluation by curriculum committee-** The curriculum committee monitors the progress of OBE implementation.

File Description	Document
Link for additional information	View Document

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)

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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:

- St Berchmans College aims to ensure that students from all gender are treated equally and are given equal opportunities. To ensure the same we have the following facilities.

Curricular

- Nearly 10 % of the courses offered in the curriculum address human values, gender, and related issues.
- Topics are included in the value education courses on gender equality.
- College offers a course on gender studies for UG students and MSW.
- The college has nearly 35 % girl students and 58 female faculty members on roll.
- Women faculty have participated in the major decision-making bodies of the college Academic Council, Staff Council, Board of Studies, IQAC, etc.
- In connection with the project work, gender-related topics are taken by students.

Co-curricular

- Different clubs as well as forums such as Women Cell, Equal Opportunity Center, and the Department of Social Work address gender-related issues.
- Webinars, seminars, and sessions on women-related issues are organized regularly
- During the induction program **sessions are arranged on anti-ragging, and anti-sexual harassment** as well as the safety and security of students.
- **Gender equity** at the classroom level is ensured by electing representatives from boys and girls at the time of the college union election.
- The college union is elected through the parliamentary system in which both boys and girls get the opportunity to be elected as class representatives

Other activities

- Students from all genders get equal access to the campus recruitment drives organized by the **Placement Assistance Cell of the College.**
- **Women Cell** in the college that evaluates the facilities available to girls and organizes surveys among girls' students to identify their requirements.
- Women's cell organizes several programs like training **on fabric painting, and flower and jewelry**

making.

- **Driving classes, and training sessions on Yoga** are given through the cell.
 - Gender sensitization program '**Kanal**' is conducted with the help of NSS and IQAC.
 - **Surveys conducted** among girl students on the campus by IQAC.
 - Information on gender equality, safety, and security measures, anti-ragging, and anti-sexual harassment are provided during the induction program of students.
 - **Maternity leave for girl students** is now introduced (Maximum two times during a program)
 - **Pre-marital counseling** is conducted for male and female PG students in aegis with State Women's Commission.
-
- Women students of the college engage with the local community through different activities like **Ente Amma (My Mother)** program and blood donation camps.
 - Sessions on Women's Empowerment and Security, Menstrual health and hygiene, Early detection of Cervical Cancer, Career prospects for women in the corporate segment, and Financial literacy for daily life.
 - Sessions on self-defense were organized in association with Kerala Police.
 - Routine counseling sessions were organized to benefit both boys and girls. The Counseling Center has a professional lady counselor who provides psychological support to lady students when required.

Facilities for women

- **Separate hostels** for women.
- **Internal Complaints Committee (ICC)**
- Every building has a **ladies' restroom** with first aid kits and napkins for emergency use.
- **Sanitary pad vending machine**; also sanitary pads are available for purchase in the college store.

File Description	Document
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	View Document
Annual gender sensitization action plan	View Document

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	View Document
Any other relevant information	View Document

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:

The policy of St Berchmans College is to **Prevent, Reduce, Reuse, Recycle, and Dispose** of waste. The College has mechanisms for the disposal and management of solid and liquid waste. Through these, we could demonstrate to the students and public the need to clean our surroundings and handle all types of waste wisely.

Solid Waste:

- Solid-Waste from the campus is collected at the source.
- The major solid waste generated is segregated in colored bins.
- This is a plastic-free campus, and we find minimum plastic waste on the campus. Plastic bottles and paper waste are sold to those who collect scrap. Students are asked to use recyclable materials like steel or high-quality plastic lunch boxes. The use of disposable plates and glasses is discouraged.
- Degradable cloth-based flexes and banners are promoted on campus to avoid plastic pollution.
- A Brigade of cleaning personnel under the leadership of a supervisor ensures that the entire campus is always clean and the waste is properly recycled or disposed of.
- Non-recyclable wastes are disposed of using high throughput incinerators, which causes minimum atmospheric pollution.
- Biogas plants are used to manage food waste collected from mess and central kitchens. The college is on the way to installing machinery to process food waste and convert the same to organic manure.
- The college has the facility to make vermicompost from organic wastes commercially under the aegis of the Zoology Department. The vermicompost produced in the facility is highly sought after and finished off very quickly.
- Radioactive wastes are not generally produced on campus.

Liquid Waste and biomedical waste:

- To handle liquid waste from labs, separately labeled disposal units have been established in the laboratories. Most of such wastes are safely disposed of through PVC pipes to separate underground tanks or landfills.
- Chemistry Lab has a facility for collecting liquid wastes (inorganic and organic wastes) in separate containers. Inorganic wastes are neutralized, diluted, and fed to the pipeline, where the organic wastes are collected together and later disposed of.
- Liquid wastes from the toilets and bathrooms are properly disposed of in septic tanks to avoid pollution to the nearby water bodies. Liquid wastes from the college mess are also properly drained to approved landfills.
- College does not produce harmful biomedical waste. Biological samples are biodegradable and hence are buried in the ground or disposed of as per the protocol. Microbial wastes are poured into underground tanks for safe disposal.

E-waste

- College practices minimum e-waste by recycling and repairing of available electronic and IT infrastructure.
- Irreparable e wastes are sold to scrap vendors and they process them in an environmentally friendly manner.
- Usually, only defective parts of the electronic equipment and computer hardware are repaired with the help of in-house technicians and external technicians if necessary. CRT monitors are replaced by LED for power efficiency.
- Laboratory instruments are repaired to the maximum rather than purchasing new instruments.
- Many departments maintain annual AMC with the suppliers to this effect.
- Departments of Physics and Chemistry makes use of external technicians to repair their old costly equipment saving money and time, and the environment.
- They also maintain a museum of old instruments for the reference of the future generation.
- E-waste occurs when an electronic product is discarded after the end of its useful life are segregated and sold to those who collect e-waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

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: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

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: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

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	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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:

- As mentioned in the vision and mission statements of St Berchmans college, the college always attempts to ignite the minds of youngsters with intellectual, spiritual, and moral leadership through an inclusive environment to realize the prevailing pluralism and to give sufficient support leading to prosperity of society and the nation. All the activities organized under the banner St Berchmans College focus on providing an inclusive environment.
- The college promotes cultural inclusivity and diversity, which aids in bringing together students, faculty, and staff who are multilingual, practice a variety of religions, follow a variety of traditions, and hold a variety of beliefs.
- To cater to the linguistic minorities studying in our college, **the college offers Hindi, Syriac, and French as second languages for students along with the vernacular- Malayalam.** In the college office, all forms are available in both English and Malayalam.
- College also has a faculty for **Sanskrit.**

- This is a **disabled-friendly campus with friendly toilets, ramps/lifts** in all buildings. **Braille materials** and user-friendly software, and offices are available on campus.
- The college community jointly celebrates Onam, Christmas, New year, days of national importance, International Yoga Day, etc.
- Through National Services Scheme (NSS) & NCC, the college organizes several awareness programs in public places.
- Department of Malayalam always conducts programs related to Kerala arts and culture, while the Syriac Department is eager to conduct several programs which facilitate the study of the ancient language Syriac that leads to its revival. Sanskrit department teaches the BA and MA Malayalam students the cultural and linguistic importance of the mother language of India. During the pandemic, the college prepared notices in **Hindi language and distributed the same among migrant laborers** of this locality to make them aware of the precautions they need to take to protect themselves from Covid.
- **Swanthanam, Care and Share, Amruth Scholarship, and Scholarships of St Vincent De Paul Society** are some of the flagship programs of St Berchmans College, assisting those students who have financial problems.
- COVID-19 kits were distributed to staff and needy people during the pandemic.
- During the disastrous flood which occurred in 2018 the college opened a camp for those who are affected by the flood. Nearly 450 persons were given accommodation, food, and medical assistance for a week.
- The college actively participates in cultural exchanges too. For this, the college has an MoU with Sophia University Japan. Students and faculty from St Berchmans college visited Japan, and Japanese students visited our college as a part of this program.
- To facilitate cultural exchange, the Social Work department conducts camps in tribal villages to learn their indigenous methods of practice and society. The social work department regularly holds training in North Indian states.
- All UG and PG students are encouraged to participate in study tours to various Indian states, where they can understand India at large in a better way.
- Special efforts are taken by the college to admit students from North Eastern states, through which symbiotic cultural exchange occurs.

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

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:

St Berchmans Community believes its key responsibility is to develop youngsters as holistic citizens. For this the college has:

- Basic constitution, rights, responsibilities, etc, are part of our syllabi of UG courses.
- Boards with constitutional values, rights, and duties are placed in all buildings.
- **Celebration of days having national importance** at the college and department levels.
- St Berchmans College is the first college in the state to conduct student union elections in a parliamentary mode since 2008. Two representatives (one boy and one girl) are elected from each class, who in turn select the Students Union office bearers. This reflects the governance pattern and the election mode of our country.
- The college has active **Model United Nations (MUN) and Youth Parliament** activities on campus. Students conduct debates and other activities that give them a feeling of the real UN deliberations.
- Model Parliament is organized in the college regularly, where students, who are future citizens, are given a feel of what is happening in parliamentary democracy.
- Election awareness and election demonstration is given to students through the ELC of the college. Facilities for including students' names in the Voters List are also made. Teachers perform election duties for various local, state, and national elections.
- The college has two units of NCC (Army and Navy) and two units of NSS. All students are encouraged to be a part of any of these. Many students attend inter-collegiate and interstate camps organized by the NCC and NSS. Many of our students have participated in the Republic Day parade and cultural exchange programs which bring a sense of national integrity and faith to the constitution.
- Independence day, Republic Day, Martyr's day, Yoga day, Environment day, Human Rights Day, etc were celebrated at the college level.
- Gandhi Jayanthi is celebrated when the students clean their department and its premises and do social work.
- Organized various programs for the benefit of students online to make them aware of the constitutional obligations: values, rights, duties, and responsibilities of the citizens.

The College has a well-structured mechanism that functions under the Dept of Value Education to offer certificate courses in value education. Students are given a two-day retreat every year, and the senior PG students have been taught about the various life guidance and skills required to continue with their life. We have our curriculum and textbooks for value education.

- Talks by eminent personalities on general topics are organized in connection with the induction program.
- As part of the activities of the Department of Short-Term Programs, it is compulsory that every UG student has to undergo at least 50 hours of social work under the aegis of the Social Awareness Program.
- During Covid time, students are encouraged to engage in organic farming. Also, all UG students of the college are supposed to pass through training on organic farming provided by Mahatma Gandhi University.
- The college has adopted five wards of the Changanassery Municipality as part of the **Unnath Bharat Abhiyan program**.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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: B. 3 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	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

- St Berchmans College celebrates National days of importance with the sole objective of respecting our ancestors and making the young generation aware of the relevance of such a day observation will promote a sense of nationalism, national integrity, and religious harmony.
- The major national days like Independence Day, Republic Day, Martyrs Day, Gandhi Jayanthi, etc, are properly celebrated. During Independence day and Republic Days Principal receives the salute from the NCC Army and Navy wings after the parade. Medals are distributed to the meritorious cadets during these days.
- The college attempts to stress the role of national integration and cooperation through such celebrations. In connection with the celebration /observation, the college normally organizes talks, conduct quiz programs, arrange various completions among students, organize musical concert, flash mobs, street plays, etc. NSS, NCC, and the Dept of Social Work take the lead role in organizing these programs.
- International Yoga Day is celebrated every year when mass Yoga exercises are conducted for

students and staff of the college. To attract students to Yoga, the best Yoga Practitioners in the college are provided prizes.

- Students and teachers engage in Teachers day celebrations every year, which fosters teacher-student relationships to a new height.
- International Human Rights Day is one of the other prominent days celebrated on campus. There are photo/poster exhibitions, awareness talks, and other activities during commemoration day.
- During National Science Day, quiz programs and lectures are organized by most of the science departments in association with external agencies. Students from other institutions and local schools are invited to participate in the programs and visit our laboratories.
- World environment day is celebrated annually to create and foster environmental consciousness among the students. The celebrations involve planting trees on the campus and nearby areas and lectures.. Environmental education is part of the syllabus of all UG programs.
- International Women's day is celebrated every year under the leadership of the Women's cell of the college. They arrange activities, lectures, flash mobs, and other events to make the students sensitive to the needs and demands of the other gender and how to deal with the person with the other gender with mutual respect.
- In addition to the above-mentioned days, 'Onam', our regional festival and Christmas, are celebrated colorfully every year on the campus. Different competitions like Floral carpet making (Athapookalam), Onam song, and Vadam vali (tug of war) are conducted by students and teachers, who come in traditional dresses. Christmas Carol competition, Christmas card making, Nasranimanka, etc, are conducted during Christmas time. Students visit orphanages and old age homes and celebrate these festivals with their inmates.
- On November 1, every year, the campus celebrates the Kerala Piravi (establishment day of the state of Kerala) with much zeal and enthusiasm. Students wear traditional dress and engage in several arts and cultural events.
- World AIDS day is commemorated on the campus every year. Students wear red badges and engage in HIV awareness programs on campus and in the surroundings.
- During Reader's day, book exhibitions are regularly conducted.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice # 1 Berchmans Student Excellence Roadmap

1 Title of the Practice: Berchmans Student Excellence Roadmap

2 Objectives of the Practice: The main objectives of the practice are

- 1.To nurture and foster excellence in students.
- 2.To cater to the total inclusiveness of all students in the college community
- 3.To facilitate the social and psychological well-being of students leading to self-actualization

3 The Context

St Berchmans college attracts students from all walks of life. The socio-economic, academic, and psychological backgrounds of all of them will be diverse. The college's motto is '*Caritas Vera Nobilitas*', which means '**Charity is the best nobility**' and as an institution looking for inclusive education and total development of its stakeholders, we plan and act for the total welfare of our students- academically, financially, socially, and emotionally.

4 The Practice

The main purpose of a higher education institution is to provide students with a strong academic backbone. The routine curriculum and syllabus only provide them with some skills they require to be readily absorbed into the industry/job environment. Including these components in the syllabus is not easy as it is under the regulation and scrutiny of several agencies. Hence, we incorporated several short-term programs (both compulsory and optional) in the curriculum of both UG and PG courses in which students can attain extra credits by undergoing these courses. A separate mark list/grade card for these extra credits has been provided to the students along with the final consolidated mark list. A new Department of Short-Term Programs (STP) has been set up for this purpose.

Courses include basic life skills and disaster management (compulsory for UG and PG), social awareness program (50-hour compulsory social/community engagement for UG), an industrial internship (compulsory for UG/ optional for PG), virtual lab experiments (UG), finishing/grooming school for industry readiness (compulsory for UG, optional for PG), compulsory add-on courses (UG) extra credit for passing MOOC courses from national and international agencies (both UG and PG), credits for research paper publication, conference research paper presentation (PG) and Reference Management course (PG). Compulsory value education courses for UG students are also conducted by the college to make the Berchmanites perfect citizens, fetching extra credit.

Counseling centers available on the campus with professional counselors are always a boon for students with special needs. All students are required to attend counseling at least once an academic year. A peer mentoring system is also in practice on campus with the collaboration of NIMHANS, Bangalore. One or two competent students are selected from each class and given adequate training and appointed as **peer mentors**, who will assist the faculty mentors in identifying the students who need support. This initiative has helped students and parents greatly during the pandemic period.

In addition to the mental and emotional support, the college is keen to provide adequate financial support

to the students in need through different merit cum means scholarships, freeships, and support programs. The college and the PTA are keen to develop new programs yearly to support needy students, some of which are provided below.

- **Swanthanam** – A program initiated by the PTA of the college to provide one-time financial assistance to needy students at the time of admission.
- **Care and Share** – An insurance scheme for the benefit of the students in case they meet with an accident.
- **Agape** – The food fest of the college organized by St Vincent De Paul Society to raise funds to provide monthly financial assistance to deserving students.
- **Amruth**– A Scheme to give financial assistance to students or their parents who suffer from cancer or renal diseases.
- Recently PTA has come up with an initiative to support students or immediate family members with renal failure or heart disease.
- Teachers take the initiative to provide noon meals for required students on college days.
- Students and teachers take collection every first Friday of the month, and that money is distributed to several students for their monthly subsistence.
- Several scholarships are established in the college with more than 1 crore corpus deposit in different schemes through which needy students are supported.
- Student awards are given to those who publish papers in UGC-approved journals.

The passing out students must get admission to higher courses or enter an adequate career. The college provides unique training facilities to accomplish these dreams. The well-managed Placement Assistant Cell (PAC@SBC), which consists of full-time placement officers and faculty members from each department, provides information and training to students to get proper placements. Even during the pandemic, our placement record was quite impressive.

The newly established research centers like the Centre for Interdisciplinary Research (CIDR) prepare the students for knowledge creation in the inter-disciplinary and trans-disciplinary academic branches. A new extra credit program promoting interdisciplinary research has been introduced at the UG level. We hope that this will help us to attain the vision and goals of the New Education Policy 2020.

5 Evidence of success

The evidence of the success of the above programs is quite evident from the number of students opting for higher education at this college. Also, many students do MOOC courses, which benefits them during job interviews. The quality of students increased dramatically after introducing these programs, and more companies and corporates are visiting the campus for manpower recruitment. Introduction of basic life skills and disaster management are essential for living in a period where drastic climatic changes are frequently happening in the form of heavy rain, flood, landslides, etc. More students are giving research paper presentations and publications.

St Berchmans College is the first college in the state to implement these extra credit courses. Interestingly, understanding the importance of this, the Government of Kerala has adopted this scheme in the colleges under the Dept of Collegiate Education.

6. Problems encountered and Resources required

One of the main problems encountered in implementing short-term programs is time. Students are busy with their academic exercises and find it difficult to manage their time, and the pandemic has aggravated the matter. Many students request financial assistance, especially after the pandemic, but we have budget constraints for helping more students.

7. Notes

The concept of student enrichment and support through extra credit courses, funding, and fostering a conducive environment to conduct interdisciplinary research can be an imitable example to other higher education institutions. This college is ready to share our expertise with other fellow institutions.

• Best Practice # 2 - NAVODAKAM

1. Title of the Practice

NAVODAKAM: New Water

2. Objectives of the Practice

- Cleaning the pond and surroundings at least once a week through the joint efforts of students, teachers, and the public
- Making the public aware of the significance of wetlands and water bodies
- Involving the public in the conservation of wetlands and water bodies
- Periodically testing the quality of water in the pond and seeking expert opinion on improving the quality of water
- Presenting the 'Government-Higher Education Institution-public' collaborative model of environmental conservation to other institutions and the state at large.
- Cleaning the other water bodies in the city through the model

3. The Context

Near the college is a 9.5-acre Public Pond called Poovakkattu chira. The pond has been an important source of water for the locals. A few years ago the pond was in a miserable state of neglect. Residents around the pond used it as a waste dumping yard. As the organic waste content increased aquatic weeds and grasses started to flourish and cover the pond and literally the pond changed to a grass-covered ground.

In 2016 the municipal council decided to desilt the pond. It took several months and several lakhs of rupees to complete the work. During the next monsoon, the pond became filled with water. But unfortunately, people again started to dump waste in the pond. Witnessing the helplessness of the municipal authorities we came up with NAVODAKAM, a voluntary initiative to adopt and eco-restore the pond.

4. The Practice

We have approached the municipal authorities with our project idea. After several rounds of discussions, we could convince the municipal authorities and finally, the Municipal Chairman authorized us to do the upkeep of the pond. Knowing about the project former students of the department gifted a beautiful fiber boat for the regular patrolling in the pond. Another alumnus designed a cute logo for the project. The project was inaugurated on 5 June 2017, World Environment Day.

Regular cleaning of the pond by the students and teachers started immediately after the inauguration. Even though we initially planned to clean the pond once in a week, after experiencing the ground reality we changed it to twice a week. Every Tuesday and Friday team of fifteen students and three teachers spend their valuable time after class cleaning up the contaminated water body. We collect the wastes and aquatic weeds using specially designed nets. At the end of a cleaning day, we sort the waste and the plastic waste materials are handed over to a waste vendor. We are doing regular cleaning, uninterrupted, for the last five years.

Student volunteers were given initial training on the importance of water bodies and wetlands. Trained student volunteers continuously educate the public about the importance of a water body like Poovakkattu chira and its significant influence on the groundwater table.

We could initiate a resident association in the area around the pond. As per the bye-law of the association, one of the faculty members of the Botany department will be a special invitee in all their Executive Meetings. We are using the general body meetings of the residents association as a platform for creating awareness among the residents near to the pond.

5. Evidence of Success

- As envisaged we could bring back the pond into a clean state. Now the pond is devoid of aquatic weeds and floating wastes.
- Aquatic birds started to visit the pond regularly
- Initiated the formation of a Residents Association in the vicinity of the pond
- Brought out the tri-party collaboration, government-Higher Education Institution-Public, as a practical model for environmental conservation
- Prevented open defecation into the pond with the help of the Police and the Residents Association
- Created awareness among the student about the importance of conserving our environment.
- Created awareness among the students about the duties of the citizens.
- Created awareness among the public, at least those residing in the vicinity of the pond, about the significance of water bodies and wetland conservation.
- Created a meaningful platform for the students to act on local issues
- Trained the students in dealing with local issues and the highly heterogeneous public opinions
- Ground water table enriched. It is evident from the increase in the level of water in the wells in the vicinity of the pond.

6. Problems Encountered and Resources Required

- Attached to the pond is the Municipal Park and Town Hall. Visitors to both places are the major culprits in contaminating the pond now. There is no mechanism to ensure that the visitors to the park and town hall are not throwing any waste into the pond.

- Two sewage ducts are opening into the pond. Even though feeble, the sewage flow could contaminate the pond.
- Lack of a sufficient number of student volunteers during study holidays and examination season.
- Lack of funds to provide refreshments to the student volunteers. At present, the teacher volunteers are sponsoring the refreshments.

7. Notes (Optional)

The tri-party collaboration, government-Higher Education Institution-Public we have introduced as a practical model for environmental conservation shall be adopted by any educational institution. For the perpetual management of the project, we made it a component of our mandatory course 'Social Awareness Programme'. From our experience, we can say that such projects help channel the energy of the youth for the protection of our natural resources. Students involved in the project testify that the activity made them feel worthy of themselves. Moreover, such projects if managed properly help to maintain our public places clean and tidy.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

St Berchmans College recognizes the crucial role it plays in shaping the futures of its students. As such, the college is dedicated to creating a student-centered learning environment that prioritizes the needs and interests of its students. The college offers a finishing school program that is designed to prepare students for the workforce and help them develop the skills and knowledge required to succeed in their chosen careers.

St Berchmans is important in shaping students' overall development, not just academically but also personally. To that end, various departments hold conferences and seminars on new developments in their respective fields, allowing students to stay up to date on what's new in their field of study. These events not

only keep students up to date on the latest developments, but they also allow students to network with professionals and gain valuable insights into the industry.

Service learning is an important aspect of higher education because it allows students to apply their knowledge and skills in real-world settings while also making a positive impact in their communities. One example of this in action is the voluntary relief and rescue work organized by St Berchmans during the Kerala floods.

St Berchmans is critical in shaping the character and values of its students, as well as promoting a sense of social responsibility. To that end, the college participates in a variety of community development activities aimed at improving the lives of those in need. Students in the social work department, for example, go on visits to villages and social welfare centers, volunteering their time and energy to help those in need.

St Berchmans has a unique opportunity to promote agriculture and educate students about its importance through hands-on activities such as vegetable cultivation and harvesting. First-year undergraduate students, for example, participate in this type of activity, learning about the importance of agriculture and gaining hands-on experience growing crops. This type of initiative not only promotes agriculture but also gives students and society a greater appreciation for the hard work and dedication that goes into producing food.

Innovation and entrepreneurship are key drivers of economic growth and job creation, and St Berchmans plays an important role in developing these qualities in its students. To that end, St Berchmans has established clubs and organizations such as the Entrepreneurship Club, Innovation Cell, and IEDC, which serve as platforms to ignite the innovative skills of our students. These clubs allow students to explore new ideas, hone their leadership and problem-solving skills, and connect with others who share their enthusiasm for innovation and entrepreneurship.

St Berchmans has a responsibility to provide its students with a well-rounded education that prepares them for success in all aspects of life. To that end, St Berchmans offers a wide range of programs, clubs, and activities aimed at fostering the holistic and integral development of its students. Human Resource Development (HRD), Placement Assistance Cell (PAC), Changanacherry Civil Service Institute, Berchmans Defence Academy (BEDA), and Basic Life Support System, for example, provide students with the skills and knowledge they need to succeed in their chosen careers. Meanwhile, the Social Awareness Program (SAP), virtual labs, and the Vincent de Paul Society all contribute to the promotion of a sense of social responsibility and community engagement.

St Berchmans engages its students in wall painting initiatives as a way for them to participate in the celebration of important events such as Azadi Ka Amrit Mahotsav. Students can use their creative abilities to bring life and color to our walls through these initiatives. This activity allows our students to express themselves artistically while also encouraging them to consider the significance of the event they are commemorating.

Financial constraints can be a major barrier to higher education for many students. To address this issue, this college and its various departments provide students in need with various types of financial aid. Providing financial assistance to students who would otherwise be unable to attend college, helps to ensure that all students have the opportunity to succeed and reach their full potential.

The Parent-Teacher Association (PTA) of the college has launched a program called "Swanthanam" to provide one-time financial assistance to needy students during the admissions process. Another initiative

called "Care and Share" is an insurance scheme that provides benefits to students in the event of an accident. Additionally, the Parent-Teacher Association (PTA) has a program called "Amrut" that assists students or immediate family members suffering from renal failure or heart disease. The St Vincent De Paul Society also organizes a food festival called "Agape" to raise funds for monthly financial assistance to deserving students.

Giving back is a hallmark of true nobility and generosity, and many graduates of this college embody this spirit by donating a portion of their first salary, or even their entire salary, to the college for charitable purposes. This type of philanthropy ensures that future generations of students have the same opportunities and support that they did. By giving back to their alma mater, these graduates demonstrate their gratitude for the education and resources provided by the college, as well as their commitment to making the world a better place for all. This charitable act also serves as an inspiration to others and helps to foster a culture of generosity and social responsibility among all members of the college community.

This college stands steadfast in its commitment to the needs and well-being of its students. All activities and initiatives are designed and focused on fostering their development and growth. From offering financial aid to hosting events that showcase their talents and skills, the college prioritizes the needs of its students above all else. Whether it's through academic programs, extra-curricular activities, or community service initiatives, St Berchmans strives to provide a supportive and nurturing environment that allows students to thrive and reach their full potential. By prioritizing the needs of its students, this college demonstrates its unwavering commitment to their success and sets an example for other educational institutions to follow.

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

5. CONCLUSION

Additional Information :

St Berchmans is important in shaping students' overall development, not just academically but also personally. To that end, various departments hold conferences and seminars on new developments in their respective fields, allowing students to stay up to date on what's new in their field of study. These events not only keep students up to date on the latest developments, but they also allow students to network with professionals and gain valuable insights into the industry. Ever since its inception the college has been trying to provide value based quality education to its students by ensuring their holistic growth. The curricular and extracurricular activities aim at inculcating in the students strength of character, social commitment and academic excellence.

St. Berchmans College is committed to its students' needs and well-being. Through academic programs, extracurricular activities, and community engagement, the college provides a supportive environment for students to thrive and succeed in all aspects of life. The college fosters a well-rounded education and helps to build confident, capable individuals who are prepared to succeed in the future by providing students with ample opportunities. St Berchmans helps to build a brighter future for students and society by providing them with the skills, knowledge, and support they need to succeed in today's fast-paced and rapidly changing economy.

The college has significantly improved its physical and academic infrastructure and has introduced a number of innovations in teaching learning process. There were ten recommendations made by the NAAC peer team for the quality enhancement of the college in the previous Reaccreditation Report. The College is happy that it could act upon all the recommendations effectively.

- A new administrative block with state of the art facilities has been constructed.
- A new indoor stadium has been constructed
- Introduced 3 new programs and several add on courses.
- Renovation were made to almost all the buildings of the college
- Expansions were made to Newman Block. and new class rooms were constructed
- Participates in the flagship programmes of MHRD like UBA, EBSB, Ujwal Bharath etc.
- Library is automated using, LMS- Koha.
- Ensured 24x7 wifi

Concluding Remarks :

Keeping with the educational mission of the Universal Church, the Archdiocese of Changanacherry founded St. Berchmans College in 1922. Ever since its inception, the College has played an effective role in the sphere of higher education, with unflinching loyalty to the noblest Christian ideals, and sparing no pains to preserve the highest academic standards. The college works hard to develop the spiritual, moral, intellectual, physical and aesthetic powers of its students so that they may be good citizens useful to themselves and to their fellowmen. True to the spirit of justice and equality of opportunity enshrined in the Constitution, the College tries to encourage higher education among the weaker and socially handicapped sections of the society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 54 Answer after DVV Verification: 54</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 54 Answer after DVV Verification: 44</p> <p>Remark : Input is edited from clarification documents.</p>																				
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1432</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 4728 Answer after DVV Verification: 4478</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>17</td><td>21</td><td>16</td><td>16</td><td>16</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>20</td><td>15</td><td>15</td><td>15</td></tr></table> <p>Remark : Input is edited from data template.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	17	21	16	16	16	2021-22	2020-21	2019-20	2018-19	2017-18	16	20	15	15	15
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	21	16	16	16																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	20	15	15	15																	
2.1.2	<p>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)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
189	189	129	132	150

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
198	134	138	138	156

Remark : Input is edited according to clarification documents.

3.1.3

Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	3	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	3	3	2

Remark : Input is edited from supporting documents.

3.2.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11.01	14.02	1.62	2.9	27.08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11.01	14.02	1.62	2.9	27.08

3.2.3

Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 38

Answer after DVV Verification: 38

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	28	16	36	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	28	16	36	22

Remark : as the remaining workshops are in session 22-23, input is edited according to it.

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**3.4.2.1. How many Ph.Ds are registered within last 5 years**

Answer before DVV Verification : 87

Answer after DVV Verification: 87

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 38

Answer after DVV Verification: 38

Remark : Input is edited from 3.2.3 metric.

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
141	65	55	39	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

85	46	35	32	37
----	----	----	----	----

Remark : Input is edited by counting the repeated ISSN no. by once only.

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	3	9	32	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	3	6	13	9

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

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	6	7	1	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	7	1	5

Remark : Only functional MOU are considered here.

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)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 71

Answer after DVV Verification: 77

Remark : Input is edited from clarification documents.

4.1.4	<p>Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>125.51</td><td>178.25</td><td>115.71</td><td>331.61</td><td>107.31</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>118.52</td><td>178.25</td><td>117.28</td><td>331.61</td><td>128.94</td></tr></table> <p>Remark : Input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	125.51	178.25	115.71	331.61	107.31	2021-22	2020-21	2019-20	2018-19	2017-18	118.52	178.25	117.28	331.61	128.94
2021-22	2020-21	2019-20	2018-19	2017-18																	
125.51	178.25	115.71	331.61	107.31																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
118.52	178.25	117.28	331.61	128.94																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>Answer before DVV Verification : 648</p> <p>Answer after DVV Verification: 734</p> <p>Remark : Input is edited from clarification documents.</p>																				
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>583</td><td>532</td><td>1058</td><td>1279</td><td>958</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>589</td><td>532</td><td>1058</td><td>1279</td><td>958</td></tr></table> <p>Remark : Input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	583	532	1058	1279	958	2021-22	2020-21	2019-20	2018-19	2017-18	589	532	1058	1279	958
2021-22	2020-21	2019-20	2018-19	2017-18																	
583	532	1058	1279	958																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
589	532	1058	1279	958																	
5.1.4	<p>Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2477	2451	575	1127	1176

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2477	2429	575	1007	1144

Remark : Input is edited from clarification documents.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83	38	50	27	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
82	38	50	27	24

Remark : only awards related to sports and cultural activity considered here input is edited according to it.

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).**6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	70	29	36	33

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
46	56	22	30	23

Remark : Input is edited from excluding less than 5 days program.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per supporting documents two may be considered.

2.Extended Profile Deviations

ID	Extended Questions				
1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years				
Answer before DVV Verification:					
2021-22	2020-21	2019-20	2018-19	2017-18	
2943	2942	2928	3016	2845	
Answer After DVV Verification:					
2021-22	2020-21	2019-20	2018-19	2017-18	
1054	1118	1084	1102	1013	