



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

HOLY CROSS COLLEGE (AUTONOMOUS)

HOLY CROSS COLLEGE (AUTONOMOUS), TEPPAKULAM POST,
TIRUCHIRAPPALLI - 620002.

620002

www.hcctrichy.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Holy Cross College (Autonomous) (HCC), Tiruchirappalli is a 96 year old College, established and governed by the missionaries of the Congregation of the Sisters of Chavanod. It is situated in the city of Tiruchirappalli, Tamil Nadu, South India. The College has its autonomous status for the past 32 years and is affiliated to Bharathidasan University.

HCC is one among the 21 pioneers who volunteered to be assessed and accredited by NAAC in 1999 and acquired a 5 star status and also was re-accredited in the second and third cycle with 'A' grade. The College is recognized by UGC as 'College with Potential for Excellence' from 2011 onwards. The College is one among the 100 Arts and Science Colleges in NIRF ranking by MHRD. HCC is in the list of Institutions Innovation Council (IIC) with Star Ratings (3 Stars) for the year 2018-19 in the Southern Zone. The Science Departments of the College are funded by DBT Star and DST FIST project since 2010 and 2007 respectively.

The College offers 22 U.G, 20 P.G., 11 M.Phil, 13 Ph.D. and 3 P.G. Diploma programmes. This includes two professional programmes namely B.ASLP (Bachelor in Audiology and Speech Language Pathology) and MCA and one B.Voc. Programme. Five diploma and 71 Certificate Courses are offered to the choice of the students to add value to their programmes.

The distinctive feature of HCC is the programmes and services offered by the P.G and Research Department of Rehabilitation Science, which produces personnel to serve children and adults with special needs.

The current student strength of the College is 5273 out of which there are 13 boys in MPhil and selected P.G. programmes. There are 264 teaching staff including 5 male members and 132 non teaching and technical staff.

Vision

The vision of the College stems from the Education Policy of the Trichy Province of the Sisters of the Cross of Chavanod **'to reveal to all people the merciful love of the Father and the liberating power of the Pascal Mystery through the ministry of education,** which in turn is based on the vision statement of the Congregation of the Sisters of the Cross: **'To Create just and harmonious society, where all people live life in its fullness.'** In keeping with the vision, the College stands for academic excellence, character formation, moral rectitude, intellectual integrity, and sound aesthetic sense, development of skills, courage and compassion. The College works with the following objectives.

- To enable students to experience God as Father and all mankind as brothers and sisters
- To communicate Christian ideals and values to students
- To inculcate concern and respect for persons and nature
- To build genuine human relationships

- To awaken social consciousness and prepare socially responsible citizens
- To encourage creativity in students bringing out their latent talents
- To prepare mature and committed leaders
- To promote academic excellence in teaching and research

In corroboration with the vision, the College has as its motto, **Truth and Charity** to promote an earnest search to know the truth, love the truth and live the truth in one's life and relationship with others. The core values upheld are love, respect and service to people and nature, genuine relationship, courage and compassion, commitment to work, intellectual integrity and moral rectitude.

Mission

In keeping with the vision, the College has its mission; **'We strive to form academically excelling individuals, committed to God and to societal growth using all their endowments.'** In addition to its mission, HCC is fully conscious of its role as a nationally sought out HEI to contribute to national development in terms of inclusion of more individuals to higher education and development of human resource, which is competent to face global challenges. The College also takes special care to move with the technological advancement adopting it in its teaching-learning, evaluation and administrative processes and inculcates these skills in the students and faculty. Further, the Institution is committed to create an apt environment for the students and faculty to excel through research and innovations.

HCC accomplishes the above mentioned mission through its Programmes, development of curriculum, teaching-learning evaluation process and co-curricular activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. HCC is a progressive HEI introducing new programmes to include more girls to higher education.
2. It initiates innovations like Binary university system, School system, credit accumulation and credit transfer within and outside the country.
3. HCC effectively utilizes its autonomous status to design curriculum integrating Value education, Soft Skills, Internship, Research Projects, Gender Studies, Outreach course and Service oriented courses.
4. A scientifically designed HCC Extension Programme, 'Rural Enrichment through Students and Community Action and Participation for Environmental Sustainability (RESCAPES)' is a unique feature.
5. Students add value to their degree through diploma and certificate courses.
6. Well planned teaching-learning and evaluation process with institutionalized Bridge course, Remedial programmes, Communication Skill Development through Language Lab, Systems with inbuilt monitoring mechanisms and indicators with set benchmarks result in consistently high pass percentage and university ranks.
7. Emphasis is given to continuous Institutional Learning through faculty training (focused on ICT, Revised Blooms Taxonomy, School System during the assessment period) to update academic practices.

8. Learning outcomes are spelt out and mechanisms are set to attain them through lesson plans, Question Paper Blue Prints, Digitalized Question Banks and indicators.
9. There is good research outcome in terms of Ph.D.s produced and paper publications as a result of the Institutional policy to promote research.
10. Faculty excellence is visible in the fund generation through research projects and consultancy services.
11. Technologically advanced infrastructure with all classrooms having LCD projectors and internet connectivity and digitalized library resources augment the teaching-learning process.
12. There are excellent student support services such as Mentoring, College scholarships, Career counselling and training, Noon meal scheme, Personal counselling, Entrepreneurial training, leadership training, free-ships for sports candidates, and legal aid.
13. Governance is stable and supportive with clear vision, mission and values and promotes innovations and excellence.
14. College has an E governance system in which academic and administrative activities are digitalized by Enterprise Resource Planning.
15. Institute of Rehabilitation Science offers commendable service to society.
16. An effectively functioning Holy Cross Campus Community Radio funded by DST.

Institutional Weakness

1. The College is unable to update its Choice-based Credit System to a full-fledged cafeteria mode, because of the restricted interdisciplinary mobility of students from self-financed to aided programmes and vice-versa due to government regulations.
2. There is limited interstate and international student enrolment and staff recruitment.
3. Institution has only one patents and no start-ups during this period.
4. Number of students passing in competitive examinations is limited.
5. Only 48% of the teaching staff are qualified with Ph.D. degree.

Institutional Opportunity

1. Holy Cross College has a good social accreditation and hence, a high student enrolment.
2. Strategic location of the College is an advantageous factor.
3. As the majority of the faculty belong to younger age group, the College has great scope for innovations and technological updating.
4. Having most of the Departments updated as Research Centres and a scientifically designed outreach programme, the College has ample scope for interdisciplinary and community-based research.
5. With the establishment of Research and Innovation Centres, the College can now explore for innovations and start ups.
6. Starting Alumnae Chapters outside the country and appointing a Dean for International Affairs, the College can now explore possibilities for international collaborations for curriculum updating and research.
7. Having developed capability to produce more than 50% renewable energy for its use, the College is now ready to move to produce 100% green energy.
8. With its good infrastructure, excelling faculty and academic reputation, Holy Cross can become Deemed University.

Institutional Challenge

1. Enrolment of a large number of first generation learners necessitates the faculty to invest more time in teaching-learning and remedial measures. Hence, it is a challenge for them to find time for research.
2. Extension of the School system for its full benefit including all the Departments is a difficult task, due to government regulations.
3. International credit transfer is limited as majority of the students belong to middle class and lower middle class.
4. College is unable to continue the Binary system in partnership with Binary University due to the non-affordability of students.
5. Employment of a large number of faculties by the Management in the aided stream is a financial commitment for the Management.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

During the assessment period the College started 14 academic programmes (4 U.G., 4 P.G., 1 M.Phil, 3 Ph.D, and 2 proposed U.G. Binary Programmes). In addition to it, three add on courses (Medicinal Herbs and Mass Cultivation, Event Management and Ecotourism) and 71 certificate courses were introduced as value addition courses.

HCC offers choice-based credit system for UG and PG programmes. The UG curriculum is designed with the objectives of developing global competency, employability skills, value orientation and social responsiveness in students. Research Project, Internship, Soft Skills, Value Education, Gender Studies, Environmental Studies, Service-oriented Courses and Outreach courses are compulsory components of the undergraduate curriculum. In line with the values and mission of the Institution, the HCC Outreach Programme, Rural Enrichment through Students and Community Action and Participation for Environmental Sustainability (RESCAPES) is directed towards contributing to the sustainable development in the neighbouring rural areas in addition to its primary focus of developing student's skills and commitment to the society. The post graduate curriculum is designed with the objective of providing in depth knowledge in the subjects to the students.

Scope for Credit accumulation, Inter departmental Mobility and Credit Transfer in India and abroad are the salient features of the curriculum. During this tenure, there was credit transfer between HCC and HOWEST University, Belgium in a sponsored international student exchange programme. 114 under-graduate and post graduate students registered for Massive Open Online Courses (MOOCs) through SWAYAM.

The syllabi of HCC are revised periodically. The College revised the entire syllabi in the year 2015-16. After preparing the revised draft syllabi, they were sent to subject experts for audit.

HCC follows the practice of spelling out Learning Outcomes for all its programmes and courses. Last academic year the College adopted Revised Blooms Taxonomy (RBT) as its pedagogical strategy. Subsequently, the learning outcomes (Programme Outcomes, Programme Specific Outcomes, Course Outcomes and Specific Learning Outcomes) are spelt out for all the syllabi according to RBT.

Teaching-learning and Evaluation

Majority of HCC students are from Tamil Nadu. The average demand ratio is 7.03. Slow learners are helped through institutionalized Bridge course Remedial programmes and English communication skill development through the Language Lab activity and a 20 hours outsourced programme.

The teaching-learning–evaluation process managed through systems and practices, include planning, execution, monitoring and indicators. Teaching and Evaluation schedule for a semester communicated to the students through College Calendar and Semester Plans. Along with the teaching schedule, strategies for evaluation of assignments and seminars are also made available to the students. The College follows a system with inbuilt monitoring mechanisms to complete the teaching and continuous internal assessment of the semester. This process is completed when the students sign for their mark score in the CIA. Thus, the College ensures completion and transparency in the teaching and evaluation system.

HCC has introduced technological innovations in teaching-learning and evaluation system. Registration for courses, examination time table, on-line quiz, CIA marks, progress report, hall allotment, hall tickets, and results are managed through HCC ERP.

The IQAC has also developed indicators and fixed benchmarks to measure the quality of processes and outcomes. Attainment of the Learning Outcomes is ensured using Question Paper Blue Prints and Question Banks. The Z value is an indicator to measure the improved performance of students and 'r' values to test the overall correctness of CIA score.

Institutional learning through orientation and training is the practice of HCC. During this assessment period, the training focal themes were ICT lesson preparation, School System and RBT- based learning outcomes and learner-centric strategy designing. 100% teachers can prepare lessons on MOODLE template and the ICT Centre has a good collection of video and ICT based lessons.

The average teaching experience of the faculty is 10.5 years and their percentage with Ph.D. degree is 49. Though the number of years of experience is less, these teachers are highly techno-savvy. HCC is now planning to harness this capability of the young teachers for a leap to a new era.

Research, Innovations and Extension

The College has a policy to promote research, innovation and consultancy with the objective of faculty and student to excel. The Centre for Research and Development, co-ordinated by the Dean of Research promotes research and ensures its quality and ethics. The Crossian Institute for Collaborative Research and Sustainable Development (CICRSD) and Incubation and Innovation Cell (IIC) of the College present common podium for sharing the knowledge generated through research and discussing its transfer to applications.

Faculty are trained to write project proposals. Seed grant to a tune of Rs. 14.05 lakhs has been provided to 82 staff to support them for research and publication. The fund mobilized by the faculty by way of projects and schemes from governmental and non-governmental agencies was to a tune of 3.54 crores.

Thirteen departments are recognized as research centres and 71 faculty are registered guides for Ph.D. programme.

Facility for research was further strengthened. Central Instrumentation Facility, Animal house, Animal cell culture lab, Green house, Audio-video Studio, Statistical software and Plagiarism software are facilities available for the researchers.

The faculty produced 76 Ph.Ds and 229 MPhil and published 862 research papers, of which 153 papers are in UGC notified journals, with 50 having Scopus index and 71 books as authored and chapter contribution.

HCC encourages the faculty to undertake consultancy. As per the Institutional Policy for consultancy, which was drawn in 1999 and revised in 2017, the faculty share the income in 70:30 ratio. Through the consultancy services, the fund generated is 45.74 lakhs.

In line with its vision and mission, Holy Cross College has a scientifically designed extension programme, RESCAPES, which is integrated to the undergraduate and postgraduate curriculum. The programme has theory and outreach courses. Projects are executed in the 24 adopted villages. In addition to the varied skills and attitude developed by the students, the impact of the programme is visible in the village in terms of greenery, water shed, health awareness and educational status of the children.

Infrastructure and Learning Resources

The College has adequate infrastructure for teaching, research and support services. Besides 9 blocks, which were functional during the last assessment period, one more building with 29 classrooms is added. There are 126 class rooms, 33 science laboratories, 9 seminar halls. Other major facilities are Central Instrumentation Facility, Animal Cell Culture Facility, Animal house, Green house, Herbal Study Centre, BIF Centre, E Content Development Centre, Audio-video Centre, Language Laboratory, Counselling Centre, Entrepreneurial Development Centre, DMLT, Women's Studies Centre, Prayer room, dining room for administrative staff, Holy Cross Blossom Opportunity School for Special Children and rooms for RESCAPES, NSS, NCC and Sports.

The College is equipped for the use of modern technology for teaching-learning, evaluation and administrative processes. All class rooms and seminar halls are equipped with internet connectivity and LCD projectors. There are 1322 computers for student's use. Video conferencing facility, 24 smart boards and 5 LCD TVs.

Internet access is facilitated with 140 Mbps BSNL leased line and 19 WiFi access points and optical fibre network.

HCC has an Enterprise Resource Planning System (HCC ERP), an integrated real-time management for academic and administrative processes mediated by software technology using common data base management system.

HCCERP Mobile App enables faculty, parents and students to access information and fee payment. Internet is available for faculty and students with access code. Staff are assigned unique protocol address for personal laptops.

Library has 1,30,622 books and 148 subscribed journals. It is automated with NIRMAL Software with RFID technology and updated with access to online resources like Web of Science, NLIST, Delnet and IGI Global, WebOPAC etc. Stack space with computers are allotted for researchers.

Other facilities are biometric device for staff attendance, CCTV Cameras, LED digital Board, Paper recycling unit and Green Bin Composter.

Stock registers, Log books and repair information are maintained for equipment. Electrical and Technical Maintenance is co-ordinated by Maintenance Manager. IT in Charge and hardware technician manage IT maintenance.

Security services and daily campus cleaning are outsourced.

Student Support and Progression

HCC develops systems to take care of students economic, emotional and social requirements, creates an enabling environment, train them for progression and employment and develops leadership potential.

During the assessment period 5214 students benefited through institutional scholarships apart from 9313 Governmental scholarship beneficiaries. Every year, 130 students are benefited from the faculty-sponsored noon meal scheme.

Services and schemes such as Mentoring, Soft Skill Development, Personal Counselling, Yoga and Meditation are operational for students. Mentoring system is institutionalized. Mentor looks into academic, financial and social aspects of the mentee, which is recorded. In cases of concern, the students are referred to concerned persons for remediation, counselling and financial help. Soft skill development is integrated into curriculum. Service of a qualified Counsellor is available. The Human Resource Development Centre and Entrepreneurial Centre prepare students for competitive examinations, employment and hone their vocational skills.

A UGC-sponsored Women's Studies Centre functions to empower students. The Centre also arranges free legal advice from lawyers through Legal Aid Clinic.

The College provides free-ship in fees, accommodation, food and sports kits to 80 students a year. Emphasis is given to talent development in fine arts, debates and quiz through training, cultural events and Club activities.

Leadership training for student leaders is a regular feature. Open expression of ideas, needs and grievances is encouraged through Student Forum meetings.

As per the data collected on Graduation day, an average of 80% students' progress to higher education and job of which 23% are recruited through campus placement.

General Alumnae Meet is held annually on the second Saturday in December. In addition, meets of specific batches take place in Departments. College has Alumnae Chapters in Dubai, Malaysia, Singapore, Chennai and Bangalore.

Alumnae Association sponsors the HRD Centre. They also work as trainers and resource persons for the Centre.

HCC alumnae belong to cadres of IAS and IPS officers, Scientists, Mayors, CEOs, Directors, Education leaders, Entrepreneurs, consultants and so on. An alumna, Gomathi Marimuthu won gold medal in Asian Athletics Championship for 800 meters. Bagyalakshmi represented India in Thailand open Fencing

Championship 2019.

Governance, Leadership and Management

Holy Cross College is governed by the Congregation of Sisters of the Cross of Chavanod as per the education policy of its Trichy Province. The Board of Management is the pivotal administrative body, which decides policy matters, expansion of facility starting of new courses and sanctioning posts. Staff Council takes decisions on academic matters. Statutory Bodies as per the UGC regulations are functional.

HCC Governance functions in line with its vision and mission in its leadership style, starting of programmes and formulating its policies. With its enormity of programmes, student strength, functions and activities, the Governance has decentralized powers to ensure smooth functioning through participatory decision making and management of curricular and co-curricular activities. There are four Vice Principals, six Deans and a number of Committees to manage different functions.

HCC has a strategy to make five year annual plans and follow them up. In the recent past, the Institution had foreseen a few issues, which were to be taken care of;

1. A gap, which was going to be created by the mass retirement of the experienced and high profiled faculty
2. Fast developing ICT scenario. Both these issues were taken care of with planning, training and updating of infrastructure.

Administrative machinery is reformed through a unique and effective campus automation system in terms of ERP. Functions of planning and development, attendance, finance, accounts and examinations are brought under this.

The College takes care of the professional growth and personal needs of the staff and creates environment for their social and spiritual well-being. Staff updates knowledge and skills through regular need-based programmes in the campus. Aspiring staff are given financial assistance and on duty leave to attend academic programmes outside.

A scheme of provident fund is operational for Management staff. Henceforth, they are eligible for loan. They have facility for Medical/Maternity leave, Health insurance and loan. The children of non-teaching staff have fee concession / financial assistance.

Academic and administrative audits are conducted regularly. HCC has a unique Faculty Performance Appraisal System, which was developed by the IQAC and operational online.

Institutional Values and Best Practices

HCC upholds universal values by practicing them in its functions and inculcating them in students through its curriculum and activities. It also believes that as a premier HEI, it has a responsibility to respond to the pressing national and global issues taking proactive steps. The College is committed to the cause of women's empowerment, environmental sustainability, building of local community and communal harmony.

- All its programmes and activities are primarily focused towards building women. In recent past the College has taken a proactive step to appoint transgender in the office and to admit them to academic programmes.
- College has taken green initiatives in the campus using renewable energy, reducing paper use through E-governance, recycling paper and organic waste and rain water harvesting.
- HCC outreach programme has objectives; to make students committed to environmental conservation and contribute to sustainable development of the locality.
- Through the Service Organizations of the College, programmes are conducted for the betterment of the local community.
- The College inculcates feeling of togetherness, patriotism, religious integration and communal harmony through celebrations of festivals, national, special days and birth days of great leaders and observing death anniversaries of great leaders.

HCC is committed to inculcating universal principles and values in students by different means.

- It upholds values by including them in all functions. Transparency is maintained in administrative and academic affairs and financial affairs. Practised values are displayed through posters, emblem and College calendar.
- Defined policies for functions, code of conduct for teachers and students and spelt out roles and responsibilities for functionaries are evidences of ethical foundation of the College.
- The three year extended Value Education Programme is designed by the Department of Value Education and the Board of Studies.

College has institutionalized best practices such as Bridge course, Mentoring system, Question Bank, theme based Annual Calender of the college and RESCAPES.

The institutional distinctiveness is the academic programmes, services and activities of Department of Rehabilitation Science. The Department along with its alumnae is doing commendable service for the inclusion of differentially abled to the main stream.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HOLY CROSS COLLEGE (AUTONOMOUS)
Address	HOLY CROSS COLLEGE (AUTONOMOUS), TEPPAKULAM POST, TIRUCHIRAPPALLI - 620002.
City	TIRUCHIRAPPALLI
State	Tamil Nadu
Pin	620002
Website	www.hcctrichy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Christina Bridget A.	0431-2700637	9600388007	-	office@hcctrichy.a c.in
IQAC / CIQA coordinator	A. Turin Martina	0431-2704343	9943584602	-	iqac@hcctrichy.ac. in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day Evening

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	06-06-1923
Date of grant of 'Autonomy' to the College by UGC	24-06-1987

University to which the college is affiliated		
State	University name	Document
Tamil Nadu	Bharathidasan University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	09-02-1998	View Document
12B of UGC	09-02-1998	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
RCI	View Document	10-07-2015	60	BRS Sc MRSc BASLP
AICTE	View Document	25-04-2019	12	MCA

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	31-01-2017
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	MHRD NATIONAL INSTITUTE RANKING FRAMEWORK
Date of recognition	01-04-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HOLY CROSS COLLEGE (AUTONOMOUS), TEPPAKULAM POST, TIRUCHIRAPPALLI - 620002.	Urban	11.32	8.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	HSC	English	120	50
UG	BA,English	36	HSC	English	190	188
UG	BA,History	36	HSC	English	75	73
UG	BA,Tamil	36	HSC	Tamil	60	26
UG	BASLP,Audiology And Speech Language Pathology	48	HSC	English	25	25
UG	BBA,Business Administration	36	HSC	English	120	107
UG	BCom,Commerce	36	HSC	English	70	65
UG	BVoc,Commerce	36	HSC	English	40	24
UG	BCom,Commerce	36	HSC	English	200	199
UG	BCom,Commerce	36	HSC	English	40	32
UG	BCA,Computer Science	36	HSC	English	125	121
UG	BSc,Computer Science	36	HSC	English	70	66
UG	BSc,Biochemistry	36	HSC	English	40	35
UG	BSc,Biotechnology	36	HSC	English	45	43
UG	BSc,Botany	36	HSC	English	55	51
UG	BSc,Chemistry	36	HSC	English	135	131

UG	BSc,Mathematics	36	HSC	English	265	262
UG	BSc,Physics	36	HSC	English	75	75
UG	BSc,Physics	36	HSC	English	44	43
UG	BSc,Rehabilitation Science	36	HSC	English	40	40
UG	BSc,Visual Communication	36	HSC	English	50	19
UG	BSc,Zoology	36	HSC	English	65	65
PG	MA,Economics	24	UG	English	25	4
PG	MA,English	24	UG	English	30	30
PG	MA,History	24	UG	English	35	8
PG	MA,Tamil	24	UG	Tamil	25	2
PG	MCom,Commerce	24	UG	English	33	31
PG	MSc,Computer Science	24	UG	English	30	9
PG	MCA,Computer Science	36	UG	English	40	28
PG	MSc,Biochemistry	24	UG	English	25	1
PG	MSc,Biotechnology	24	UG	English	25	0
PG	MSc,Biotechnology	24	UG	English	25	2
PG	MSc,Botany	24	UG	English	18	18
PG	MSc,Chemistry	24	UG	English	30	29
PG	MSc,Mathematics	24	UG	English	65	64
PG	MSc,Physics	24	UG	English	20	19

PG	MRes, Rehabilitation Science	24	UG	English	25	13
PG	MSc, Visual Communication	24	UG	English	25	5
PG	MSc, Zoology	24	UG	English	21	12
PG	MSW, Social Work	24	UG	English	30	18
PG	MLibSc, Library And Information Science	24	UG	English	35	4
PG	MSc, Psychology	24	UG	English	30	13
Doctoral (Ph.D)	PhD or DPhil, Economics	36	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil, English	36	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, History	36	PG	English	12	0
Doctoral (Ph.D)	PhD or DPhil, Tamil	36	PG	Tamil	24	0
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, Biotechnology	36	PG	English	12	0
Doctoral (Ph.D)	PhD or DPhil, Botany	36	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	PG	English	24	0

Doctoral (Ph.D)	PhD or DPhil,Physics	36	PG	English	12	0
Doctoral (Ph.D)	PhD or DPhil,Rehabilitation Science	36	PG	English	30	0
Doctoral (Ph.D)	PhD or DPhil,Visual Communication	36	PG	English	12	0
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	PG	English	6	0
Pre Doctoral (M.Phil)	MPhil,Economics	12	PG	English	15	4
Pre Doctoral (M.Phil)	MPhil,English	12	PG	English	20	11
Pre Doctoral (M.Phil)	MPhil,Tamil	12	PG	Tamil	9	0
Pre Doctoral (M.Phil)	MPhil,Commerce	12	PG	English	15	1
Pre Doctoral (M.Phil)	MPhil,Biotechnology	12	PG	English	12	1
Pre Doctoral (M.Phil)	MPhil,Botany	12	PG	English	15	2
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	PG	English	20	2
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	PG	English	15	10
Pre Doctoral (M.Phil)	MPhil,Physics	12	PG	English	12	0
Pre Doctoral (M.Phil)	MPhil,Visual Communication	12	PG	English	6	3
Pre Doctoral (M.Phil)	MPhil,Zoology	12	PG	English	6	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				25				91			
Recruited	0	0	0	0	0	25	0	25	0	91	0	91
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				147			
Recruited	0	0	0	0	1	0	0	1	4	143	0	147
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				61
Recruited	8	53	0	61
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				58
Recruited	4	52	2	58
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				13
Recruited	8	5	0	13
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	22	0	2	106	0	130
M.Phil.	0	0	0	1	3	0	0	106	0	110
PG	0	0	0	0	0	0	2	22	0	24

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3		3		6

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	23	5	0	0	28
	Female	116	6	3	0	125
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	37	0	0	0	37
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	4582	31	0	9	4622
	Others	0	0	0	0	0
PG	Male	18	4	0	0	22
	Female	590	2	0	0	592
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	3	1
	Female	246	185	190	234
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	4	5	4
	Others	0	0	0	0
OBC	Male	3	2	4	1
	Female	556	649	669	724
	Others	0	0	0	0
General	Male	0	0	0	2
	Female	142	253	231	281
	Others	0	0	0	0
Others	Male	3	2	2	9
	Female	833	810	959	880
	Others	0	0	0	0
Total		1784	1905	2063	2136

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Audiology And Speech Language Pathology	View Document
Biochemistry	View Document
Biotechnology	View Document
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
History	View Document
Library And Information Science	View Document
Mathematics	View Document
Physics	View Document
Psychology	View Document
Rehabilitation Science	View Document
Social Work	View Document
Tamil	View Document
Visual Communication	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
66	60	58	57	57
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5273	5046	4942	4831	4743
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
1760	1668	1766	1622	1549
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
5249	5026	4928	4819	4715
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
234	246	110	147	148

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

2018-19	2017-18	2016-17	2015-16	2014-15
1040	954	917	897	897

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
264	248	234	230	223

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
264	248	234	230	223

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
18599	16626	15096	14674	15297

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
2214	1998	1812	1757	1873

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 135

Total number of computers in the campus for academic purpose

Response: 1322

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

2018-19	2017-18	2016-17	2015-16	2014-15
1596.54	1306.67	962.42	1041.43	923.48

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Holy Cross College offers a wide array of 66 Programmes. The curriculum is designed to provide a holistic and comprehensive education for the women students, based on the guidelines proposed by the UGC, Bharathidasan University and the Tamil Nadu State Council for Higher Education

The College follows Choice based Credit system (CBCS) pattern to meet the local, regional, national and global needs, to inculcate social orientation, foster competency with employability focus in line with the Institutional values. Feedback is collected from the stakeholders, subject experts, industrialists every year. Based on it, the curriculum is revised. The Academic Deans modify the curriculum structure, the departments carry out the necessary revisions, pass it in the board of studies and academic council.

It is an institutional practice to spell out the learning outcomes. The College followed general Course Outcomes and Specific Learning Outcomes (SOL) based on Blooms Taxonomy. In 2018, Revised Blooms Taxonomy was introduced, which required elaborate and intensive institutional learning through faculty training. **Programme Outcomes (POs), Program Specific Outcomes (PSOs), Course Objectives and Course outcomes** are prepared for knowledge acquisition and skill development of the learners.

The College follows a course structure which included Languages, Major and Allied Courses, Environmental Studies, Value Education, Skill Based Electives, Gender Studies, Research project and Theory cum Project based outreach Courses. In 2018, the curriculum was further strengthened adding internship, Service Oriented Elective Courses for Undergraduate Programmes and a Self-Study course and internship for Postgraduate Programmes.

A unique feature of the College is integration of its extension programme (Rural Enrichment through Student and Community Action and Participation for Environmental Sustainability) (RESCAPES) to the Curriculum. This programme includes two theory courses and one project based outreach course. An **Industry related course** for the Undergraduate programme is introduced in order to strengthen the industry-academia interface. **Online Course** (MOOCs, NPTEL) are included for UG and PG students.

The Curriculum offers scope for earning extra credits, credit transfer and Projects within and outside the country. Value addition to the Undergraduate curriculum was done by including one Certificate course for each student for each semester. The College offers 71 Certificate courses.

The curriculum offers vertical and horizontal mobility through which the beneficiaries are assured of holistic development.

In 2018, the College initiated the **School System** to strengthen the CBCS and for better resource

sharing. Of the three proposed Schools (**School of Rehabilitation Science, School of Biological Sciences and School of Management Studies**), the School of Management Studies started functioning. The other Schools are working towards it.

File Description	Document
Any additional information	View Document

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

Response: 100

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

Response: 66

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

Response: 66

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

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

Response: 99.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
1036	950	913	892	893

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 41.73	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 434	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 1040	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 98.48	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 65	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Holy Cross College (Autonomous) has always integrated cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum to provide learners with a comprehensive and holistic learning experience.

Gender:

The College offers one course on 'Gender Studies' for all second year undergraduate students as per the UGC guidelines. The Department of Value Education also offers a course titled 'Empowerment of Women' for all the Ethics students of the college. Besides these 42 courses that focus explicitly on gender issues are offered by different departments. Some of them are '**Voices of Women in Literature**', '**Women Empowerment**', '**Gender in Human History**', '**Women and Media**', '**Sex Education**', '**Empowerment of Women and Children**'. Through these courses the learners gain awareness of gender related issues and are motivated to become independent and empowered individuals who think freely, voice out their feelings and actively try to change the society. The College celebrates International Women's Day and organizes programmes on gender sensitivity, women's rights, female hygiene and legal counselling for women.

Environment Sustainability:

The College offers an **Environmental Studies** course for all the first-year students of the college. 91 courses highlighting environmental issues such as '**Rural Enrichment and Sustainable Development**', '**Environmental Management and Environmental Science**', '**Organic Farming and Ecology**', '**Environmental Economics**', '**Green Computing**' etc. are also offered. Besides this, the learners are given practical exposure to environmental conservation through regular awareness programmes and campaigns conducted by Service Oriented Programmes like NSS, Nature Club etc. The College offers a unique Extension Programme, 'RESCAPES', which is integrated into the undergraduate curriculum and offers 2 theory courses and one theory cum project course. The learners execute their civic duty by undertaking field projects like waste management and pollution control techniques, organic agriculture, planting of saplings, desilting of rivers etc.

Human Values and Professional Ethics:

Recognising the importance of developing citizens with a strong moral compass and steadfast integrity, the **Value Education Department** offers mandatory courses on Value Systems. Apart from this, ethics and human values are built into all the units in the I and II UG General English courses. In addition, the college offers 146 courses instilling values and professional ethics. The College celebrates important days like National Voters Day, Human Rights Day, Green Consumer Day, World AIDS Day, National Unity Day, World Disability Day and National Autism Day. The humanitarian spirit of the learners was witnessed during the disaster relief following the Chennai floods and the Gaja Cyclone.

Thus the college strives to fulfil its vision and mission to educate learners and empower them to

acquire self-sufficiency and become morally and ethically sound in both their personal and professional lives.

File Description	Document
Any additional information	View Document

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

Response: 71

1.3.2.1 Number of value-added courses are added within the last five years

Response: 71

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

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

Response: 30.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
5174	1582	293	575	325

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 98.27

1.3.4.1 Number of students undertaking field projects or internships

Response: 5182

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

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
50	23	21	12	7

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

2.1.2 Demand Ratio(Average of last five years)

Response: 7.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
2620	2365	2144	2079	2217

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

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

Response: 90.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
1853	1832	1652	1642	1758

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Holy Cross College provides inclusive need based education for all students including regional medium students, slow learners and advanced learners. As a principle of our social mission, the college focuses on the first generation learners and economically marginalized women students. Curricular and co-curricular activities are designed as potential tools to suit the changing trends in higher education.

Bridge Course

· Bridge course which is institutionalized is conducted for the first UG students after their admission before the reopening of the college, for ten days. The objective of conducting bridge course is to develop the confidence level, communication skills and competencies of the students.

· The bridge course is designed with an Entry level test . Based on their mark the students are grouped into Basic, Intermediate and Advanced level learners and the inputs are designed based on their level of competency. Activities and lessons are prepared according to the levels based on Listening, Speaking, Reading and Writing skills. The activities planned incorporate both academic and environment familiarity. At the end of the bridge course an exit level test is held for all the students that shows the improvement in the learning skills and competencies of the new entrants.

Remedial Programme

After the course registration, an entry level test is conducted and based on that the students are categorized into slow, intermediate and advanced learners. The schedule for the remedial programme to be conducted for slow learners is included in the semester plan. Slow learners are given extra coaching through, reading, peer group study, assignments and tests to enhance inclusive learning. The remedial programme improves the students participatory response in the classroom, internal tests and the CIA. Spoken English classes are conducted for all the students to enhance their academic, communication,

personal and creative skills.

Potential enhancement programme

Provision for advanced learners to earn more credits is inbuilt in the curriculum with extra credit courses. They are also encouraged to participate, present and publish research papers in various national and international conferences and peer reviewed journals. They have scope for projects, internships and credit transfer from within and outside the country. They are facilitated to simultaneously pursue extra programmes like special B.Ed in mental retardation and Intellectual Disability , DCA, PGDCA, DMLT, PGDMLT, etc.. They are trained for the competitive examinations and eligibility examinations such as NET, SET, CSIR, JAM and IAS.

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

2.2.2 Student - Full time teacher ratio

Response: 19.97

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.38

2.2.3.1 Number of differently abled students on rolls

Response: 20

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The faculty of Holy Cross College are well trained to adopt student-centric approach in their class rooms. It is a regular practice of IQAC to organize orientation and skill training programmes every year/semester for the staff before the commencement of the semester to enhance their pedagogy of teaching.

From 2018-19, they are oriented on the RBT (Revised Blooms Taxonomy) structure that focuses on outcome based education. It is an institutional practice to prepare the Programme outcomes, Programme specific outcomes and course outcomes, lesson plans and instructional strategies on a common format (Objective Oriented Learning Process) and submit them to the Dean's office after due scrutiny in the respective departments by the subject expert and HOD. Teachers design lesson plans and methodology in order to achieve specific learning outcomes. Some of the strategies used in the class are:

Problem solving skills:

- Case studies to develop problem solving skills
- Brain storming to generate ideas
- Mind-mapping
- Data mining
- Logic approximation

Participative learning:

- Role plays for conceptual clarity and participative approach.
- Guided group discussion to promote communication ability, generate ideas, interpersonal skills.
- Listening and develop problem solving skills.
- Mock interviews
- Panel discussions to present ideas
- Puzzles, Drama, Debates, Games

Experiential learning:

- Field projects and internships
- Field/industry visits for survey
- Audio visual learning in Language Lab.
- Mock press to develop skill of questioning and listening
- Demonstration for conceptual clarity
- Poster presentation, creating and including video clips
- Virtual labs
- Screening and therapeutic intervention
- Models and exhibits to promote creativity and experiential learning
- Book review, exhibitions
- Education tours
- Movie making

The evaluation strategies of the College further augment the process of student-centric learning.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 264

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

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

Response: 19.97

2.3.3.1 Number of mentors

Response: 264

File Description	Document
Any additional information	View Document

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

Response:

The academic planning and execution system of Holy Cross College is developed as per the recommendations of the IQAC, is well planned, transparent and self – monitored. This system involves plans and schedule and College information system.

The Academic Calendar is the preamble drafted by the academic team of the Principal, Vice Principals, Deans, HOD's and Faculty. Academic Calendar provides information on working days, day order, dates for faculty and student Orientation, Course registration, Internal tests, CIA schedule (Test-1, Test-2, Quiz-1&2, Assignment, Seminar), Submission of CIA marks to the Controller's office, Field Visits under RESCAPES, Mentoring schedule, celebrations and events.

The Academic Deans prepare an academic plan which indicates the dates for submission of Semester Plans, Lesson Plans and Internal question papers. Each course teacher prepares a Semester Plan for a course which indicates portions for first and second internal tests, dates for Quiz, Assignments, and Seminars with evaluation strategies for assignments and seminars. Thus the academic plan for the entire semester is transparent to teachers, students and parents.

The question papers for the first and second internal tests are submitted to the Deans office through the HOD as per the academic plans. The Deans scrutinize the question papers for validity and reliability. The tests are conducted by an Internal Test committee. As an institutional practice the answer scripts are evaluated and distributed to the students and with their concurrence marks are entered into ERP. The class teacher takes the print out of the progress report which is communicated to the parents.

The entire academic process of the semester is completed when the students sign for their CIA marks computed by the ERP on the basis of the marks entered by the course teachers and the course teacher submits the mark sheet to the HOD, which is submitted through the Principal to the office of the Controller of Examinations.

The use of e-governance for academics has proved to be an effective strategy that is time saving, transparent and beneficial to both staff and students.

Thus the system demands adherence to academic schedule without any deviation in a self - monitored style.

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 40.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
130	102	85	88	85

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.55

2.4.3.1 Total experience of full-time teachers

Response: 2785

File Description	Document
Any additional information	View Document

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

Response: 20.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	10	11	6	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

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

Response: 4.74**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	11	11	10

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years****Response:** 14.4**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**

2018-19	2017-18	2016-17	2015-16	2014-15
8	18	14	14	18

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 3.55**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
234	246	110	147	148

File Description	Document
Any additional information	View Document

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

Response: 7.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	15	16	8	12

File Description	Document
Any additional information	View Document

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

Response:

The Examination processes and management system of Holy Cross College is well defined, transparent and made available to the Students, Teachers and Parents through the College Calendar. Examination reforms are introduced

- for the effective evaluation process
- to update the system with developing technology.

Reformation through IT Integration and its Positive Effects

As the College updated its IT infrastructure, reformations are also introduced in the examination processes. Course Registration, Attendance, Continuous Internal Assessment(CIA), Semester/examination fees payment, examination application form, exam time table, seating arrangement , online Quiz, Issue of Hall Tickets, Declaration of Results are automated.

- This method of automation by HCC ERP helps students to save time and use the latest technology.

- Parents also welcome such transition as their wards have online access to time table, hall ticket and results.

Changes in CIA Components

Based on the feedback, changes were introduced in the CIA and Internal Test duration.

- As the students showed tendency to avail leave, the Staff Council decided to give 5 marks in CIA for attendance for all major courses. For Part –II English 5 marks was allotted to II UG General English students for Library usage after the class hours and I UG General English students are allotted 5 marks to Spoken English which is conducted after class hours. This 5 marks was taken from the seminar component which had 10 marks earlier.
- These reforms have resulted in the decrease in the number of absentees and students improved their comprehension ability and communication skills.
- Another reformation was internal test duration reduced from 2 hours to 1 ½hours to make it proportionate to external examination.
- Instead of one internal test for Non-Major Elective and Skill Based Electives, two tests are conducted. This helps students who are absent for one test due to unforeseen situation.

Question Bank

- Holy Cross College has a practice of setting question papers as per blue print to assure their validity and reliability. From question Banks the questions are retrieved according to the blue print provided using a software. This practice ensures the quality of the question papers.
- One of the reforms is adopting of indicators in evaluation process to assure quality. One indicator used is to assess the correctness of the internal marking according to which the CIA marks of each course is statistically correlated with the external marks. A significant positive correlation is considered as the benchmark for this indicator. At the end of every semester this test is carried out for all the courses. The outcome of the test is communicated to the Staff Council by the IQAC coordinator. In case of anomaly the matter is taken up by the Principal.

Flying Squad

- In 2018-2019 the flying squad visit was introduced during the internal tests and end semester examinations to monitor the tests/ exams conducted. The flying squad consists of the Principal, Vice Principals, Deans, IQAC Coordinator and Heads of various departments.
- The positive impact is that students are conscious of their responsibilities and honesty.

File Description	Document
Any additional information	View Document

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

(EMS)**B. Only student registration, Hall ticket issue & Result Processing****C. Only student registration and result processing****D. Only result processing****Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme outcomes, Programme specific outcomes and Course outcomes are prepared after several meetings at various administrative levels based on the Revised Blooms Taxonomy. With the guidelines of the Staff Council the Deans prepare the PO's and the templates for PSO's and CO's. The Departments prepare PSO's and CO's along with SOL's and send for expert opinion and is passed in the Board of Studies.

The learning outcomes are disseminated to the staff and students by uploading it in the College website. The Course in-charge will explain the CO's and SOL's to the students and the copies are also made available to the students. The teachers prepare lesson plans and design instructional strategies as per the required outcomes.

Question paper blue prints are prepared by the course teacher as per the course outcomes. A copy of the course outcome is sent to the external examiners along with the syllabus and the question paper blue print.

The above process ensures cascading of information to the teachers and students.

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

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

Response:

Holy Cross College has direct and indirect methods of assessing attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

With the recommendations from the IQAC, the College has developed Specific mechanisms to ensure attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes and Performance Indicators to evaluate their attainment. It is an institutional practice to spell out the learning outcomes and pass them in the respective Boards of Studies. The approved learning outcomes are communicated to the students, teachers and examiners.

Strategies adopted to ensure attainment of POs, PSOs and COs are:

- Preparation and submission of Semester Plans and test question papers ensures timely completion of portions and formative evaluation.
- Preparation of lesson plans along with participative instructional strategies
- Learning outcomes are knowledge based linked to development of skills and abilities
- Careful selection of components of CIA such as seminar, project based assignments, on-line quiz, and library work for multiple skill development.
- Another strategy for the attainment of Course Outcomes is the question paper Blue Print for each course to ensure their validity and reliability in the summative evaluation.

The Performance Indicators to evaluate the attainment of Learning Outcomes are as follows.

- A statistical indicator, Z value is used to measure the improved academic performance of the students. The marks of the entry and exit levels are compared using Z test. A significant difference is considered as the benchmark.
- An academic record (average 90% pass) in the final exam results is another benchmark.
- In the rank examination conducted by the Bharathidasan University our college students consistently procure University ranks, both at UG & PG levels which is considered as a benchmark for attainment of the Outcomes. The College also adopts indirect methods such as feedback from outgoing students, alumnae, parents and employers to evaluate the programme outcomes and take necessary action.

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

2.6.3 Average pass percentage of Students

Response: 94.66

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

Response: 1666

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

Response: 1760

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

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

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

Response: 2.81

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)

2018-19	2017-18	2016-17	2015-16	2014-15
3.55	3.515	3.34	2.50	1.15

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

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

Response: 19

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	6	1	1	2

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

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

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 354.03

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

years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
22.79	139.31	3.9	78.69	109.34

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

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

Response: 13

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

Response: 13

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 38.24

3.2.3.1 Number of teachers recognised as research guides

Response: 91

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

Response: 238

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies,

during the last five year

Response: 0.71

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

Response: 34

File Description	Document
Supporting document from Funding Agency	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

Holy Cross College has taken initiatives to create an eco system for innovations and transfer of knowledge.

Center for Research and Development (CRD) acts as driving force for a paradigm shift of basic research into innovative applied research and transfer of knowledge. **Innovation Corner:** Innovation Corner is a new initiative aimed at sharing, and brainstorming new ideas and innovative projects by staff and research scholars. Innovation Corner – an inspiring space in the college library stimulates thinking and networking culminating in new initiatives.

Patents: Granted / Filed - Novel ideas and techniques in diversified fields including phytotherapeutics, drug designing, molecular modeling have resulted in **patent grants**. Patent was granted for novel phyto-compound along with the process. Three **patent ideas (Provisional specifications) were filed** on, “Public Transport Tracker, Automatic Accident Detector and Life Saver, Based Coal Mine Safety Monitoring System with GPS Tracking and Smart Bio- degradable and Non- Bio Degradable Waste Management” and also developed *DaiCee* database. The management provides financial support to file patents.

The other **innovative techniques** followed are algorithm development, Rehabilitative practices, databases developed for medicinal compounds, high impact publications and books/book chapters, awards and research fund- flow through well-equipped laboratories including Central Instrumentation Facility, Bioinformatics Infrastructure Facility, Plant Tissue Culture Laboratory, Animal Cell Culture Facility, Animal House Facility.

The “**Crossian Institute for Collaborative Research and Sustainable Development (CICRS D)**” has been established with a mission of promoting inter-disciplinary and innovative research. CICRS D aims to enhance the global, societal and economic impact through quality research. Through CICRS D we collaborate with experts, plan and organize joint events, workshops and training to enhance networking and engage collaborative activities and share innovative practices.

Lab to Land Research: To promote higher level of innovative and entrepreneurial research, the Science Departments collaborate to preserve endangered medicinal plants through the **Lab to Land Research** concept. A Transdisciplinary Research is carried out in the field by the Science Departments.

Incubation and Innovation Cell (IIC) – (Through Ministry of Human Resources Development, Government of India (MHRD)) was established in 2018 with an objective of nurturing entrepreneurial skills and producing entrepreneurs. The College has secured the Third Golden Star from MHRD.

Hackathons: IIC conducts **hackathons** that provide a platform for students and scholars to exhibit their innovative ideas and exclusive talents. Our faculty and students participated in **Smart India Hackathon (SIH) 2019** held at **Kolkata** and qualified for the second round. Our students (the only Arts & Science College) participated in inSouth Zone Students Research Convention held at **Vigyan Foundation for Science Technology and Research, Guntur on February 2019.**

To kindle their thirst for innovation and incubation the following centers were initiated - Center for Academic Industry Interface, Entrepreneurial Development Cell, Language Laboratory, Communication Laboratory, Herbal Study Centre, Holy Cross Blossoms Opportunity School For Special Children, Holy Cross Speech Therapy Clinic, Holy Cross Medical Laboratory, Rainbow Therapeutic Centre, Centre For Computer Graphics, Youth4Jobs and Thaaai Suvai . This will accelerate their ideas into full-fledged startups.

File Description	Document
link for additional information	View Document

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

Response: 119

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

2018-19	2017-18	2016-17	2015-16	2014-15
43	26	15	15	20

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years**Response:** 45

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	5	13	3	2

File Description**Document**

List of innovation and award details

[View Document](#)**3.3.4 Number of start-ups incubated on campus during the last five years****Response:** 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	1	3	2

File Description**Document**

List of startups details like name of startup, nature, year of commencement etc

[View Document](#)**3.4 Research Publications and Awards****3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**3.4.2 The institution provides incentives to teachers who receive state, national and international**

recognition/awards**Response:** Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years**Response:** 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years**Response:** 1.07

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

Response: 76

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

Response: 71

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

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 3.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
215	165	153	189	140

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

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

Response: 1.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
81	54	55	46	61

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

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

Response:

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

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

Response:

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

3.5 Consultancy

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

Response: Yes

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

3.5.2 Revenue generated from consultancy during the last five years

Response: 33.08

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

2018-19	2017-18	2016-17	2015-16	2014-15
6.86	7.26	7.15	6.51	5.30

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

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

Response: 12.66

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five

years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
5.00	3.66	.75	.25	3.0

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document
Any additional information	View Document

3.6 Extension Activities

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

Response:

Social Commitment and sensitizing students to social issues is an integral part of the vision of the Institution which is carried out through RESCAPES and Service Oriented Courses (SOC). Both are embedded in the curriculum.

1.Rural Enrichment through Students and Community Action and Participation for Environmental Sustainability (RESCAPES)

- The highlight of the Extension Activities is the **RESCAPES** where 23 villages from 12 panchayats in Manachanallur Block have been adopted.
- All I UG students visit the adopted villages and make a resource map which helps to plan the activities in II UG, and in III UG an impact analysis is done
- Training Programs, awareness cum skill training programs (health, hygiene and sanitation, Swachh Bharat, solid waste management, emergency services, kitchen gardening, Azolla cultivation and vermicomposting) for the rural population, are organized through RESCAPES.
- A systematic plan and event calendar is prepared every year to extend services in the neighborhood community(24 Villages) which is coordinated by a team of staff.
- ***Impact and sensitizing students has been done through***
 - ***Land reclamation*** by uprooting Juliflora at Kollidum river in response to the Government initiatives
 - ***Mass tree plantations*** helped to restore a green canopy in these areas. 80% of 6000 saplings planted have reached a height of 10 feet.
 - ***Restoration of Water Bodies*** - Reclamation of 22 acres lake in Thaluthalapatty in collaboration

with Young Indians, Trichy chapter.

- **Disability Screening** - Around 2500 students in the rural schools have undergone disability screening, hearing and speech diagnosis, and as well as simple lab tests like BMI and anaemia screening and were referred for further treatment to government hospitals.
- **Other Extension Activities carried out through RESCAPES**
- **Gaja cyclone relief work** at Neduvasal (Pudukottai District in December 2018) and Thirumanagudi (Nagapattinam District in November 2018) was initiated and timely help was rendered.
- **Rehabilitation work**– The College constructed two bore wells, donated cattle, installed two water tanks and distributed Christmas gifts to the people affected by Vardah cyclone in the year 2016, at Vadalur in Cuddalore.

2. Service Oriented Courses (SOC)

- Extension activities (**Service Oriented Courses (SOC)**) form a part of the UG curriculum.
- I and II year Undergraduates students will be members of any one of the extension activities like NSS, NCC, Rotaract, Exnora, etc.
- These help students gain one credit on successful completion of the four semesters of participation in any one of these SOC's.
- Exhibitions, medical and blood donation camps, survey and screening for disability in villages and slums, organising awareness campaigns and commemorating National and International Days, spending quality time with marginalized people of the community viz., orphanages and old age homes are an integral part of the SOC.
- The college has a strong agenda on advocacy and outreach activities. Students are sensitized to reach out to the needy and marginalized using the facilities in campus like - Holy Cross Blossoms Opportunity School for Children with Special Needs, Rainbow Therapeutic Center for Children with Special Needs, Holy Cross Audiology and Speech Pathology Lab, Community Based Rehabilitation Services, Holy Cross Campus Community Radio and Communication Laboratory.

File Description	Document
link for additional information	View Document

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

Response: 21

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	4	1	2

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

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

Response: 195

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

2018-19	2017-18	2016-17	2015-16	2014-15
43	33	41	38	40

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

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

Response: 92.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
5111	4822	4120	4578	4349

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

3.7 Collaboration

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

Response: 11.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	14	07	08	09

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

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

Response: 808

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

2018-19	2017-18	2016-17	2015-16	2014-15
640	52	51	37	28

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

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

Response: 64

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

2018-19	2017-18	2016-17	2015-16	2014-15
26	26	2	4	6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College has adequate facilities for teaching and learning with Wi-Fi enabled classrooms, well equipped laboratories and updated technological facilities.

CLASS ROOMS & SEMINAR HALLS

- All the **126 class rooms** are provided with ICT facilities.
- **9 seminar halls** are equipped with computers, LCD projectors and audio system to facilitate the conduct of meetings, seminars, workshops and conferences.
- **135 LCD Projectors, 24 Smart boards, 5 LCD and 1 LED TV**, Video conferencing and e-content development facilities are available.
- **2 Central Computing Facilities** - Browsing Center and E-learning Center are available for course registration, online tests, workshops and faculty performance appraisal. These ICT centers are under CCTV surveillance.
- Separate rooms for Human Resource Development, UGC sponsored Women Studies Centre with Legal aid Clinic, RESCAPES, NSS, NCC, Sports and Gym are available.

LABORATORIES

- **Language Laboratory** with 20 computers and accessories and **Communication lab** to enhance the effective communication skills are available to students.
- **Advanced research instruments** including XRD, GC-MS, HPLC, IR, ELISA Reader in the Central Instrumentation Centre (funded by UGC, DST-FIST, DBT).
- **Centre for Animal Cell culture, Animal House and Bio Informatics Facility(BIF) Centre** are available for research.
- **Specialised instruments and text material** in the Audiology and Speech Laboratories helps to assess and intervene adults and children with speech, language and hearing disorders.
- **HEPSN**(Higher Education for Persons with Special Needs) houses Braille Printer, Talking Books and other facilities for special students in Higher Education.

COMPUTING EQUIPMENTS

- **Systems with Dual Core Processors**, Pentium i3, i5 and i7 are available. Free internet service is provided to staff & students.
- **140 Mbps BSNL leased line and 19 controlled Wi-Fi access points** and optical fiber connected network for campus-wide internet access are provided.
- **LED Digital Board** to display the academic activities.
- **7 Generators** with total capacity of 74 KVA power and **Solar Panel** with 212kwh for uninterrupted power supply.

LIBRARY

- Library is fully automated with **Radio Frequency Identification (RFID)** Technology.
- A collection of **1,30,622 books, 148 subscribed periodicals and digital section** are available for accessing **E-resources** such as Web of Science, NLIST, IGI Global, DELNET and online access to **SWAYAM NPTEL** courses.

OTHER ADEQUATE FACILITIES

- Well-equipped Audio-Video Studio with **Nuendo – 3 audio recording systems** and **Adobe Premier pro** with **MAC editing system**.
- **Holy Cross Blossoms Opportunity School for Special Children**, is an extension of the Department of Rehabilitation Science, with **Rainbow Therapeutic Centre** for students' hands on training.
- **Holy Cross Campus Community Radio** with a frequency of **90.4 MHz**.
- **Enterprise Resource Planning (ERP)** and **Mobile App** to access academic information and services.
- **Herbal Study Centre** for the preparation of herbal medicines.
- **Entrepreneurial Development Centre (EDC)** for skill development.

The College strives to enhance the facilities and infrastructure every year.

File Description	Document
Link for Additional Information	View Document

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

Response:

Holy Cross College has adequate facilities for sports, games (indoor, outdoor), yoga centre etc., and cultural activities

SPORTS & GAMES

- The college strives to form physically robust individuals and teams, committed to God and to social growth.
- *The college has 3 acres of playground and has the following facilities.*
 - Basketball court with fiber board (1936 and renovated in 1980 and 1998, 28 x 15 Sq. Mts.)
 - Volleyball court (1936 and renovated in 1985, 18x9 Sq. Mts.)
 - Netball court (1936, 30x15 Sq. Mts)
 - Chess (1980)
 - Table Tennis court(1980, 2.74x1.52 Sq. Mts)
 - Shuttle badminton court(1980, 13.4x6.1 Sq. Mts)
 - Kabaddi field (1980, 12x8 Sq. Mts)

- Ball Badminton court (1980, 24x12 Sq. Mts)
- Kho-Kho field (1988, 29x16 Sq. Mts)
- Handball court (2005, 40x20 Sq. Mts)
- Fencing (2005, 14x2 Sq. Mts)
- Athletics - 200 Mts. Track
- The Government Anna Stadium, Trichy is utilised for swimming, tennis and softball.

Privileges for Sports Students

- Outstanding Sports Students are given **tution fee scholarship and mess fees** waiver according to their performance. Nearly Rs.35 lakhs is spent every year.
- Special permission is granted to attend training sessions and participate in tournaments.
- 9 Highly qualified and outstanding sports coaches are appointed to train the college sports team in various sports and games.

MEDITATION AND YOGA

- **Meditation in Action Movement (MAM)** is part of curriculum under part IV Value Education for all I year Undergraduate students. Students are trained by Yoga experts. Mats and cushions are provided for meditation. Nearly 150 students can be accommodated at a time for a session.
- Every year International Yoga Day is celebrated in the college on 21st June. Mindfulness programme (A Program stressing the importance of Medititation and Self Consciousness) is conducted for II UG students.

FINE ARTS AND CULTURAL ACTIVITIES

- The College has **9 spacious halls** - Our Lady's Hall, Sophy's Hall, Shanthi Hall, Regina Hall, Rehabilitation Auditorium, Josita Hall, Seminar Hall, History Hall, Lecture Hall and **Two Open Stages** with supporting Audio-Visual aids, lighting facilities and necessary equipments and properties for conducting various cultural events. A Separate room is equipped with fine Arts properties.
- Professional trainers are arranged by the Management for training the students in cultural activities.
- The College has an exclusive **Music band** with necessary Musical Instruments stocked in the Fine Arts Room.
- The **College Fine Arts Club** conducts **Freshers Day and Talentia - Annual Inter-Departmental Competitions and Zen Fiesta - An Inter- Collegiate Cultural Festival** to encourage students to exhibit their talents and excel in Fine Arts. Staff (core committee team) and a student representative from all departments organize and conduct the fine arts activities every academic year.
- The students are encouraged to participate in various intercollegiate cultural competitions at the regional (**BARD FEST**) state and national level and they bring back laurels to the college.

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 135

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

Link for additional information which is optional

[View Document](#)**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 49.55**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
895.23	700.44	501.24	468.11	379.23

File Description**Document**

Audited utilization statements

[View Document](#)**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:****Holy Cross College Library is automated and uses the Integrated Library Management System (ILMS)****The Salient features of the Library are:**

- **The College Library which is as old as the college (96 Years) houses 1,30,622 books.**
- **Located in a three storeyed building the Library occupies the prime place in the heart of the**

college with a **carpet area of 2062 sq.m.** and easily accessible to all the departments.

- The Library is open from **8.30 a.m. to 8.00 p.m.** on all working days.
- It is **fully automated with NIRMALS (Network Information Resources Management of Academic Library System) Software from 2000.**
 - Name of the ILMS Software : **NIRMALS**
 - Nature of automation : **Full**
 - Version : **Nirmal suite 2016 ;1.00**
- The housekeeping operations are **fully automated with 17 desktop computers** kept in different sections of the library and connected to the main server to store and retrieve data regarding the resources, users and any other activities.
- The software is deployed in a **Web centric** environment.

Some of the major components of the software are:

- Gate Entry Monitoring system (GEMS)
- Acquisition Module
- Bibliographic control
- Circulation Management
- Self-check-in and Self-check-out
- Serial Control
- OPAC
- Library Usage statistics Module

Digital Section

- Separate Digital section is available with **14 computers** for accessing digital resources available in the form of **CDs, DVDs and Kindle devices.**
- Access to online resources such as **Web of Science, NLIST, DELNET and IGI Global** is available.
- **Free Wi-Fi** access is available in the library.

E-Library

- E-library feature is an integral part of the software. This feature is used to build the **digital library.**
- The E-library includes the **subscribed journals, open access full text journals, subscribed and open access e-books as well as Newspaper and MOOCs.**
- These e-resources are hyper linked to provide convenient access for students, staff and researchers.

WebOPAC

- **WebOPAC** is the Online Public Access Catalogue which allows users avail the services of the library **using internet.**
- It helps the user to view the information regarding the book or journal or any CD/DVD/Project reports and also provides details of the status of the resources, whether it is available in the library or in circulation.

DSpace

- **DSpace, institutional repository management software**, is used to store the 2047 video lessons, 710 Research thesis/dissertations, 92 multimedia documents, 164 ancient copyright free books and 74 ancient Photos of historical importance were scanned and uploaded in **DSpace Server**.

HCC ERP

- As an **initiative to integrate the library automation** into **HCC ERP**, in 2018 RFID technology has been used.

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

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

Response:

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

Rare books

- The Holy Cross College library is one of the well-equipped and updated libraries in the central region of Tamil Nadu.
- It was started in the year 1923 and currently it has **1252 rare books** and a few that are printed as early as **1840**.
- The rare book collection includes Literature books in Tamil and English, History, Economics, Mathematics, Botany, Zoology and Ethics.

Museum

- The Department of History has a museum which contains a collection of **Palm Leaf Manuscripts** preserved and displayed for the education of the students.
- The Department of Zoology has a museum which houses around **376 specimens** spanning the entire animal kingdom, from invertebrates to vertebrates.

Other Knowledge Resources

- There are a total of **1,30,622 books** available along with **148 periodicals** and a plethora of e-resources such as **DELNET, NLIST, Web of Science and IGI global**.
- **Back volumes, dissertations and old magazines and journals form the Archives library.**
- Holy Cross College library is the **institutional member of National Digital Library (NDL)**,

NPTEL (Local Chapter). Courses are offered to students and staff through **SWAYAM** and NPTEL.

- **Bookshare is an online accessible library** for people with print disabilities. Holy Cross College is a member of this online library. The **Non Visual Desktop Access (NVDA) software** to enable use by **visually challenged and print disability students**.
- **Innovation Corner:** Innovation Corner is a new initiative aimed at sharing, and brainstorming new ideas and innovative projects by staff and research scholars. Innovation Corner – an inspiring space in the college library stimulates thinking and networking culminating in new initiatives.

Plagiarism

- Plagiarism checking is **mandatory** for the Post Graduate Research Projects, M.Phil. dissertations and Ph.D. theses and research papers / articles and books for publications using **Urkund Software**.

Book Bank

- The library operates a Book Bank scheme for students who are economically deprived. Under this scheme, text books and reference books are issued for a whole semester to students.

Reprography

- Reprography facility is available in the library. Library users can photocopy the materials subject to copyright restriction.

Department Libraries

- Department libraries are available in the following departments: Mathematics, Physics, Chemistry, Botany, Zoology, Rehabilitation Science, English, Commerce, History, Computer Science, Hindi and French.

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

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 13.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
24.32	9.66	12.17	12.34	11.42

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 18.39**4.2.6.1 Number of teachers and students using library per day over last one year**

Response: 1018

File Description**Document**

Any additional information

[View Document](#)**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:****The College updates IT facilities for academics research and administrative services.****The following IT facilities are available:****Enterprise Resource Planning(ERP)**

- **Integrated Management Information System(IMIS)** was replaced by **ERP** for greater efficiency in 2017.
- All academic and administrative processes are **online and fully automated..**
- **E-content preparation** facilities are available and the **e-content / video lessons** are prepared in the **audio video studio** by staff.

Technology upgradation**Wi-Fi**

- During 2013-2014 BSNL 12 Mbps Leased Line was used.
- During 2014-2015 BSNL 12 Mbps was increased to 30Mbps.
- In 2015-2016 BSNL leased line was upgraded from 30 Mbps to 50 Mbps.
- In 2016-2017 BSNL 50 Mbps Leased line was upgraded to 100 Mbps.
- In 2018-2019 BSNL 100 Mbps was upgraded to **140 Mbps**.

ICT Facilities

- **248 computers** were added during the last five years.
- The Language Lab was updated with computers and software for Listening Speaking & Reading (LSR) Communication skill developments.
- **19 controlled Wi-Fi access points** and **40 Gbps optical fiber connected network** are available in the campus.

- **Free Wi-Fi access** is provided for staff and students.
- The **Juniper Hardware Firewall** was upgraded to **Cyberoam Hardware Firewall** in 2017-2018 to protect the usability and integrity of the network and data.
- The library is automated with **Radio Frequency Identification(RFID)** technology.
- Since 2007 **Microsoft Campus Agreement License** is continuously renewed till date.
- In 2015-2016 **Schrodinger** was purchased for **Bio Informatics Facility (BIF) centre**.
- In 2017 **Higher Education for Person with Special Needs (HEPSN)** software was purchased for persons with visual impairment for training students.
- **URKUND Anti Plagiarism Software** was purchased in 2017 - 2018.
- **SPSS License** was renewed in 2018 as **Analysis of a Moment Structures (AMOS)**.
- **Adobe Creative Cloud** purchased in 2017 was renewed in 2018.
- **Orell Software-iTell** was installed in the language laboratory in 2017.
- The campus security is strengthened with surveillance cameras
- All class rooms and seminar halls are equipped with ICT facilities.

LED Wall

- **LED Wall display** was installed in 2017 to create a better visual impact of the college activities on the viewers.
- **Live Streaming of programs** conducted in the campus.
- LED wall is used for Information decimation and awareness creation among students (General Announcements, Wearing Helmet, conserving energy, water etc.).

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.99

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 25.32

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)

2018-19	2017-18	2016-17	2015-16	2014-15
422.18	307.41	268.91	251.89	226.49

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:

Established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms

Holy Cross College strives to meet the growing needs of the institution with the support of the **Planning Committee**, making available adequate physical infrastructure and constantly upgrading facilities in order to provide, **maintain and utilize physical, academic and support facilities.**

Established Systems and Procedures

- The Principal discusses with the **Planning Committee** and presents a report regarding physical, academic and support facilities in the **Governing Body** for approval and implementation.
- The HODs, faculty, non-teaching staff and other service personnel are given responsibility to maintain the facilities under their supervision.
- They later report to the Principal for maintenance of infrastructure when needed.
- An **annual audit & stock taking** of the physical, academic and support facilities is undertaken for assessment and evaluation.
- A **detailed report is submitted by the Heads of the Departments** to the Principal which aids in planning for the next academic year.

Maintenance of Physical facilities

- **Maintenance Staff**- They are responsible for maintenance related to electrical, carpentry, painting etc., of the classrooms and the entire campus throughout the year and major repair works are carried out during summer vacation.
- Technical requirements and other infrastructure facilities are maintained regularly by separate **electrical and technical maintenance team.**
- **Annual Maintenance Contract (AMC)** for lifts, air-conditioners, generators and other equipment which are cleaned, calibrated and maintained on a regular basis.
- **Fire extinguishers and First Aid Kits** are maintained regularly and their refilling is done before the date of expiry.
- **The Support Staff** - Cleaning and maintenance of class rooms, seminar halls, laboratories, staff rooms, library, and corridors are done regularly on a daily basis.
- **Outsourced Cleaning System** - Cleanliness and maintenance of Wash rooms and the College campus are regularly cleaned and maintained with the help of the outsourced cleaning staff from 2017-2018 onwards.
- **Outsourced Security Service** - The security of the campus is maintained by the **Outsourced Security Guards** since 2017-2018 .
- To ensure protection for staff & students , **CCTV cameras** have been installed at vantage points.

Maintenance of Academic facilities

Laboratory

- **Stock taking** of all the equipment, instruments, glass ware, specimens, computing devices etc. is done in all the departments annually and details are given to the College office for further action
- Regular maintenance of **Fault registers and Log books** in all the laboratories and repair works are carried out immediately.
- For any kind of maintenance or repair the **laboratory staff in-charge** reports to the Head of the Department, and she forwards it to the Principal and the repair work is carried out by the concerned service person.
- The **instruments and equipments are serviced by the suppliers** from whom it is purchased, in

case of any service required.

- The **maintenance register** of the same is kept in the laboratory. Separate maintenance register is kept with details of maintenance entries i.e. name of instrument, date and description of maintenance.
- The sensitive laboratory equipments are housed in **air-conditioned central instrument room**.

Library

- All books in the library are **arranged according to their classification**.
- The **Library support staff** help in maintaining the books and the other infrastructure in the library.
- **Damaged books** are bound, scanned and **digitalized** in the central library.
- The **annual stock taking and maintenance** of the library books is carried out during the summer vacation.
- On request from each department , a **list of required books are prepared and procured for the next academic year**.
- A '**BUY ME BOX**' is kept in the library for students to request books to be purchased by the library.
- A nominal penalty is levied for delay in returning the library books or loosing them.
- The departmental library is taken care of by the staff in-charge of the library in each department and the support staff.

Computers

- A **programmer** and a faculty member are in charge in every computer lab.
- Two **hardware technicians** take care of the maintenance and service of the computers.
- Minor technical problems occurring in computers are handled by the concerned lab programmers and system administrator.
- **Main server and accessories are installed with power backup**.
- Computer hardware technicians are responsible for maintenance and repair of computers within the Campus.
- Use of information and communication technology facilities for teaching and learning is recorded in the log book.
- All **Wi-Fi users are controlled through cyber roam firewall**.
- Working of **LCD is checked** on a regular basis by trained technicians.
- Students are instructed to follow **standard operating procedures** strictly during the use of systems to avoid system failure due to improper usage

Sports

- The play ground is cleaned and all the courts are marked before the start of the academic year and the inter-departmental tournaments.
- The Department of Physical Education (Sports and Games) maintains **stock registers A & B, accession register**, stock issue register and register for condemned equipments.
- Every year the worn out and condemned equipments are replaced / disposed.

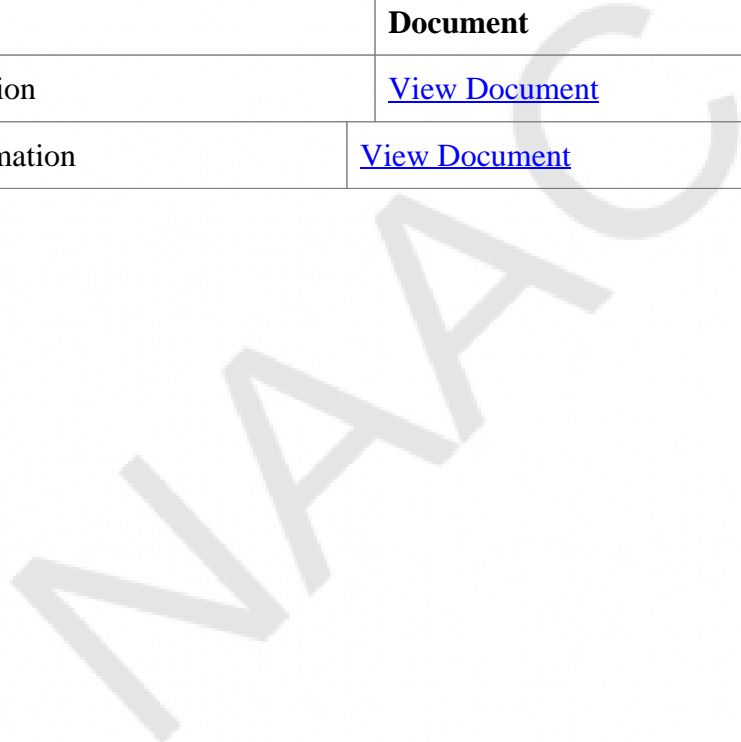
Fine Arts

- **The Fine Arts Room** - The fine arts room houses the properties used for fine arts and cultural

activities.

- A **stock register** is maintained for these fine arts properties by the Cultural Co-ordinator.
- Damaged ones are repaired and the properties beyond repair are discarded and new properties are purchased.

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



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 37.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
1727	1902	1874	2125	1685

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

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

Response: 20.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
1804	1156	796	971	487

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

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

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

Response: 61.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
5273	4089	2277	2493	1350

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 11.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
777	640	832	256	394

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

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

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 22.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
557	492	350	187	339

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

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

Response: 43.3

5.2.2.1 Number of outgoing students progressing to higher education

Response: 762

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

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

Response: 95.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
65	49	46	43	33

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

2018-19	2017-18	2016-17	2015-16	2014-15
67	51	48	45	35

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

5.3 Student Participation and Activities

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

Response: 89

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

2018-19	2017-18	2016-17	2015-16	2014-15
23	25	13	14	14

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

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

Response:

The College develops leadership potential of students through the Student Council. The Student Council of HCC consists of Student Council Members, Fine Arts Secretaries, Sports Secretaries and Part VI leaders. The Council is vibrant and has representation in the academic and administrative bodies.

The Student Council Members

The Student Council is constituted from a group of students, which represent 2 elected members from each

Department. They have to go through an elaborate selection process including group dynamics and personal interview. Based on their performance the Selection Committee chaired by the Principal constitute the Council.

The Student Forum Meet

The Student Forum consists of Council Members, Secretaries of various Clubs, Part VI leaders and Class representatives under the chairmanship of the Principal. It is held twice a semester and the students have the opportunity to openly express their views, needs and requirements. The Forum dynamically helps in enabling a student-friendly campus through its active participation.

Representatives in Academic and Administrative Bodies

The Students have representation in Academic Council, IQAC, Boards of Studies and many ad-hoc committees. The feedback given by the students in academic and administrative aspects has been implemented in the upgradation of curriculum and teaching-learning process.

Leadership Training

As an IQAC initiative, it is an institutional practice to train student leaders for effective leadership and management.

Roles and responsibilities

The student leaders work under the guidance of the Vice principals and the Dean of Student Affairs. The SCMs have frequent meetings on all matters regarding College activities with the Principal, Vice-Principals and Dean of Students. The Student Council assist in

- Maintaining campus discipline
- Organizing General Assemblies
- Planning and execution of College Events and Celebrations (Fresher's Day, Fine Arts Festival, Annual Sports Day, Regional and national festivals, Inter-Departmental Competitions, Inter-Collegiate Events, Seminars and Conferences)
- On campus and beyond campus initiatives

Student Initiatives and Creative Campaigns

The Student Council Members initiate creative campaigns to create awareness and address specific issues.

On Campus Initiatives

1. **Anti-Ragging campaign**- To create awareness on zero tolerance to ragging in the campus
2. **PBBT campaign** (PLEASE BE BEFORE TIME) - To motivate students to be punctual
3. **I Love Holy Cross Campaign**- Conducted on Youth Awareness Day
4. **Dim and Dip Day** - Eco-friendly monthly practice to conserve electricity

5. **No Vehicle Day**- Practised monthly once to reduce pollution
6. **The Bin-It Campaign**- Along with Go Clean team create a hygienic and litter-free zone.
7. **Noel Nook**- A student-initiated corner to promote the value of sharing and generosity

Beyond Campus Initiatives

1. **Gaja Cyclone Relief** - The Council Members along with 120 students participated in the Rehabilitation in Naduvasal and Thirumanangudi in 2018.
2. **Kerela Flood Relief**: Twenty students volunteered to provide relief material to the victims in 2018.
3. **Ockhi Cyclone Relief**- Six students visited the Ockhi affected area in Nagercoil and supplied relief materials.
4. **Cuddalore Flood Relief** – 30 student volunteers worked in the affected area in 2015.

The constructive suggestions given by the Student Council has been implemented in enhancing the campus environment to develop Holy Crossians of Excellence.

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

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

Response: 33.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	37	31	33	29

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

Holy Cross Alumnae Association is registered under the Holy Cross Society. Its mission is **‘to build a Society/ network of Holy Crossians and to contribute to the personal and career development of the present and passed out students’**. All alumnae are encouraged to register online. Around **26,808 members** have registered so far.

Mode of functioning

The Annual General Alumnae Meet is held on the second Saturday in December. The departmental alumnae meetings are also conducted every year. The alumnae association has spread its wings overseas and established three Alumnae Chapters off-shore in Dubai-UAE, Malaysia and Singapore. The chapters are active through Skype discussions and video conferencing to interact and empower students. The alumnae from the Dubai Chapter have assisted in student internships in Dubai. The Department of Rehabilitation Science has signed a Memorandum of Understanding through this forum. The Singapore Chapter initiated internship for four Post graduate students of 2018-2019 batch at the National University of Singapore(NUS). This chapter is registered with Registry of Societies, Government of Singapore.

IN-TOUCH – The Annual News Letter

The significant highlight of the Holy Cross Alumnae Association is its Annual Newsletter – *“In Touch”* which features in-house activities, and recent developments in academic and extracurricular activities, innovations and future visions. The alumni are also encouraged to contribute articles.

Alumnae Contributions

The Alumnae extends their generosity and support to their Alma Mater both financially and Non-Financially.

Alumnae Sponsored/Supported Human Resource Development Centre:The functioning of the Human Resources Development Centre (HRD) of the College is fully sponsored by the HCC Alumnae Association.

- HRD Centre offers a number of value added courses and organizes Capability Enhancement Programmes. The majority of the faculty for the Certificate courses and trainers for the various programmes are HCC alumnae. During the last academic year more than 30 HRD trainers out of 50 were Holy Crossians.
- Alumnae Association of HCC also organizes many programmes every year. Annually marital counselling session and Career Guidance programme for students and health related programmes for supportive staff are organized.
- The Alumnae Association has initiated the HCC Paper-Recycle unit - an Eco-initiative in 2017
- As part of the Outreach Activity, the alumnae conducted various sessions for the students of rural Government schools on Language proficiency, employability skill like basics of computer, healthy food habits, personal hygiene, arts and crafts.
- Our Alumnae also render their expertise as resource persons for Seminars/Conferences and Association meetings.
- The subscription amount from the Alumnae Association and the Corpus Fund/Endowment fund is utilized to give scholarship to the poor and first generation learners.
- Alumnae are also on the Boards of Studies and IQAC. Their suggestions and recommendations are vital for the updating of the curriculum and other academic and co-curricular activities.
- HCC values the feedback of alumnae on its academic function. It is a regular practice to collect feedback on curriculum, teaching-evaluation and support services.
- The Alumnae have instituted Book Banks in different Departments.
- The Alumnae are now working on building a Centenary Block by 2023.

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

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

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

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

Response: 101

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	18	16	18	18

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:

Nature of Governance

Holy Cross College, through effective governance, institutional planning and development, prepares strategies to improve the quality of higher education for women students. The focus of the college is on areas such as academics, administration, financial management and infrastructure development. The governance ensures that the execution of educational programs reflects the institution's vision and mission.

The governing body is the important decision making body for which the Provincial, is the President. The other members are the Secretary, Principal, Vice Principals, Deans, Nominees from UGC, Government and University and staff representatives. The governing body meets annually to review the policies, strategies, achievements, budget and future plans.

The Academic council meeting which is held once a year, chaired by the Principal, focuses on the enhancement of curriculum design and teaching, learning and evaluation process. The curriculum structure and syllabi of various disciplines are presented and approved. The experts' suggestions help to provide inputs for academic improvement.

Staff Council is involved in governance through their participation in the decision making bodies. Staff are also involved in the governance through their representation in statutory committees formed to stream line the progress of academic and administrative activities.

Perspective Plans

The perspective plans based on the Vision and Mission are:

- To create a conducive learning ambience for all round development of students.
- To frame curriculum that develops global competencies.
- To strengthen their academic potential and employability /entrepreneurship skills.
- To empower women students to face the changes and challenges in the job scenario.
- To awaken social consciousness and prepare socially responsible citizens through value based

education.

- To provide faculty with space for innovation in teaching and research.

In line with the vision and mission and the national need of inclusion, the College initiates many programmes and includes students every year from economically and socially weaker sections of society and first generation learners. The Governance is also keen on developing excellence in teachers creating the right environment for research, innovation and consultancy.

The leaders adopt a style of person-oriented leadership creating an environment of acceptance and love. Flexibility is the hallmark of their leadership. The stable governance of HCC provides a healthy ambience for teaching and learning. Management and staff, plan strategies for the development of the student community. Based on stakeholder's feedback the governance or management system is enhanced. Governance and leadership is modified meaningfully on need based changes. The leadership continuously encourages contributions of the faculty who work for the progress of the College. The process of governance is not static but dynamic and progressive in keeping with the changing times. The management system is participative, democratic, transparent and collaborative.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Response:

Decentralized and Participative Management.

Case Study: Deanery

The College follows an effective democratic management system through participative decision making. Various academic responsibilities are shared by staff who occupy important administrative positions to assist in the academic and administrative duties. Two academic Deans of Arts and Science were appointed in 2000 after the first accreditation by NAAC and till 2011-12 there were only two deans. After the third cycle of accreditation, when the College was preparing a road map for future development, there was need for growth and expansion in different functional dimensions. This called for more decentralization of power for smooth functioning and progress of the College. Subsequently, governance decided to add more functionaries and Statutory Committees to co-ordinate specific activities

After this process of decentralization, there was substantial improvement in the respective areas. Accordingly, Deans of Student Affairs, Extension, Research and International Affairs were appointed. Their roles and responsibilities are defined. The various Deans carry out their duties systematically.

The Academic Deans take responsibility for academic planning and audit of the programs. They also restructure the curriculum and course pattern based on changing needs of the educational scenario. During these five years Learning Management System (LMS), which made a landmark achievement as faculty were trained and prepared e lessons/video lessons and the Internal Test Committee which has integrated the test schedule and results to HCC ERP, function under the guidance of the two Academic Deans

The Dean of Student Affairs monitors the student activities and supports their welfare measures in the College. The new initiatives were PBBT campaign (Please be before time) to encourage students to be punctual and to discourage late comers and Bin it campaign to create awareness to keep the campus clean. The outcome of leadership training programmes was that student leaders shouldered more responsibility in the conduct of college activities.

The Dean of Extension coordinates and monitors the extension activities to create social awareness among students. The activities of Service Organizations/Clubs are integrated as a Service Oriented Course into the curriculum.

The Dean of Research coordinates research and consultancy activities. In the area of research, the Policy for research and Consultancy was revised. Centre for Research and Development was started. Seed money and recognition for research and Publication were initiated. The other initiatives include Centre for Academic Industry Interface, Innovation and incubation cell, Institution Innovation Council (IIC- MHRD), Synergy Research and the Crossian Institute for Collaborative Research and Sustainable Development (CICRSD). The positive outcomes were a greater increase in research publications and fund generation.

The Dean of International Affairs works for promoting international collaborations for credit transfer, Binary programmes, student internship/project abroad and research.

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

6.2 Strategy Development and Deployment

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

Response:

Response

NEW PROGRAMMES INTRODUCED

Holy Cross College practices strategic planning to achieve targets in different academic dimensions. It also analyses the current institutional and higher education scenario, foresees the future job opportunities and prepares perspective plans for starting new programmes that have great relevance in the present scenario.

The strategic planning is effectively carried out. In line with the changing scenario of higher education and career opportunities the Executive Board of Management realized the need to start new programmes that would prepare our students to become employable by developing their employability and entrepreneurial skills to meet the challenges in the global scenario.

Based on the stake holder's feedback, the need to start new programmes was presented in the Governing Body and Staff Council meeting held in 2017-2018. After approval from Bharathidasan University the programme structure and syllabi were presented and passed in the various Department Boards of Studies and then approved by the Academic Council.

After the third accreditation period 14 UG programmes were started- 4 UG, 4 PG, 1 M.Phil and 3 Ph.D and 2 proposed UG Binary programmes were started. The UG programmes were B.Sc Biotechnology, B.A Tamil, B.Com (BPO), B.Voc(B.F.S.I). The PG programmes started were M.Sc. Psychology, M.A History, M.Sc Biochemistry and M.L.I.Sc (Library and Information Science), M.Phil Mathematics and 3 Ph.D Programmes namely Ph.D Visual Communication, Ph.D Economics and Ph.D History were started. 1 PG Diploma- PGDMLT-Vocational Educational Training Programme was started. 2 proposed UG Binary Programmes were also initiated.

B.Com (BPO) is a new programme introduced in collaboration with 'Talentase' Company to enhance the employability of the students in the BPO sector. The collaborative venture started with planning the

curriculum design in accordance with the requirements of BPO industry and the agreement to collaborate with Holy Cross College for conducting the BPO programme by sharing their expertise and resources.

The students are trained to develop skills required to suit the need of the BPO industry, by incorporating skill oriented courses. Experts from Finance related BPO Companies are invited for handling classes and practical sessions. Students are sent for internship to BPO units in Finance Sectors.

The Programme outcome is to produce dynamic and skilled individuals with good knowledge, effective communication and computing skills to gain employment in reputed organizations.

One important feature of this programme is the opportunity for students to get employed directly without the need for training after recruitment as is required in the IT Company.

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

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

Response:

Response

Organizational Structure:

The College functions as per the Educational Policy of the Sisters of the Cross of Chavanod, Trichy Province. The College has a defined organizational structure. Important matters such as drawing Institutional Policies, starting of new Programmes, construction of new buildings, sanctioning of posts, staff appointment and salary revision are decided by the Executive Board of Management and the Governing Body.

As and when required, the Executive Board of Management decides to increase decentralization including more functionaries and Committees for governance. The organogram depicts the current organizational structure.

The Secretary, Principal, Vice Principals, Deans and staff council plan for the academic and administrative activities of the college. The Controller of Examinations is responsible for the conduct of the end semester examination and publication of results on time. The major decisions taken by the Staff Council and decision making bodies are communicated to the staff of the Departments by the HoDs. The staff serve as a

link between the HoDs and students.

The Deans and Staff Council with the Staff Body execute all the academic decisions. The Vice Principals assist the Principal in the organization, management and conduct of various activities of the College. The co-curricular activities are planned and monitored by the staff co-ordinators. Extension is an integral part of the curriculum, which is co-ordinated by the Dean of Extension.

The IQAC, chaired by the Principal, is an independent body which works to ensure the quality and excellence in the activities of the College.

The Librarian takes responsibility for maintenance and updation of library resources and facilities.

The planning Committee plans and prepares a budget for department requirements based on their needs, and with the approval of the finance committee the purchase committee purchases and supplies the requirements.

The Office Superintendent coordinates the functioning of the administrative staff for work allotted to them. The administrative staff work in different groups according to the duties assigned to them- ERP Team, and Technical Staff, Finance officer and Administrative, Non-teaching/supportive staff. For academic matters the administrative staff are governed by the Principal and for administrative work they report to the Secretary.

Statutory Bodies are formulated as per UGC guidelines. Statutory Committees are formed to take care of specific functions independently.

The Student Council is guided by the Vice Principals and Dean of student affairs, for College activities. The Students' Forum discusses openly matters relating to students welfare. Parent's Forum also contributes suggestions through feedback for student progress and institutional development.

The two way process of administration – top to down and down to top creates a collaborative environment.

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

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

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

Response:

RESPONSE: Learning Management System Committee (LMS)

Holy Cross College as per the mode of governance, formulates Statutory Committees to take care of specific activities. One such Committee is Learning Management System (LMS). From 2014 onwards the Committee organized series of training programmes to develop Video lessons and E- content on MOODLES software. The faculty are now trained for E-content/video lesson preparation.

Aim of the Centre: The aim of the Centre for e- content Development is to reach the maximum online beneficiaries through sharing of staff expertise and to equip the students to face the challenges of e-Scenario.

The objectives

1. To motivate and train the staff members to develop e- content on their own through continuous training sessions/Workshops.
2. The developed e contents are to be presented to the students to make the learning experience better.
3. To make the students experience Edu tech scenario, all the staff are encouraged to post academic writings/ materials/ assignment and seminar portions through Staff Blog Id.

The resolution made in the Staff Council meeting in 2018 was that the Centre should have a mechanism for scrutinizing e- contents/ video lessons prepared by staff.

The LMS core team discussed and decided to have“E-content/Video lesson Evaluation Team” that comprises of subject experts of various departments. After the scrutiny and .the ‘Audit Certificate’, recommended e materials are posted in the College website. At present the Centre has 308 video/ e-lessons. This student centric method of teaching learning encourages self-learning at any time anywhere and helps them use technology for learning.

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

6.3 Faculty Empowerment Strategies

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

Response:

Response:

As a pioneer in women's higher education, the College has several welfare measures for the staff to develop and upgrade their professional and administrative competency. All benefits provided by the government are given to aided staff.

Welfare Measures for Teaching and Non-Teaching Staff

Some of the effective welfare measures are as follows:

1. Gratuity	14. Maternity Leave
2. Pension	15. Medical Facility
3. Commutation of Pension	16. Book Allowance
4. Earned Leave encashment	17. Leave Overseas Project/Conference
5. Un-earned Leave encashment	18. Health Fund Scheme
6. Sabbatical Leave	19. Health Insurance
7. Interest Free Loan	20. Festival Advance

8. Festival (Pongal) Gift	21. Legal Aid
9. Counseling	22. Permitted to pursue higher studies through distance education mode
10. Seed Money for Research Work	23. Training for improving computing, communication skills and office filing systems. (Non-Teaching)
11. Permission to attend FDP, Orientation and Refresher programs	24. Financial aid for their Children's education (Non-Teaching)
12. Preference given for admission for their children	25. EPF facility
13. Recognition of achievements – cash awards for 100% attendance and for 25 years' service	26. Free WiFi facility

- Faculty of the aided stream are permitted to go for FDP, Orientation and Refresher programs as per the stipulated rules.

- On Duty leave/permission to attend Seminars/ Workshops/ Conferences at the National and International Level and as Resource Persons/ Consultancy within the campus and to other organizations

- SEED money given to staff for research work and financial support for staff to attend Seminars and Conferences. (Travel and registration expenses)

- Permitted to write group IV exams for career promotion. (Non-Teaching)

- Incentive for staff for special achievements such as Ph.D. produced, major, minor projects received , awards received, books published, patent granted etc.

- Leave granted for Ph.D. research work completion.

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:** 40.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
117	124	77	81	93

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 18.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
38	23	8	13	11

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

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation

Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 69.34

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

2018-19	2017-18	2016-17	2015-16	2014-15
233	169	96	137	200

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

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

Response:

The College has a healthy practice of Performance Appraisal for teaching staff and computing Faculty Performance Index (FPI).

The Faculty Appraisal System of the College is designed with the objective of helping the faculty to improve and excel as a teacher. It is in operation for many years. The system was developed by the IQAC. In the current system the teachers are evaluated by the students, HoD, peer and the Principal. The HoDs and the Deans are evaluated by the teachers. The percentage weightage allotted is 50% for self-appraisal, and other 50% weightage by students, peer, HoD and Principal. The Faculty Performance Index is calculated for 100.

The entire system is made on-line and integrated to the HCC ERP. Faculty and students have

separate log in id to this site.

- Each teacher can view his/her profile and the Principal has the right to view the profile of all the teachers. In case of any concern, the Principal will have discussion with the concerned faculty and suggest measures for improvement.

- Before the system is made operational, the various aspects of the system are explained to the faculty and students.

- The teacher's assessment is also based on the feedback she gets from the students and from other staff of the department.

- The staff appraisal by the colleagues is based on interpersonal relationship, cooperation, sharing of knowledge and resources in the department.

- The evaluation of the staff by the students is done at the end of the semester, subject wise and discipline wise.

- Their evaluation is based on the subject knowledge, the input given, the availability and approachability of the teacher and the role she plays as a facilitator and mentor. The student forum feedback is also considered for staff assessment.

For the non-teaching staff, the evaluation is done by the Principal, who assesses the work efficiency of the non-teaching staff, their cooperation with the teaching staff and need based support and help for students. It is done using a questionnaire

File Description	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:

Response:

The finance committee with the Principal as chairman meets periodically to review the expenditure of the previous year and also to plan and scrutinize the proposed budget for the forth coming year. This budget proposal is presented at the governing body for approval.

Internal and external financial audits are conducted regularly. The College engages qualified chartered accountant for the internal audit .

INTERNAL AUDIT

The Internal audit is conducted twice in a year in October/November and April/May every year by a team of members from the Finance Commission of the Trichy Province of the Congregation of Sisters of the Cross .

Internal audit of College income and expenditure is conducted by Chartered Accountant in two phases in December and April for government and management funds received.

The audited financial statements are submitted to the JD office Trichy and the AG (Accountant General) office, Chennai. The anomalies which arrives during audit are taken due care of and rectification done as early as possible.

EXTERNAL AUDIT

AG audit is conducted once in 3years. Audit by RJDCE is conducted from time to time.

The finance section guided by the Principal is responsible for managing the funds received through endowments, sponsorship and contribution from benefactors and through funded projects etc. On completion of the project, utilization certificate and audited statement of accounts are forwarded to the funding agency. For all government transactions the PFMS is utilized. The financial transactions for expenditure are made through cheques/NEFT and funds are received through cheques, DD and NEFT. This procedure for financial transaction is more effective and ensures greater transparency with the proof of transaction details.

Recommendations of the previous RJDCE audit conducted were properly addressed.

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) (INR in Lakhs)

Response: 206.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
48.18	16.22	46.09	31.95	63.58

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

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

Response:

Response:

Fund Mobilization

The sources of funds are fees, grant-in aid salary, scholarship and interest from banks.

- The other sources of funds are Autonomous Grant, CPE and B.Voc.
- In addition, funds are mobilized through schemes and projects from governmental and non-governmental agencies. The faculty write Project proposals for funds to the funding agencies like UGC, DST-FIST, DBT-STAR, TNSCST, CSIR, IMPRESS-ICSSR, UBCHEA etc.
- For the conduct of seminars and conferences fund is raised through the sponsorship from Government and Non-Government agencies.
- Fund is also generated through consultancy and corporate training by the faculty and through paid services offered by Departments and Centers.
- College receives funds as endowment contribution from retiring staff, sponsorship from benefactors, alumnae, well-wishers and organizations.

The Principal is responsible for planning and assessing expenditure for college/department/activities that is linked to fund raising.

Some of the well-wishers and philanthropists of the College support the institution by contributing funds for social development through student based activities.

The noon-meal scheme of the College is fully funded by the faculty.

As per the Institutional Policy, the College does not receive donations for admissions and recruitments.

Fund Utilization

As per the availability of funds, the Management plans for expansion of infrastructure.

As a practice, every year the Departments submit a list of requirements through the Planning committee to the Finance Committee and allocation is made. After scrutiny the viable proposals are forwarded to the Purchase Committee for further implementation.

Funds generated from funding agencies through common schemes are utilized as per the norms given by the agency.

All the funds generated are accounted and audited.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC plays a significant role in promoting Quality Initiatives.

Practice 1: ACADEMIC AUDIT

As a quality assurance and enhancement initiative, the IQAC of HCC has conducted different types of audits.

Syllabi Audit

With the focus of updating the syllabi of the various programmes, IQAC organizes strategy to review it periodically. During the assessment period, the syllabi were reviewed thrice by the Subject Experts during 2016, 2017 and 2018. The suggestions are incorporated into the syllabi and presented to the Board of Studies.

Internal Academic Audit

Internal academic audit for the Departments was conducted on 12 April 2018. The Audit Team consisted of the Coordinators of the various NAAC Criterion Committees chaired by the Academic Deans. Audit was undertaken using a format prepared by the IQAC based on the NAAC Self Study Report. The outcome of the audit and the recommendations were communicated to the respective Departments by the IQAC for further action.

Academic Performance Audit

The academic audit by External Experts were conducted on 27 June 2018 as planned in the Staff Council to evaluate the performance of every department in terms of achievements and progress made by the Students, Staff and Department as a whole.

To improve the quality achievements, Performance Audit was carried out by the External Experts. They experts reviewed the syllabi and interacted with the staff and gave constructive suggestions for improvement based on the guidelines and format given department wise. The IQAC took responsibility for planning and conducting the academic audit and provided a Feedback to the Principal and was informed to the Staff Council Members for further implementation. The HoDs incorporated these suggestions in their annual plan for the next academic year.

Practice 2: INTERNSHIP TRAINING AND FIELD VISITS

Internship a practical hands on training experience for skill development in students was offered as optional in a few departments in the past. In 2018 – 2019 internship was made mandatory for all U.G. and P.G. students for a duration of 30 hours after class hours as an extra credit course with 2 credits. In 2018–2019 the students had to complete one internship per year. But, currently they have to undergo one internship training per semester. So a U.G. student will complete 6 internships during the course of 3 hours, a P.G. student 4 internships in 2 years. The student intern should at the end of training give a brief report of the work done and attendance and certificate from the organization where internship was completed. The components for Internship/field project/field work are as follows.

- Individual Initiative and work (Internal Examiner) – 75 Marks
- Viva-Voce (External and Internal Examiners) – 25 Marks
- Total - 100 Marks

This Idea to provide Internship for students to gain relevant skills and experience was suggested by Industry Experts in Board of Studies and was recommended by IQAC.

The internship program is an added advantage for both the student and organization as the potential of students will be identified. The organization benefitted by recruiting skilled persons are highlighted.

File Description	Document
Any additional information	View Document

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

Response:

The IQAC of the College has a significant role in reviewing the teaching-learning process and outcomes for its effectiveness and introducing reforms for quality enhancement. Two of the examples are described.

1. Updating of lesson plans and instructional strategies according to Revised Blooms Taxonomy (RBT):

The College has been following Blooms Taxonomy as its pedagogical strategy to spell out the learning outcomes and prepare the lesson plans. As an initiative to update the process of curriculum designing, teaching and evaluation, the College decided to adopt the Revised Blooms Taxonomy. Subsequently, the teachers were trained on the principles of applying RBT to write learning outcomes, prepare lesson plans and design instructional strategies.

As an institutional practice, all teachers submit their lesson plans and instructional strategies on a common format, Objective Oriented to the Dean's Office after scrutiny and approval by the HOD. The academic

Deans review them and give constructive suggestions for improvement, if any. The use of RBT was an interesting and challenging task for the teachers as it encouraged them to think critically and creatively and present the Lesson for the hour based on components such as Pre-requisite knowledge, Micro Planning – Recap, Evocation, and specific objectives to be explained, Formative Assessment, Discussion, Mind Map and Summary.

Teachers were also trained on Innovative and participative learning approaches involving students in the process. This methodology is appreciated by the students because it makes learning easier through the use of RBT. It also encourages students to come out with their ideas and evolve concepts and do extra reading on the topic of the lesson using the references provided in the lesson plan.

2. Reviewing the learning outcome using an indicator and set bench mark:

Holy Cross College considers the improvement in the student performance during their study period as an indicator for good teaching learning process. Towards this the IQAC has identified a strategy of comparing their entry and exit performance in the examination. The indicator used is the statistical difference using Z critical values and T Critical Values between the mean marks of the UG and PG students in the first semester and the last semester respectively as indicated in the Quality Manual. A significant increase in the performance is taken as the benchmark. The outcome of the test is presented by the IQAC Coordinator in the Staff Council for every outgoing batch of students. A significant difference indicates the intensity of the teaching learning process and the effectiveness of the remedial measures undertaken by the departments. Analyses of the outcome for this test for out-gone UG and PG students indicated the need for strengthening the teaching-learning process. Therefore, measures were initiated by the IQAC to train the teachers, on teaching-learning process.

File Description	Document
Any additional information	View Document

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

Response: 30.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	33	26	23	23

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

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response:

The Peer Team Recommendations were taken into consideration and following are the incremental initiatives undertaken during this assessment period

Academic Domain

The College started 14 programmes (4 Undergraduate, 1 B Voc., 4 Postgraduate, 1 M.Phil, 3 Ph.D. and 1 Postgraduate Diploma programmes) and has proposed 2 Binary Degrees in Partnership with Binary University, Malaysia. Three add on courses and 71 certificate courses were introduced as value addition courses.

1. The curriculum was further strengthened adding courses to promote employability, entrepreneurial potential, skill development and social orientation.
2. To strengthen the choice-based curriculum and promote resource sharing, the College initiated School System in 2018-19. Of the proposed Schools, the School of Management is functioning.
3. The College reformed its teaching-learning and evaluation system adopting Revised Bloom's taxonomy as its pedagogical strategy and revised the learning outcomes, lesson plans, instructional strategies and question paper blue print accordingly.
4. The College encourages International student exchange programmes and provides facility for students to complete their Project and Internship and acquire credits abroad. This international exposure for the students is an advantage as it provides a platform for career opportunities and job placement abroad.
5. The Initiative was taken to prepare staff for ICT based teaching technologies for which periodical trainings were given in ICT Mode of teaching and testing. During this accreditation period SMART Boards were installed in classrooms and staff was trained in SMART class teaching techniques. Staff were also trained to prepare E-Content / Video Lessons and the positive outcome was that 308 ICT lessons were prepared by staff and scrutinized by subject experts and the approved E-lessons / Video lessons are uploaded and utilized for teaching and learning process.
6. Internship was made mandatory for all undergraduate and postgraduate programmes.
7. A Centre for Research and Development was established to promote quality in research and publication and to ensure ethical stand. Financial assistance, in the form of seed grant and travel grant is made available to the faculty to promote research and publications. Quality control in research is exercised through the use of plagiarism software URKUND. During this assessment period there has been an increase in the research output through Ph.D guidance, research paper presentation and publication in SCOPUS indexed/ UGC approved Journals also with high impact factor and Citation Index and research projects sanctioned from both Governmental and Non-Governmental funding agencies and undertaken by Staff.
8. Consultancy is also offered by faculty of different departments both within the college and to organizations outside based on their request. Staff provide their expertise either through honorary or paid consultancy services.
9. Value addition to undergraduate programmes is made mandatory through Certificate Courses and Service Oriented Courses.
10. The outreach activities under RESCAPES were extended to postgraduate programmes and these activities were conducted not only in the adopted villages but were further extended to other non-adopted villages in different regions based on their need and request.
11. A Self Study Course was introduced to postgraduate programmes.
12. Academic and Administrative Audits were conducted internally and externally by a professional agency, by external experts and internally.

Administrative Domain

- 1.To meet the growing needs and demands of the academic administration of the College, decentralization of responsibilities was done appointing 4 more Deans (Dean of Research, Dean of Extension Services, Dean of Student Affairs and Dean of International Affairs).
- 2.The College has also participated in Assessment and Ranking by National Bodies such as MHRD's National Institutional Ranking Framework (NIRF), Atal Ranking of Institution's Innovational Achievements (ARIIA) and Institution's Innovations Council (IIC).
- 3.The College took a leap to an E-governance mode of planning, development and management through a unique campus information system using an ERP system (HCCERP). Most of the academic and administrative functions are brought under this system.
- 4.ICT infrastructure is updated with higher connectivity and more WiFi access points. ICT connectivity and LCD projectors are installed in all class rooms. Students and staff have unique internet access code. Students have digital identity card for library use and fee payment. Staff have internet connectivity to their laptops through unique internet protocol address. Students, parents and faculty can access essential information through HCCERP Mobile App.
- 5.The Library is fully automated with RFID technology and is updated to access online resources such as Web of science, NLIST, DELNET and IGI Global, WebOPAC etc.
- 6.During this assessment period 16 CCTV cameras were installed in the Library and CCTV cameras are also installed at strategic points in the campus and are monitored regularly
- 7.Human Resource Development Centre has been strengthened with two staff members, as HRD coordinator and Assistant Co coordinator who take responsibility for students placement both through on campus and off campus which has shown an upward trend.
- 8.An Innovation Cell HCC-IIC has been started on 21st November 2019 and it received 3 Star Rating out of 5 Stars from MHRD's Innovation Cell.
- 9.Qualified Graduates from other Institutions have also been recruited as Faculty in the Institution during the past 5 years.
- 10.Financial Support is provided by the College for the Staff to attend Seminars, Conferences, Workshops at Regional, National and International Levels and to present papers.
- 11.Canteen Facility is improved with better quality and variety.
- 12.A new building has been constructed with spacious class rooms.
- 13.A gymnasium has been started for the health benefits of students and staff.
- 14.Another positive incremental change has been in the initiation of International Alumnae Chapters along with existing chapters within the country where Alumnae continue to be rooted in the Alma Mater and extend their services through sponsorship and resource sharing.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 106

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	31	23	28	10

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

Response:

Holy Cross college has more than 5000 girls students and it ensures their safety and security. Besides adequate physical facilities, the college provides counselling services, programmes and activities for the well being of the students.

a) Safety and Security Measures:

- . CCTV cameras are installed at strategic points in the campus.
- . Security Personnel provided with walkie talkie guard the campus round the clock.
- . To prevent the entry of unwarranted visitors and to monitor the entry of students and visitors, log books are maintained at the College entrance.
- Anti Ragging and Anti Sexual Harassment Cell provides safety and security.
- . The male non teaching staff help the police personnel in regulating the heavy flow of traffic in front of the campus during peak hours.
- . SMS is sent to parents to intimate them regarding their wards' attendance.
- . Fire extinguishers are kept ready at every floor of the buildings and laboratories.

- Safety measures for two and four wheelers are regularly displayed on LED display wall.
- Disaster Management Club in the campus trains the students on the precautionary measures to be taken at times of natural calamities.
- Safety Manuals are available in Science laboratories.
- The training on First Aid Management is given to students by St. John's Ambulance First Aid Centre
- The Administrators who reside inside the campus are available and approachable during emergency.

b) Counselling and Wellbeing Measures:

- Through the Mentor system, faculty gives individual counselling.
- The College has two full time counsellors attending to the emotional ,psychological and other related issues of the students and staff .
- Legal Aid Clinic functioning under Women's Study Centre gives awareness and guidance on Legal Issues.
- Health Care Services are provided by G.V.N Hospital. through the MoU signed between Holy Cross College and the hospital.
- Career counselling is facilitated through Human Resource Development Centre and Departments.
- Marital Counselling Programmes are organised by the Alumnae Association every year.
- Need based Parental Counselling is given to parents on Healthy Parenting.
- Parents of Special Children are given appropriate counselling pertinent to their needs.

c) Common Rooms and other facilities:

The college provides

- separate rooms for Teaching, Non Teaching Staff and male students with necessary facilities
- woman students' rest rooms with automatic Sanitary Napkins vending and incineration machines .

File Description	Document
Any additional information	View Document

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

Response: 58.77

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

Response: 184732

7.1.3.2 Total annual power requirement (in KWH)

Response: 314331

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 8.76

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

Response: 12247

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 139770

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

7.1.5 Waste Management steps including:

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

Response:

Response:

Holy Cross College takes adequate measures to reduce waste at the source and recycle it in an eco-friendly manner. Waste treatment is carried out using Compost pit, incinerators, waste food recycling machine, Paper recycling Unit and Garbage dumps.

Solid Waste Management:

- Plastic waste and glass waste (broken glassware) from the labs are segregated and disposed.
- The College has installed a **Green Bin Composter** for the kitchen and food waste to be converted into good compost without any bad odour. This process helps in dealing with the food waste in the campus in an eco-friendly manner. This Green Bin Composter also provides a Soilless Planting medium, which is a good organic manure and a bio fluid, which is a Natural Organic Pesticide and Bio Booster for the Plants. These products are used for the gardens in the College. Thus, besides waste management, it reduces the use of chemical fertilizers and insecticide which is hazardous to

nature and to the environment. The system does not emit green house gases.

- Biodegradable dry waste is degraded using compost pit and thus the campus is kept clean and was given the Swachhata Hi Seva award by the Tiruchirappalli City Corporation.
- Sanitary napkins are disposed using **incinerators** installed in rest rooms.
- Holy Cross has a **paper recycling unit**. The products of this unit such as writing pads and files are used by the College.
- Lab equipments that are not used but in workable condition are donated to schools that need it.

Liquid Waste Management:

- RO reject water is treated in the RO recycling unit established on the terrace of Sophy's block and Rehabilitation Science block and water wasted from the drinking reservoirs is collected through pipes in a well in the Mother Claudine block and is used for maintenance of gardens in the campus.
- Sprinklers are installed in the garden to minimize water usage .
- Water wasted from the distillation unit in the departments of Chemistry and Zoology is collected in a tank and reused for cleaning purposes.

E-Waste Management:

- E-waste such as computers and electrical and electronic parts which are not usable is very less in quantity.
- The cartridges of laser printers are refilled and used.
- Old computers and electronic gadgets that can be repaired are used by the college or donated to the schools in the adopted villages.
- The institution has decided to contact approved E-waste management and disposal facility in order to dispose E-waste in scientific manner.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Response:

- At Holy Cross College rain water pits are expediently placed in the campus to collect rainwater and boost the ground water level.
- Every building in the campus is surrounded with rain water collecting pits. There are 24 pits in the campus .The water audit shows that these pits could hold 76211 litres of water.

- The number and size of the rain water pits are planned according to the size of the building. All PVC pipes of roof top rain water vent have been connected in series and linked into a single pipeline which in turn is directed towards the rainwater pits.
- The 24 pits, which are constructed in different dimensions are filled with coarse gravel and fine sand at the top and finally closed with perforated concrete slabs for adequate infiltration of water.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - Bicycles**
 - Public Transport**
 - Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Response

Holy Cross College Trichy, with the mission of building up academically excelling and socially responsible citizens, takes sincere efforts in creating consciousness about protecting and conserving environment. Green initiatives days such as **Pollution free day or No Vehicle Day** in which no fuel propelled vehicles are permitted inside the college campus are planned every month to reduce pollution. To save energy, **Dim and Dip Day** in which electricity supply is stopped for half an hour inside the campus is also followed every month. Forest Day is celebrated by planting trees. Outgoing students are presented saplings of plants as mementoes.

Students and staff using

a) Bicycles

Very few students and staff use bicycles for everyday transport as the college is situated in the epicentre of the city well connected by road and rail. Most of the buses drop the passengers just 10 metres away from the college entrance and the railway station is just a stone's throw away on the western side of the college.

b) Public Transport

Most of the students and staff use public transport system, as there is an easy accessibility of buses and trains.

c) Pedestrian friendly roads in campus

Prominent white lines are demarcated on the roads within the campus for pedestrian walk.

PBBT (Please be before time) line painted on the road as a punctuality reminder for the students.

Barricades are available for segregating the Pedestrian walk and the vehicles.

Plastic free campus

- Use of plastic bags is discouraged in the campus and as an alternative measure jute, cloth or paper bags are used.
- Jute Files are used during seminars and conferences.
- Plastic banners and flexes for programs, festivals and other events are avoided and cloth banners are used.
- The college conducts awareness programmes on the hazards of plastic in the adopted villages
- Biodegradable plates are used in the campus. Instead of paper plates, the use of plates made of leaves is encouraged during functions.

Paperless office

Holy Cross College follows complete automation to facilitate e-governance .In teaching learning also ICT Mode of teaching using e-content and soft copy submission of assignments and field work and many research reports is done through blog, Email ,Google Classroom, and apps. Digital communication is encouraged by training staff to be more digitally competent .

Green landscaping with trees and plants -

The College has constructed a **Terrace Garden**. Interested students and Nature Club Volunteers get training and maintain the Terrace Garden.

The College maintains a **beautiful garden near the entrance** and many shady trees and plants in front of every building . The department of Botany maintains a **Herbal Garden** with a wide variety of medicinal plants and a green house which has a systematic taxonomical identification .

Vertical Garden maintained on the side walls of buildings helps to reduce the carbon footprint of a building by filtering pollutants and carbon dioxide out of the air. and also improves the quality of the air.

File Description	Document
Any additional information	View Document

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

Response: 3.99

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-

wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
44.12	18.11	2.81	114.94	41.32

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

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

Response: 101

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	16	12	43

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response: 102**

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	17	18	15	31

File Description	Document
Report of the event	View Document

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

File Description	Document
Any additional information	View Document

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

Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 106	
7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years	

2018-19	2017-18	2016-17	2015-16	2014-15
29	23	20	19	15

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

Response:

The College celebrates national and religious festivals with great fervor and zeal to promote community, religious and cultural harmony, effective socialization and national integration. These festivals are celebrated irrespective of caste or creed forging the bond of humanity among students.

— Festivals such as **Christmas** and **Pongal** are celebrated to augment feelings of communal unity and harmony. Pongal, the traditional harvest festival of Tamilnadu is celebrated in a grand manner.

- **Republic Day** and **Independence Day** are cherished as national days and as red letter days that strengthen our spirit of patriotism. **Republic Day** is celebrated every year. Defence Personnel are invited to encourage the students to join the national forces. **Independence Day** is celebrated to realize the meaning of freedom and to bring back memories of freedom struggle.
- **Martyr's Day** is observed to salute the Father of the Nation and the other martyr soldiers.

— On **International Women's Day** great female achievers are invited to inspire the students.

— **Yoga Day** is celebrated on 21st June every year with the aim of giving students a sense of holistic well being. It is worthy of mention that in 2016 a **world record** was created when 3500 students were in deep meditation for 30 minutes.

— On **Voters Day** the students are given awareness on their duties and rights as a loyal citizen.

— On **Gandhi Jayanti** competitions are organized in fond remembrance of the Father of the nation. His 150th birth anniversary was commemorated by essay writing and poster presentation competitions.

— The birth anniversary of the former Chief Minister of Tamil Nadu **Sri Kamaraj** who was one of the history makers shaping the destiny of Tamil Nadu by providing free education and noon meals to the needy students is honoured by the formation of the IAS ACADEMY

— Late **Dr. A.P.J Abdul Kalam's** contribution to the nation is gratefully acknowledged by observing his Death Anniversary. His Birth Anniversary is celebrated as *World Students Day*. Oratorical, essay and collage competitions are conducted in this regard.

— **Teachers' Day**, the birth anniversary of Dr. Radhakrishnan is celebrated with great aplomb.

— Guest lectures on national icons like **E. V. Ramasamy (Periyar)** are organized regularly. Tamil Association is named after Veeramamunivar, a famous Tamil savant. **Periyar birth anniversary** is also celebrated by the department of Visual Communication. Copies of the book "Pen year adimai aannaal" were given to students.

— Upon the request of the Ministry of Human Resource Development, the 70th year of our nation's independence was celebrated by conducting essay and oratorical competitions under the titles **Yaad Karo Qurbani and AZAADI 70** by the Department of Physics to remember the sacrifice of the patriots.

— **Swami Vivekanandha's Birthday** is celebrated as Youth day by the college NSS unit.

— A marathon was organized in commemoration of the former Chief Minister of Tamil Nadu **MGRamachandran birth Centenary year** on 31.10.2017

— Sardar Vallabai Patel's birth anniversary is observed as **National unity day**. Our NSS volunteers participated in oath taking.

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

Response:

Response:

Adhering to its core value of truth, Holy Cross College maintains transparency in financial, academic, administrative and auxiliary functions.

Transparency in Financial functions

- All major financial decisions are taken by the Finance Committee, which is a part of the Executive Board of Management.
- All financial transactions are through cheques/ online payment.
- All the accounts are audited by the Internal (a team of members from the Finance Commission of the Trichy Province of Holy Cross Congregation) and external (Government) auditors.
- Audited accounts and budgets are presented and passed in the Governing Body and Executive Board of Management.
- Fee structure is displayed on the website and students make fee payments online.
- The policy that Holy Cross College does not collect donations for admission is displayed on Display Board and College Calendar.

Transparency in Academic Functions

- The Course structure along with credit information, syllabi, Programme outcomes, Programme specific outcomes and course outcomes are made available to students through the College web site.
- Academic schedule including working days, test days, field work days, CIA submission dates, examination dates are all denoted in the College Calendar.
- Rules and regulations on examinations are given in the College Calendar.
- Portions for internal tests, quiz dates, evaluation strategies for assignments and seminars are communicated to students through Semester Plans.
- Students endorse their CIA score in each course after verifying the marks in the different components.
- Results are published online.

Transparency in Administrative Functions

- Policies are drawn for the various functions and made available to the respective functionaries.
- The administrative structure and roles of the Functionaries and Committees are defined.
- Lists the Directors/ staff-in charge/ Co-ordinators and members of the various Bodies and Committees are presented in the annual College Calendar.
- Decisions taken in the Staff Council are communicated to the faculty by the Heads of the Departments in Departmental staff meetings.
- Proceedings of the meeting of Statutory Bodies and Committees are recorded.

Transparency in Auxiliary Functions

- Person/s in charge of all the Auxiliary Centres and Clubs of the College are printed in the College calendar.
- Activities of the Auxiliary Centres and Clubs are communicated students through digital display board and intercom announcements.
- Decisions regarding auxiliary College events and functions are taken along with student leaders.
- Manuals are printed for important functions like Fine Arts Week celebrations.

7.2 Best Practices

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

Response:

Response:

1. Title of the Practice:
College

Theme Based Annual Calendar of the

2, Objectives of the Practice Theme based annual calendar gives a direction to the activities of the whole year and renders clarity of purpose regarding the plans of the year.

OBJECTIVES.

- Helps the college to focus on one important aspect for the entire year.
- Helps to streamline the planning process in terms of conferences/seminars/workshops
- Provides guidelines for the activities under a thematic concept.
- Enables the college towards the full fledged realisation to the theme chosen for the year
- Offers a framework to the college to tread upon throughout the year

3. The Context

Holy Cross College has the legacy of planning for five years in advance. Selection of an appropriate theme for every year leading towards the realisation of the Five Year Plan begins with a brainstorming in the Staff Council and the theme of the year is selected after much deliberation, in line with the need of the hour and sometimes in alignment with the compelling issues of the world.

Accordingly the college conducts curricular, co-curricular, extra-curricular activities besides Seminars, workshops, symposiums, conferences programmes yearly pivoting the theme. A need for an organised design of yearly events gives a sense of accomplishment of objectives planned for the moulding of the students' personality.

Challenging Issue

Arranging programmes around a single theme occasionally itself is a challenge.

4.The Practice

The design for the wrapper of the College calendar, reflecting the theme is selected through a competition conducted for the students .Most of the events in the college and in the departments for that year are planned accordingly to showcase the selected theme.

For instance in the year 2014-15 the theme was “**To Empower**”. LMS -Learning Management System was initiated to enable the enhancement of the teaching learning process. To anchor the students spiritually MAM – Meditation in Action Movement was started and has since then been a source of tranquillity for the students .

In tune with the theme of the year 2015-16 which was “**To Excel**” the efforts were undertaken to outshine the already impressive performance of the previous years through inputs given on recent trends and advancements, in almost all the disciplines through Association meetings, seminars , International and national conferences . For instance to excel in Fine Arts an MoU was signed between the college and *Kavin Kalai Kuzhu*- a famous Fine Arts organisation.

In 2016-17 conforming to the theme “**To Enlighten**”, the frontiers of knowledge were broadened physically and figuratively through International Student Exchange Programme with Howest, de Hogeschool West Vlaanderen, University College West Flanders ,Belgium. International Conferences on Advances in Materials Sciences and Chemistry of Biomolecules-Current Trends and Future Perspectives

enlightened the students on contemporary advancements.

“**Networking and Innovation**” was the thrust area for the year 2017-18 and is also mirrored in the College Magazine *Holy Rood*. In allegiance to the theme of Innovation, two new PG Programmes (Psychology and History) and many technological updated tools such as LED Wall Display, N Computing and the like were introduced to facilitate networking. Networking got a boost through the increase of BSNL Internet lease line and through the notable Centres of Learning such as Centre for E-Content Development.

The academic year 2018-19 saw a surge of events and programmes to reinforce the theme of “**Whole person Education**” through the mega event “The International Conference on Networking, Research and Innovation for a Sustainable Society: Challenges and Channels” at the beginning of the year and was also highlighted in the College Magazine *Holy Rood*. The School of Management brought the Departments of Business Administration, Commerce and Economics under its umbrella and gave the students an interdisciplinary exposure. Value Added Courses on various skills unearthed the latent potential of the students for entrepreneurship.

This thematic planning of academic years is unique and significantly fruitful in training the students to stress the need for planning in all their endeavours.

5.Evidence of Success The five year planning to *empower* and *excel* resulted in *enlightened* students to venture into the digital era with *innovative* ideas to *network* and realise themselves as *wholesome* personalities.

During 2014-2015 the college focused on *empowering* the students with awareness on social, environmental and legal issues concerning women and the less privileged through the college’s outreach programmes and Women Cell.

The theme of 2015-16 *To Excel* ushered the winds of inspiration for the students to shine in academics, sports, cultural and events such as The International Scientists Meet, and International Seminar on “Approaches in Rehabilitation – Research and Practices” .

The theme of *Enlightenment* was materialised through conduct of workshops on Communication Skills, Life Skills and Employability Skills that chiselled their skills in the year 2016-17.

In 2017-18 IAS Academy, Centre for Research and Publication, Crossian Institute for Collaborative Research on Sustainability and Centre for Academy Interface and Centre for E content Development, International Conferences such as Innovation and Challenges in Bio-Medical Sciences Research, Recent Innovations in Bio Sciences” stand a testimony to the *Innovation and Networking* efforts.

The programmes in 2018-19 were centred on developing *wholesome personality* giving various training and standard inputs through programmes such as Mindfulness a meditation programme and lecture on The whole person development and psycho-spiritual mentoring.

6.Problems Encountered and Resources Required

The deviation from the theme of the year due to the pressing demand of current issues needed to be addressed.

Best Practice 2

1. Title of the Practice: Holy Cross College Outreach Programme- **RESCAPES**

(Rural Enrichment through Students Community Action & Participation for Environmental Sustainability)

RESCAPES is Holy Cross College's outreach Programme developed and designed in line with the institution's Vision and Mission.

2. Objectives and Principles:

This practice, which is built on the concept of "Classroom to the Land" is designed with the following intended outcomes.

- Students understand the concept of environmental sustainability and the ways and means to achieve it.
- Students master multiple skills such as resource mapping, project planning, designing and execution, survey and impact analysis, report writing and interpersonal and team activity.
- Students work with people of the community with creativity and become committed workers to societal and environmental causes
- They learn to be a link between the Government and non-government organizations and village community
- Village community becomes more self-reliant and work for sustainable ecosystem.

Principles:

This programme is integrated into the curriculum with a weightage of three credits for undergraduate students. PG students do field work for a stipulated duration.

The design ensures the participation of all the teachers and students of the College.

3. The Context

RESCAPES emerged as a follow up of an *International Conference on Sustainable Development and Management of Natural Resources* held from 15th to 17th March 2003 at Holy Cross College (Autonomous) Trichy. Experts' recommendations were on the conservation of ecosystem and their sustainability in India. This ignited the launching of the program on 06.07.2004

The issues addressed are :

- Water and soil conservation through rain water harvesting, bund formation, percolation pond construction and desilting
- Tree plantation
- Kitchen gardening
- Herbal Plants and Mushroom cultivation
- Sustainable agricultural practices - Vermi-compost, Panchagavya, Azolla cultivation
- Health, hygiene and sanitation.
- Strengthening of SHG's

- Education of children

The strategies adopted for village rejuvenation are

Watershed and soil management.

- Promotion of sustainable and eco-friendly agricultural practices like organic farming and tree plantation
- Use of non conventional energy
- Promotion of food security
- Encouraging children through tuition and guidance
- Development of infrastructure and easy access to markets through Information Technology enabled service

4.The Practice:

The college has adopted 24 villages in Manachanallur Block in Tiruchirapalli District. The UG students of Holy Cross College and the vulnerable and marginalized groups such as illiterate youth and children, women, farmers, unorganized labourers and dalits from these villages were the target group .

The RESCAPES activities are planned for students in 3 stages-1.1:Orientation, learning and training given to the students , 2.Field application and reaching out to the communities, 3.Impact study, documentation.

First Year UG students are given input on skills for personal, interpersonal and group effectiveness through SBE-I- Capacity Building/ Soft Skills Development and input on knowledge and skills on Environmental Sustainability through SBE-II, Rural Enrichment and Sustainable Development/Sustainable Rural Development and Student Social Responsibility. At the end of the first year they visit the villages for survey, which help them to plan their projects.

Second Year students spend 32 hours to execute the designed projects in the adopted villages. The activities include exposure to the realities of rural environment, sensitization to special needs of the local communities, designing and executing appropriate project through interaction and participation of the communities, local government officers, elected leaders of Panchayat and other bodies.

Third Year UG students undertake an impact study and prepare a report on the outcomes of the projects implemented in the village.

The RESCAPES activities for Rural community-school students, educated Youth, women and men are Soft skills and language skills, Knowledge empowerment programmes, networking on sharing of knowledge through Holy Cross Community Radio and establishment of Nature club and Non-conventional Energy resource units in all the adopted villages.

RESCAPES collaborate with NGO's and Government Organisations that play a complementary role for the effective implementation of the projects for the benefit of the village community.

Uniqueness of RESCAPES

The RESCAPES program

- Is institutionalized and inbuilt in to the academic curriculum.
- involves the entire student community and teaching faculty.
- has periodical reviewing & updating of the entire programme.
- integrates the NSS, EXNORA, ROTARACT and RED CROSS activities to UGC funded major and minor Research Project for RESCAPES.
- links RESCAPES programmes to village projects.
- exhibits improved self awareness, self esteem and emotional intelligence in students.

5. Evidence of Success

The methodology to measure the success of the project is inbuilt into it. The impact analysis and the comprehensive report give an idea about the overall programme outcome. There is also mechanisms to get the feedback from the students and villagers. Such feedbacks are indicative of the attitudinal changes in the students with reference to environment and community issues. The community members also testify that the interaction and working with the students have improved their life.

Yet another proof to testify the impact of the project is the data on resources. The improved greenery, water table, water harvesting structures, toilets etc. testify the success of the project

Through RESCAPES students

- have developed societal orientation and commitment.
- have developed project- specific knowledge and skills.
- are sensitized about sustainable development.
- are exposed to rural community and the problem faced by them.
- are enriched with creativity in planning, execution and documentation of projects.
- have developed the leadership ability and team spirit.

The village community is socially developed and environmentally improved.

6.Problems Encountered and Resources Required

There are very few complications and unavoidable encumbrances that delay the execution of the intended agenda to serve the rural community.

They are as follows:

- Visit of the students to the villages is not a continuous process due to their academic schedule. So the College has to appoint a full-time Co-ordinator in villages for follow-up.
- The prompt delivery of the services that RESCAPES plans for the rural society's betterment some times gets delayed due to some unavoidable ccircumstances.
- Expenditures involves in the frequent transportation of students to and from villages and Human Resources (co-ordinators) for execution of projects

Ressources Required:

Financial aid for frequent transportation for taking students to and fro.

To execute the *Land to Lab* projects in the villages further financial assistance is required.

7. Notes (Optional)

RESCAPES is one such project, which is scientifically designed, successfully integrated to curriculum and therefore could be duplicated by others.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Response

Institutional Distinctiveness - Rehabilitation Science

One of the premier colleges for women started with a handful of students in 1923, Holy Cross College has grown to an institution with 5273 students. This enormous growth was possible only through the dedicated services of the Sisters of the Cross of Chavanod, whose vision and mission clearly spearheaded such growth. The institution strives *to form academically excelling individuals committed to*

God and to a socially inclusive society, using all their endowments.

A distinctive feature of Holy Cross College is Asia's first Institute of Higher Education in Rehabilitation Science, Special Education and Inclusion in The Multiple Disability Category started in 1983 by three eminent academics from USA- Dr. Jeanne Kenmore, Dr. Christine Carlson and Dr. Pameela Amber, with the support of Christoffel Blinden Mission, Germany. The Institute of Rehabilitation Science, comprising of The Department of Rehabilitation Science offering Bachelors, Masters , PhD, Diploma, Certificate and Need based Short-Term Courses in Rehabilitation Science, the Department of Audiology and Speech Language Pathology , offering Bachelor's degree, and the Department of Psychology offering a Masters in Psychology directly work towards the welfare of the society, inculcating a sense of social responsibility in the young minds thereby fulfilling the vision and mission of the College.

With 36 glorious years in Higher Education in Rehabilitation Science and Special Education, the Department has established International networking and partnership with leading Institutes across the globe- USA, Germany, The Netherlands, Belgium and U.A.E and with an outstanding Alumnae Track Record with 100% Employment. Trained Rehabilitation and Inclusive specialists work in different parts of the World in USA, Europe, Australia, Canada and U.A.E as special educators, SSA co-ordinators, vocational and remedial instructors, low vision consultants, counsellors, psychological assessors etc. These partnerships have resulted in exchange programmes with institutes abroad.

There is an ongoing strategic partnerships with many International Schools for Special Children - Al Noor Training Centre for Children with Special Needs, Learning Disability Centre, Vaigunda Consultancy, Dubai Autism Center, GEMS - Our Own English School, Fujairah, and UAE. The Department of Rehabilitation Science is a nodal agency for offering Bachelor in Special Education (B.Ed) in distance mode for Tamil Nadu Open University and for a number of governmental and non-governmental agencies for training personnel and undertaking services.

Holy Cross Blossoms Opportunity School for Children with Special Needs accommodates nearly 100 children with developmental disabilities and the Rainbow Therapeutic Centre which provides early intervention, counselling and therapeutic service like physiotherapy, occupational therapy, Hydrotherapy and Sensory Integration Centre, audiology testing and speech therapy to children with special needs serve as the Extension wing of the Department and is also used for practical hands-on training for the students. The department sensitizes society towards disability issues through community awareness programmes, survey and screening camps, and training programmes under the Sarva Shiksha Abhiyan and the rehabilitation science students are empowered to start their own centres and special schools after graduation.

The outstanding features of the Institute includes compulsory internship during summer vacation for UG students and regular clinical practice and field work. The other service include ***Higher Education for persons with Special Needs (HEPSN)*** and the Edu-Tech Lab – supported by UGC and MHRD, Government of India. More than 116 young persons with special needs have registered with these programmes and make use of the Talking Library, Scribe Service, Reader Service and Braille Printing facility. **Youth for Jobs - Y4J** is the largest organization in India focusing on skilling and placing youth with disability in jobs. It works with less educated village youth for entry level jobs . Holy Cross College has partnered with Y4J in training and placement of youth with disability focusing primarily on their inclusion and equal opportunity in the society.

The Buddy Club, Parent to Parent Counselling, Sibling Support Club, Project Volunteering are other

extension Programmes reach out to the Special people and their families. Project Volunteering strives to bring a sense of social responsibility among the students of the college from other departments, who volunteer to offer their services in the Holy Cross Blossoms Opportunity School, Rainbow Therapeutic Centre and HEPSN. *Thaai Suvai* - a cooking / baking unit caters to 30 students at a time. These undergraduate student trainees are trained in culinary skills. The students will be able to establish such units in large scale or *small start-up* at home on completing this training. Adult children with special needs are given vocational training here along with their mothers.

The faculty from the Department are regular consultants to various organizations. The institute offers honorary consultancy services to set up new services for persons with disability. Thus, the Department of Rehabilitation Science has made a signature impact in the community. Further, its circle of influence is spreading over the country and abroad through their committed alumnae.

Social Commitment and sensitizing students to social issues is an integral part of the vision of the Institution. The Rehabilitation Science students take active part in the - *Rural Enrichment through Students and Community Action and Participation for Environmental Sustainability (RESCAPES)* which is yet another flagship project of Holy Cross College. Through *RESCAPES* the college has identified 24 neighbouring villages and adopted them. The students from the Institute conduct Screening and survey camps to identify disability in the adopted villages. Through their referral and rehabilitation services the identified persons with special needs in these unreached villages have been personally cared for. A systematic plan and event calendar is prepared every year to extend services in the neighbourhood community which is coordinated by a team of staff.

The institution undertakes disability inclusive development by providing a barrier free environment and improving accessibility, social protection, livelihood opportunities, and helps promote the participation of persons with Special Needs in the society. The United Nations – Disability- Inclusive Development 2030 Agenda's pledge to leave '*NO-ONE BEHIND*' is followed in true spirit by the Holy Cross College through the Department of Rehabilitation Science.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

After exercise of preparing the SSR for the IV Cycle of assessment and accreditation by NAAC, Holy Cross College is aware of its strengths, weakness, opportunities and challenges. Hence, it is able to make a few proposals towards its future growth and development, based on which it has to prepare a road map.

Developing global competency in students is one of the priorities of the College. The College proposes to have international Boards of Studies and conduct the meetings of the Board through video-conferencing and update the curriculum. The faculty need to visit a few chosen educational institutions of high repute abroad to learn their curriculum and academic practices. Based on the information they collect, the College can redesign its curriculum, teaching-learning and evaluation processes. Simultaneously, the Dean of International Affairs has to work on collaborations and linkages. Thus the students will be exposed to global classes and international practices. They also will be able to take on-line courses and on-line examinations. Side by side the faculty also will be able to conduct global classes. The College will further expand its infrastructure in this line.

In line with the proposition in the New Education Policy, the College proposes to integrate B.Ed. and M.Ed. programmes to its UG Programmes.

With the objective of attracting foreign students, the College is planning to build an international hostel.

Through the effort of the Dean of Research, the College plans to streamline the research activities, which will lead to patents, innovations and start-ups.

As the faculty acquired excellence and competency in certain areas like Teaching-learning practices, Value Education and Outreach Programmes, it proposes to start a National Centre for Training Teachers and conduct training programme during summer. Simultaneously, fund generation through consultancy services will be increased.

The College plans to start a Centre for Environmental Studies.

The HCC ERP will be strengthened further integrating more databases and functions. A full-fledged E-Governance system will make the administration smoother and academic practices faster and will reduce paper use.

The College has a plan to build a Centenary Auditorium.

Concluding Remarks :

Firmly rooted in its motto and core values, guided by the vision and mission and commitment to societal causes, Holy Cross College continues its academic journey towards its centenary. As the College is about to complete 100 years of existence, it has gained the potential to be a University.