



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

RAJAGIRI COLLEGE OF SOCIAL SCIENCES

**RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS), RAJAGIRI P O,
KALAMASSERY KOCHI.**

683104

www.rajagiri.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajagiri College of Social Sciences (RCSS) (Autonomous), evolved out of the vision of the **Saint Kuriakose Elias Chavara**, the visionary founder of the first indigenous religious congregation for men formed in the nineteenth century in the Syrian Catholic tradition of Christianity in India - Carmelites of Mary Immaculate (CMI). The College is managed and footed strongly on the explicit hallmarks of CMI Education:

- All round formation
- A community of committed teachers
- Family-centred education
- Open to all aspiring students
- Community oriented

The CMI mission of education comprises a vast network of 448 institutions - including over 200 schools, 14 university affiliated colleges, 1 engineering college, 12 technical institutes, 1 university, 2 medical colleges, 3 B.Ed. colleges, 5 special schools, 18 non-formal educational institutions and 17 cultural centres spread all over India and beyond.

RCSS is the first educational establishment of *Rajagiri Vidyapeetham* (Rajagiri group of educational institutions). It is located on two picturesque campuses- the Hill Campus at Kalamassery and the Valley campus at Kakkanad in Kochi, in the state of Kerala.



Hill Campus at Kalamassery



Valley Campus at Kakkanad

Though the College is established on the basis of minority rights constitutionally granted in India, the institution serves all sections of society irrespective of their caste - creed affiliations

Brief History

The College, established in 1955, pioneered in professional social work education starting with a Diploma in Social Service (DSS). Subsequently, in 1961, it added Master of Social Work (MSW), the first of its kind in Kerala State and one of the very few in South India. Over the years the College started expanding its horizon to include courses in Management studies, Computer Science, Library and Information Science, Psychology and Commerce.

Vision

The spirit behind Rajagiri College can be caught in the catchphrase: “***Rajagiri, Relentlessly Towards Excellence***” and it is enshrined in the vision of the College. The College emblem signifies all that the college stands for: **LEARN, SERVE, EXCEL.**

To become a centre par excellence of learning, unique in experience, value based in its approach, and pioneering in its efforts for enriching and fulfilling LIFE.

The uniqueness of the College is the thrust on value based learning and the Social Commitment which is in turn reflected in the following Mission statement.

Mission

To facilitate comprehensive and integrated development of individuals imbued with righteousness and courage of conviction, to effectively function as social beings

Accreditations & Rankings

- RCSS was accredited for the first time in 2000 by NAAC at 'five star' level and re-accredited at 'A+' level in 2007. RCSS was given 'A' grade with CGPA of 3.70 on a 4 point scale by NAAC in the 3rd Cycle of Assessment & Accreditation in 2013. Taking note of the consecutive high achievement, NAAC extended the period of validity of the status up to March, 2020.
- **Autonomy status** granted by University Grants Commission (UGC, 2014)
- Selected for **funding under Rashtriya Uchatar Siksha Abhiyan** scheme (RUSA, February 12, 2019)
- Ranked **25th among the Best Colleges in India** by NIRF in 2017, 43rd in 2018 and 35th in 2019
- Recognized as a "College with Potential for Excellence" (CPE) in 2016 (1/4/2016 to 31/03/2021)
- Ranked the 2nd **cleanest higher educational institution** in India in Swachh Campus Ranking 2019 conducted by MHRD as a part of the Swachh Bharat Mission of the Government of India
- School of Social Work, RCSS, was ranked by India Today as the 3rd among the top 10 Best Social Work Colleges in India consecutively during the years 2018 and 2019
- MCA programme rated '*Platinum*' for the last three consecutive years 2017, 2018 & 2019 by Confederation of Indian Industry (AICTE-CII) Survey.
- MBA programme rated '*Gold*' in 2017, '*Platinum*' in 2018 & '*Gold*' in 2019
- Accreditation for MBA, MHRM programmes by the world's largest international accreditation council, **Accreditation Council for Business Schools and Programs (ACBSP)** in 2015.
- Provisional accredited by NBA for MBA programme for two years in 2015
- Selected as the Empaneled Agency for National CSR Hub (2015) NITI Aayog NGO DARPAN : KL/2013/0059442(2016)
- Received approval from All India Survey on Higher Education (AISHE) from 2014 onwards (AISHE CODE - C-11691)
- Received "Best Performing PIA Award" for skilling and placement project of Ministry of Rural Development (MoRD) in 2017, 2018 & 2019; Participating Institution (PI) under Unnat Bharat Abhiyan (UBA) 2018 and Certificate of Partnership TISS AESDII (2018)

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Rich legacy** of excellence in education and strong societal connections
- **High brand value in Kerala** leading to better quality students, placements and faculty
- **Strong Social work Department**
 - **Pioneered social work education** in Kerala in 1955
 - 3rd best Social Work School
- Recognized for **contribution to community-based practice**
- **Location in Kochi** - commercial capital of Kerala - provides connectivity and accessibility advantages to students and recruiters alike
- Focused **investment in providing the best infrastructure**
- Availability of **modern pedagogical tools** for students and faculty members
- **Strong foreign collaboration** with a network of reputed global academic partners built over 20 years
- **Strong Outreach experience guiding programme development** that inculcate **ethical and social values**
- Recognition of RCSS's Outreach Department as a premier preferred social work agency for state government and non-governmental projects
- **Research and Consultancy culture**
 - Recognition as Center for Doctoral Research by Mahatma Gandhi University, Kottayam to

facilitate Doctoral Research in Social Work, Sociology and Allied Social Sciences (Ac. AII-1/504/87. dt. 6-5-1988) and Management Studies (Ac. AII-3/1175/92. dt.30.11.1993)

- Establishment of full-fledged Research Institute in 1972 in Social Sciences and Management with functional wings in both campuses
- **Bio experiment lab** to promote multi-disciplinary research works, launch need-based projects and develop and patent innovative products
- **Regular Publication of Departmental Quality Professional Journals**
 - Rajagiri Journal of Social Development
 - Indexed by ProQuest (Indian Database, Social Science Database, Social Science Premium Database, ProQuest Central, Sociology Collection & Sociology Database) & EBSCO Sociology Source Ultimate
 - Rajagiri Management Journal Indexed by EBSCO Business Source Complete, Business Source Elite & Full Text in Business Source Ultimate and presently published by the Emerald Publishing House
- **Encouragement for Faculty to take up Consultancy projects** for industry and external bodies and provision of policy guidelines **for consultancy work**
- **Well-placed alumni** in industry, government, NGOs, educational institutions like IIMs, IITs of 64-year old RCSS form a **strong network**
- **Rigorous outcome-based student feedback system**
- **Successful implementation of Assessment and Development Centre (ADC) and the Assurance of Learning (AOL)**
- **Successful implementation of Outcome Based Education (OBE) in UG and PG programmes**

Institutional Weakness

- **Low visibility outside Kerala limits success of efforts to** attract diverse talent from other states
- **Dependence on student fees for funding** both working capital and capital expenditure requirements including better infrastructure and remuneration at the highest industry standards
- **Small size of the institution compared to peers** despite autonomy status as well as addition of new departments and programmes hindering further initiatives such as applying for University Status
- **Restrictions to infrastructure expansion** due to stringent State Rules.

Institutional Opportunity

- **Potential to emerge as a meritorious national educational institution** in line with Kerala's potential to emerge as a higher education destination
- **Capacity building** for graduate students to pursue higher education in premier universities in India and abroad
- **Availing more prospective funding opportunities (such as CSR funding) for** community projects identified by students on internship
- **Potential to tap into the emerging skill development market opportunities by**
 - **Aligning with increased** emphasis by Central and State Governments, RCSS initiatives as a skill development partner (e.g. DDUGKY skill development centre) has the potential to scale up to national level in due time
- **Potential to tap into rising entrepreneurship opportunities** by scaling up existing incubation centres into facilitation centres for entrepreneurs from Rajagiri community, especially students.

- **Scope for funded faculty-research projects at national and international levels** via better academia-industry interaction
- **Scope for enhanced alumni engagement in academic and research projects**

Institutional Challenge

- **Attracting the best students** from a demography wanting to study outside Kerala for want of better exposure
- **Direct competition** from deemed universities' off-campus centres in Kerala
- **Attracting diverse national and international faculty** and promoting diversity
- **Governmental regulation** on academic and administrative freedom constraining higher ambitions
- **Documentation of all the academic and non-academic activities** on campus
- **Ensuring national level accreditation** for other programmes on campus
- **Maintaining the institutional ranking** attained so far

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Further to the grant of the autonomy status in 2014, the College established **curriculum review committees at departmental levels** and statutory bodies at the institutional level. Seven programmes were introduced during the period 2014-2019; and all UG and PG programmes underwent curricula revision, resulting in 55.29% new courses. Rooted in the core values of the college, the curriculum development exercise made use of the **existing national and international standards** available, **considering the local, national and international needs**. **Ongoing stakeholder feedback** exclusively on the curricula has also played a central role in these revisions. All programmes follow an **outcome-based model** with specified Programme Outcomes, Programme Specific Outcomes and Course Outcomes, the assessment of which is reviewed at the departmental level.

The undergraduate programmes follow **Choice Based Credit Semester (CBCS)** System while all postgraduate programmes have **Elective system**. **Fieldwork, international, national and local internships** and projects are an integral part of all programmes in RCSS. Summer internships are also encouraged among students to augment their employability. In addition, **curriculum enrichment opportunities** like assisting in national/international research projects, Rajagiri Centre for Incubation, RLabZ, domain specific community projects etc. are available for students. The 51 **value-added courses** offered outside the curricula include courses that cater to the development of domain-specific, technical and language skills as well as career and personal development of the students. RCSS also consciously **integrate crosscutting issues of gender, environment, human values and professional ethics** in learning not only through their inclusion in the approved curricula but also through various student activities.

Teaching-learning and Evaluation

Teaching, learning and evaluation are student-centred dynamic activities of the institution with time-bound technology infusion.

Teaching-learning

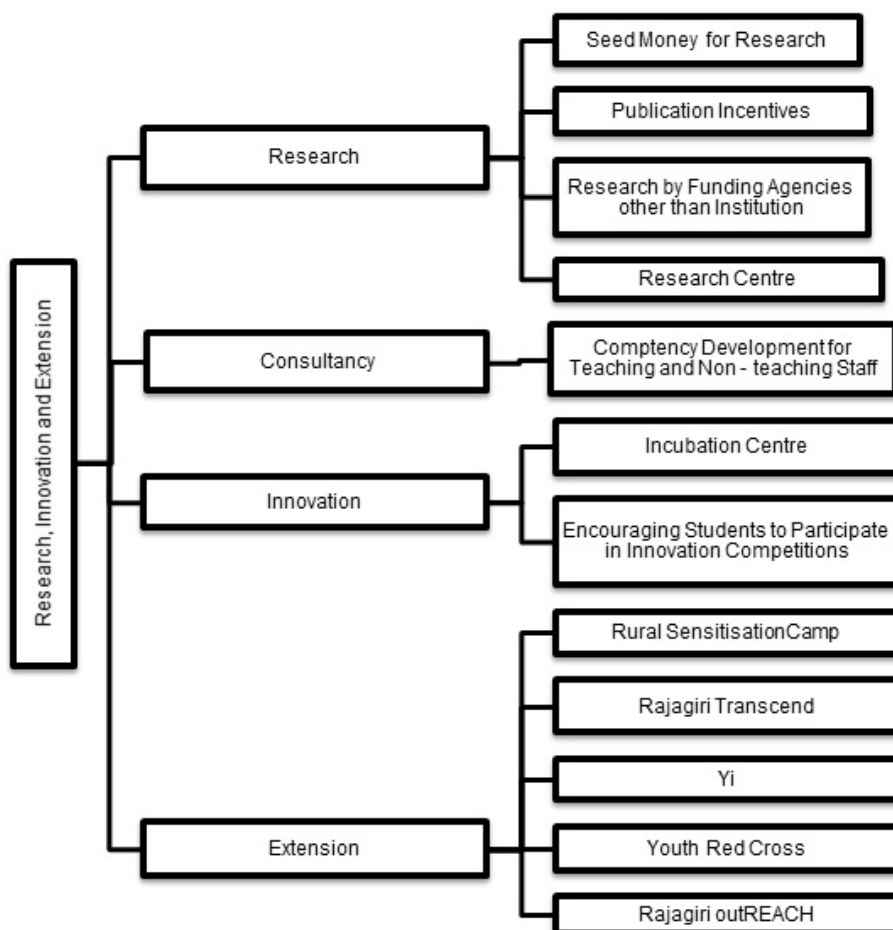
- Teacher-student ratio of 1:18
- Full time teachers against sanctioned posts are 100% with an average experience of 10 years
- 55% faculty are doctorate holders and all teachers use technology based teaching- learning solutions for academic activities
- The average demand ratio in admission is about 10.
- 10 % of the total student strength represents population from other states and countries
- MoU with EdiCYL for Study in India Programme.
- Fast learners receive career guidance and competitive examination coaching through lectures as well as using software. They are encouraged to take online courses and is given credit in the evaluation components. The slow learners have remedial classes, tutoring system and peer-learning circles.
- The teaching-learning practices include internship, summer projects, guided seminars, industrial visits, lectures and simulation.
- A strong mentoring system with a mentor: mentee ratio of 1:20 exists. Other than full-time teachers, counsellors, psychologists are made available in the campus for referral.

Evaluation

- The results are published within 15 days from the date of last examination
- Library referencing, MOODLE test, case study, quiz, seminar, group discussion, panel discussion, field visit and written assignment form part of internal assessment
- IT-integration in examination includes question paper generation from question bank, marks entry, e-hall tickets and online publication of results through indigenously developed software.

Research, Innovations and Extension

Rajagiri College of Social Sciences has shown a consistent progression towards promoting research and consultancy among the teachers of the institution. Moreover, the members of the faculty are provided with required Infrastructure such as **Research Navigation Centre, Desk Space and Separate Cabins for Researchers to Work Independently and Confab for Collaborative Research Activities**. The institution also provide remote access to vast collection of research **Databases and Network** like Nlist- Inflibnet, Delnet, EBSCO Business Source Complete, EBSCO Psychology and Behavioral Science Collections, E-books of Pearson management collections and SAGE E-Journals, Elsevier to support research efforts of teachers and students.



The institution has framed a comprehensive research policy in consultation with the stakeholders.

- **Provision of seed money** to the faculty for conducting major and minor research in their area of expertise.
 - The average institutional spending on seed money for the past 5 years is around Rs. 5,00,000
- Increased focus on quality research publications
 - **Publication incentives** for faculty who publish in high-ranked journals as mentioned in the research policy.
 - Encouragement for faculty to take up research projects from industry, government, non – government, and so on by providing institutional support.
 - Institutional research centres for conducting academic researches.
- **Consultancy policy** developed by the institute aids the faculty while undertaking consultancy and training for the corporate and other bodies and to utilise their expertise.
- **Competency development** training for teaching and non-teaching staff to enable them to undertake consultancy and training assignments.
- Provision of **incubation centre** by the College for students to develop their entrepreneurial acumen.
 - Incubation of nine companies in the past 5 years.
 - Moreover, the students are **encouraged to participate in contests** like hackathon, business plan, etc. to cultivate innovativeness among them.
- Intricate weaving of **extension and community** service in the culture of Rajagiri.
 - The impact of these activities has an integral part of the holistic development of the students which is evident through their active association with the community.

Infrastructure and Learning Resources

The infrastructure and learning resources facilities in the College are planned with a vision to meet the requirements for holistic education. The campuses, set in 82.39 acres, have a total built-up area of 35844 sq. metres which includes major facilities like: -

- 42 classrooms, 7 tutorial and seminar rooms, 6 auditoriums and 3 conference halls
- Five labs with 328 latest-configuration-computers with i3 and i5 Windows, 4 GB RAM and 500GB hard disk
- Full-fledged biotechnology lab and Psychology Experiment Building Language (PEBL) lab with latest software and research tools
- Two libraries containing 48043 books and 1636 rare collection of books published from 1900-1975 era
- 575 desktop computers, 30 laptops and 2 communication labs provide efficient computing facilities
- Wi-Fi facility with browsing speeds of 100 Mbps and 60 Mbps with 28 Wi-Fi access points across campus for students
- A cricket ground built in collaboration with Kerala Cricket Association as a shared facility
- A fully equipped state of the art sports complex and well maintained central hall with a seating capacity of 1300
- 5 fully equipped gymnasiums
- A yoga centre along with medical facility room, prayer hall, guest room and 5 open theatres on campuses
- Approximately 40% of total expenditure excluding salary is used for infrastructure augmentation during post autonomy phase. About 10% of expenditure is spent on maintaining physical and academic facilities.
- Two substations comprising of 5 generators with a capacity of 660 KVA

Student Support and Progression

Rajagiri College of Social Sciences (Autonomous) has well organized student support services in the campus.

- Students are supported with many **Government supported schemes** like merit-cum-means scholarship, post-metric scholarship for minorities, central sector scheme of scholarship, and SC/ST support scholarships. College **handholds the needy students** through student welfare fund scholarships. Endowments and merit scholarships constituted by the institution, alumni, other organisations honour academic and non academic achievements of the students.
- **An elected union** of the College coordinates sports and cultural activities at national and International level. College has won overall championships in management fests as well as social work national fests consistently for past five years.
- The **Grievance Redressal Cell** in the college resolves the academic and administrative grievances. College is also having a student council at the UG level for grievance redressal. There is an online portal which is open to the students where they can register their feedbacks.
- Each department organizes **capacity enhancement programmes** for the students for improving communication skills, soft skills and life skills including Yoga. College encourages students to prepare for competitive exams by providing **coaching and financial incentives** for those who clear the exams.
- **Placement cell** of the college regularly conducts campus recruitment drives and is involved in placement counselling, orientation programmes, pre-placement training, mock interviews etc.
- RCSS's alumni association named as **OYSTER** (Organisation of Yester Year Students of Rajagiri

College) organizes annual alumni meet and coordinates chapter meetings and executive committee meetings.

Governance, Leadership and Management

Governance, Leadership and Management emphasis on participative management with decentralized decision making at all levels and flat organization structure.

- Around 20 **campus committees/bodies** and cells with participation from all stakeholders
- **Regular stakeholder meetings** include weekly **department meetings**, monthly **general staff council meetings** and other meetings convened for decisions making and implementation of action plans
- Strong perspective plan built on **5 pillars - Admissions & Selection, Academic System, Faculty Excellence, Student Outcome and Infrastructure** together contributing for achievement of the College vision
- Implementation of **e-governance** in areas of planning and administration, admission, examination, student activities and finance enhance good governance through transparency, participation and accountability from the stakeholders.
- **Rajagiri Staff Welfare Association** a registered body looks into the welfare activities such as medical, educational and financial needs of the staff.
- Well laid down **HR policy** looks into the recruitment, selection and career progression of the teaching and non teaching staff.
- On an average 36.89% of the faculty attended **online/face to face FDP** during last five years.
- 55.52 per cent of the faculty were provided with **financial support to attend Conference, workshop and to obtain membership in professional bodies**
- The College has conducted on an average 23 **administrative and professional development programmes** over five years for the teaching and non teaching staff
- Apart from government grants, the College received Rs. 242.17 Lakhs as **grant from non-government bodies, philanthropist and individuals**
- Finance and accounting standards of the College are laid down in the **Finance and Accounting Manual**
- The College conducts **financial audits at three levels - internal, external and government**
- The main quality initiatives institutionalized by the IQAC are **Sustainable Environment Education Policy and increased Academic International Linkages.**
- IQAC prepares an action plan report based on the review on the teaching learning process gathered through **customized College ERP – Fedena** and from the academic administrative audit.
- The major reforms initiated are; increase in the use of **Learning Management System-MOODLE, usage of intelligent interactive teaching panels in class rooms, developing e-content by the faculty through Rajagiri WOW (Web of Wisdom), participation in NIRF ranking and NBA accreditation, collaborative activities with other institutions.**

Institutional Values and Best Practices

The institution is dedicated to ‘Sustainable Education’ aiming to preserve social values and the planet with the

following initiatives:

- **Gender sensitivity facilities and Gender equity promotion programmes**, based on an annual action-plan, to achieve **GOAL-5(Gender Equity)** of the United Nations Sustainable Development Goals (UNSDG).
- Use of solar panels (**wheeled to the KSEB grid**), **biogas plants, LED fittings and sensor-based energy conservation equipment**.
- Ample rainwater harvesting facilities with capacity to store up to **7 lakh litres of rainwater storage capacity**.
- **Use of recycled water** is used for **gardening and toilet flushing**.
- Well-structured **water-conservation and waste management facilities**, and a recognized agency for the same by various government department/schemes.
- **Green campus initiatives** with focus on gardens (butterfly, spice, herbal, fruit and vegetable), landscaping, plastic- free campus, zero-waste plan, paperless office and hygienic waste management practices and awareness campaigns.
- Strong focus on environment and Swachhta **ranked the College 2nd in the country by Swachh Bharat Abhiyan, 2019**.
- Conduct of **regular quality audits and environment promotion activities**.
- Provision of **Divyangjan-friendly resources**, providing a disabled – friendly barrier free environment.
- Recruitment of **Transgender staff and Divyangjan staff in the College office**.
- Ample efforts to organize **programmes for inclusive environment**, conduct of **national/international days** and for sensitization to **constitutional obligations**.
- Ensuring availability of well-prepared student and faculty (teaching/non-teaching and administrators) **handbook/code-of conduct and annual awareness programmes** for the same.
- **Best Practice #1 - Pedagogical innovations** for student-centric learning and evaluation to facilitate the holistic development of students through continuous monitoring.
- **Best Practice #2 - Rajagiri Centre for Sustainable Livelihoods** aiming to impart professional skills, knowledge and placement to students and local community through Rajagiri Centre for Skill Development (**RCSD**) , Rajagiri Centre for Developing Micro Entrepreneurship and Development (**RCDMD**) and Rajagiri Career and Employability Hub (**RCEH**) for Auditing and Social Entrepreneurship.
- **Institutional Distinctiveness** - Continued focus to be a centre-par-excellence, relentlessly aiming **for enriching and fulfilling LIFE** (*as in the vision statement*) with the unique **“Rajagiri Immersive Learning” framework**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJAGIRI COLLEGE OF SOCIAL SCIENCES
Address	Rajagiri College of Social Sciences (Autonomous), Rajagiri P O, Kalamassery Kochi.
City	Kalamassery
State	Kerala
Pin	683104
Website	www.rajagiri.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Binoy Joseph	0484-2911111	9446919144	0484-253286 2	principal@rajagiri. edu
IQAC / CIQA coordinator	Mary Venus Joseph	0484-2911325	9447134579	-	maryvenusrcss@g mail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority1.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	21-08-1980
Date of grant of 'Autonomy' to the College by UGC	13-06-2014

University to which the college is affiliated

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-09-1988	View Document
12B of UGC	07-12-1989	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2019	12	MBA and MCA programmes

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking framework
Date of recognition	08-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Rajagiri College of Social Sciences (Autonomous), Rajagiri P O, Kalamassery Kochi.	Urban	8.64	35844

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	BSW,Social Work	36	Plus Two	English	30	30
UG	BLibISc,Library And Information Science	12	Any Degree	English	30	22
UG	BCom,Commerce	36	Plus Two	English	80	80
UG	BCom,Commerce	36	Plus Two	English	40	40
UG	BCom,Commerce	36	Plus Two	English	40	40

UG	BBA,Commerce	36	Plus Two	English	40	40
UG	BSc,Psychology	36	Plus Two	English	30	30
PG	MSW,Social Work	24	Any degree	English	50	50
PG	MBA,Business Administration	24	Any Degree	English	120	120
PG	MHM,Personnel Management	24	Any Degree	English	40	36
PG	MCA,Computer Science	36	Any degree with Mathematics as subsidiary subject	English	45	39
PG	MLibISc,Library And Information Science	12	BLibISc	English	15	15
PG	MSc,Psychology	12	BSc or BA Psychology	English	20	20
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	Any Degree	English	35	19
Doctoral (Ph.D)	PhD or DPhil,Social Work	36	Post Graduation in Social Sciences	English	22	16
Doctoral (Ph.D)	PhD or DPhil,Personnel Management	36	Post Graduation	English	8	6

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				6				11			
Recruited	0	0	0	0	5	1	0	6	9	2	0	11
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				3				49			
Recruited	7	2	0	9	1	2	0	3	26	23	0	49
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	3	3	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				49
Recruited	34	14	1	49
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				5
Recruited	5	0	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	2	0	5	3	0	16	14	0	46
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	17	9	0	26

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	14	0	19

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	0	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	2	0	0	0	2
	Female	17	0	0	0	17
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	17	0	0	0	17
	Others	0	0	0	0	0
UG	Male	285	1	10	5	301
	Female	373	4	27	19	423
	Others	0	0	0	0	0
PG	Male	183	13	2	4	202
	Female	353	13	12	0	378
	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	15	11	16	15
	Female	27	32	21	20
	Others	0	0	0	0
ST	Male	2	3	2	2
	Female	6	4	6	5
	Others	0	0	0	0
OBC	Male	20	17	20	10
	Female	34	33	27	23
	Others	0	0	0	0
General	Male	78	73	85	59
	Female	153	155	118	104
	Others	0	0	0	0
Others	Male	89	89	66	78
	Female	157	133	133	91
	Others	0	0	0	0
Total		581	550	494	407

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Business Administration	View Document
Commerce	View Document
Computer Science	View Document
Library And Information Science	View Document
Personnel Management	View Document
Psychology	View Document
Social Work	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
14	14	14	10	7
File Description			Document	
Institutional data in prescribed format			View Document	

Number of departments offering academic programmes

Response: 7

3.2 Students

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1323	1145	911	680	297
File Description			Document	
Institutional data in prescribed format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
494	394	309	249	19
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
1290	1116	893	670	296
File Description		Document		
Institutional data in prescribed format		View Document		

Number of revaluation applications year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
68	47	38	28	18

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
370	356	295	223	87
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
76	73	67	51	46
File Description		Document		
Institutional data in prescribed format		View Document		

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
72	72	61	50	46
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 last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8377	7083	6511	4169	2986
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 last five years

2018-19	2017-18	2016-17	2015-16	2014-15
129	129	122	100	76
File Description		Document		
Institutional data in prescribed format		View Document		

Total number of classrooms and seminar halls

Response: 37

Total number of computers in the campus for academic purpose

Response: 362

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

2018-19	2017-18	2016-17	2015-16	2014-15
2195	2186	4499	1096	464

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Rajagiri College has always been responsive to the need for evolving curricula that reciprocates local/regional/national/global developmental needs; rooted in the vision and mission of the institution. All the programmes have undergone syllabi revision based on stakeholder feedback and in consultation with experts.

Curricula relevance to the local needs

- Inclusion of sustainable development models from local contexts, eco-tourism, Kerala State laws and rules, programmes, state-level bodies for promoting entrepreneurship etc.
- Integration of research projects and social sensitization camp into the curricula
- Semester-wise Field internships, summer placements, community projects and participation in collaborative government surveys at the local level
- Postgraduate Diploma in Clinical Social Work and Counseling Practice (PGDCSW) with three work specializations for developing trained personnel in mental health in the Kerala State

Curricula relevance to the national/ regional needs

- Curricula revisions based on the UGC and CBCS model curricula
- Industry driven B.Com. and BBA programmes with specific focus on entrepreneurship, business and industrial laws, Intellectual Property Rights, computerized accounting and business; and electives like tourism, healthcare and event management courses
- Emphasis on national policies, ministries, National Missions, Indian Constitution, central legislations, issues and emerging concerns in the BSW, MSW and MHRM programmes
- Skill-based courses like Training in Mental Health Promotion, Experimental Psychology integrated into the approved curricula; and value-added courses in PEBL software for psychological tests for B.Sc. and M.Sc. Psychology programmes.
- Internships/summer placements at national/regional level

Curricula relevance to the global needs

- Curricula equivalence of the BSW and MSW programmes to the respective programmes in the US, Canada and New Zealand
- Functional MoUs with Association of Chartered Certified Accountants (ACCA) and Chartered Institute of Management Accountants (CIMA), UK exempting 9 out of 14 ACCA courses and 9 out of 16 CIMA courses for the B.Com. and BBA students respectively
- Inclusion of the current technological advances like Android, Python, Software Design and

Architecture, Software Testing etc in the MCA curriculum.

- Inclusion of computer applications and digital resources in libraries in the BLibISc and MLibISc curricula
- Full-fledged English department offering value-added courses in Communicative English for UG and PG students
- 176 International internships (117 supported by partner universities) during 2014-19 including student internships in cross cultural research projects.

Reflection of the curricula relevance in the POs-PSOs-COs

- Based on stakeholder feedback and consultation with experts, the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all UG and PG programmes were developed in a framework of:
 - **Knowledge** (domain-specific and technical knowledge)
 - **Skills/Competencies** (domain-specific, technical and English), and
 - **Socially responsible and Ethical behavior**
- Alignment of PO-PSO-CO framework of the MBA and MHRM programmes with Accreditation Council for Business Schools and Programs (ACBSP), USA standards
- Adoption of NBA's PO-PSO framework for the MCA programme

A consolidated description and mapping of PO, PSO and CO of all the programmes are given in <https://rajagiri.edu/academic/assurance-of-learning>

Illustration

Programme: BLibISc

PO4: Our graduates will develop the practical skill for the organization of Knowledge.	PSO4b: Our graduate will be able to explain, use, maintain, and develop systems to organize and retrieve recorded knowledge.	CO (Skill outcome): Our graduates will be able to apply tools and techniques for the organization of knowledge. <i>Course: Knowledge Organization - Library Classification (Practical)</i>
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Programme: BSW

PO1: Our graduates will demonstrate conceptual clarity and the ability to integrate knowledge with practice	PSO1c: Our graduates will integrate the foundational knowledge of allied disciplines in social work practice.	CO (Knowledge Outcome): Critically reflect on the implications for social work practice with people at different stages of human life <i>Course: Developmental Psychology</i>
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File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

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

Response: 14

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

Response: 14

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

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution.

Response: 96.57

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
370	347	285	221	78

File Description	Document
Programme / 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(Data Template)	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years. Response: 55.29	
1.2.1.1 How many new courses are introduced within the last five years Response: 282	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years. Response: 510	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year). Response: 100	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented. Response: 14	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Professional Ethics, Gender, Human Values and Environment and Sustainability are highly valued by the college since they are closely linked to its vision, mission and core values. Accordingly, these are consciously integrated into the College's day-to-day administration, approved curricula, value-added courses and co-curricular activities.

Professional Ethics

- Outlining of development of socially responsible and ethical behavior in the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) of all the programmes
- 35 courses in the approved curricula specifically dealing with professional ethics and ethical issues in the respective domain areas
- Mandatory plagiarism report to be included along with the submission of student dissertations

Gender

- 64 percent female representation in the student population and 63 percent in key administrative positions in the college, in line with the UN Sustainable Development Goal of gender equity and empowerment.
- 35 courses in the approved curricula dealing with gender issues, empowerment, women entrepreneurship, gender-specific welfare measures and laws etc.
- 63 student dissertations at the undergraduate and postgraduate levels on women issues and five dissertations on transgender issues during 2014-19
- 3-months' multi-skill training within the campus for transgenders for placing them in Kochi Metro
- Presence of a transgender employee in the college office since 2017
- Martial arts and self-defense training for girls and legal awareness sessions on women laws for undergraduate students in collaboration with KELSA
- Gender Audit Survey of a local self-government in Kerala by social work students
- Discussions and debates on gender issues and rights being a regular phenomenon of the campus life in forums like Rajasadas, student clubs etc.

Human Values

- 21 courses in the approved curricula dealing with universal human values
- Regular extension activities, field practicum, social sensitization camps and surveys, both within and outside the approved syllabi in sensitizing the students to issues related to human values
- Active volunteering of students from all departments in the disaster relief and rehabilitation activities of the college and district administration in Ernakulam and Thiruvananthapuram during 2014-19
- Variety of hands-on experiential learning opportunities for students in human values through student clubs like Youth Red Cross, NSS, Rotaract, Yi units and election literacy club.

Environment and Sustainability

- College having Sustainable Environment Education Campuses demonstrating the reduce, reuse and recycle philosophy through its Solar Photo- Voltaic (PV) system covering energy requirements, rainwater harvesting, zero waste promotion, scientific management of both organic and non-biodegradable wastes, wastewater treatment (STP), biogas plant etc.
- 39 courses in the approved curricula specifically dealing with environmental issues and environment management including a core course on environment for all UG programmes
- Value-added course on Environmental Hygiene and Waste Management consisting of environmental audits of 10 LSGs by the students
- RCSS's ENCON winning the best Environment Conservation Club club award in 2017-18 by Bharat Petroleum Corporation Limited with activities like tree planting, plastic-free initiatives, no horn, car-free days and observing days of national importance
- Car bin and 'Chekutty doll' (out of flood-hit handloom waste cloth) campaigns by the Young Indian (Yi) unit of the college
- Student fests of the college demonstrating waste recycling initiatives of students

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Link for Additional Information	View Document

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

Response: 51

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	10	8	9	6

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

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 77.99

1.3.3.1 Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
1120	1016	616	477	234

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

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 88.06

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1165

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

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni E. None of the above D. Any 1 of the above C. Any 2 of the above B. Any 3 of the above Response: A. All 4 of the above	
File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following : E. Feedback not obtained D. Feedback collected C. Feedback collected and analysed B. Feedback collected, analysed and action taken Response: A. Feedback collected, analysed and action taken and report made available on website	
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File Description	Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 90.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
581	550	494	407	297

2.1.1.2 Number of sanctioned seats year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
615	615	575	445	330

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

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

Response: 93.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
122	118	109	93	76

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

2.2 Catering to Student Diversity

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

Response:

Assessment Process

Assessment of the learning levels of freshly admitted students is an integral part of the post-admission process of the College. Though admissions are based on merit, the college carries out separate assessment to understand the larger spectrum of their learning levels based on the guidelines specified in **Gardener's Multiple Intelligence**. The students are given a pre-assessment orientation to explain the need for assessment and its impact on their growth at Rajagiri. The categorization of students is based on the qualifying marks for UG Programmes and scores of the entrance test for the PG programmes, considered for admission. Based on the assessment, the slow learners are administered different pedagogical solutions to bridge the gap. The Department of Psychology with the fully functional Psychology Lab assists in conducting diagnostic/psychometric tests during the post admission period as when needed, to assess the aptitude, comprehension levels of the students.

Advanced learners

- Skill development courses and software based learning for competitive exams
- Encouraged by achievement-linked Incentives and awards
- Advanced learning corridors like Student Exchange programmes with International Universities
- Encouraged to take up research projects and publish dissertations
- IELTS training (provided on-demand) to encourage career and educational options abroad
- Value-added courses such as Accredited CA Foundation Course
- Advanced coaching classes to crack competitive exams
- Encouraging students to take up:
 - Massive Open Online Courses (MOOC)
 - AICTE-facilitated SWAYAM courses
 - College-facilitated local chapter of NPTEL to encourage NPTEL Courses

Slow Learners

- Remedial programme closely monitored by the departments to ensure quality and productivity of the programme
- Tutoring system helps to identify and provide individualized care to the slow learners
- **Peer learning groups** formed inclusive of both advanced learners and slow learners.
- The syllabus and course pattern of the Post Graduate Diploma Course also equips the students with the ability to identify the problems in the learning level and methods to tackle it

- Specialized coaching classes to help crack competitive exams
- Mentoring sessions
- Parents constantly kept-in-loop about progress

Level playing field (common to both Advanced and Slow Learners)

- Specifically designed and institution-facilitated **Earn-while-Learn** to tap student application skills
- Career-guidance sessions
- **Language competency**
 - Language proficiency sessions for different levels of students administered through the language lab
 - Rigorous training on language standardization, accent neutralization and Listening, Speaking, Reading, and Writing (LSRW) skills
- Imparting skills through simulation based programmes
- **Improving Employability**
 - Training in interview and group discussion skills
 - Etiquette grooming
 - Personality development sessions carried out by life skill trainers and personality development trainers
 - Career counseling by the placement cell

File Description	Document
Any additional information	View Document

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

Response: 17.41

File Description	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:

Academic autonomy of the College has helped teachers in utilizing their capabilities and expertise in designing curricula focusing on need-based and student-centric methods. This has paved the way for the introduction of the concept of trending electives and specialized courses at the institution level. **Student-centric teaching methods and projects** are introduced to encourage experiential and participative learning.

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. The College, by virtue of its founding principles, is committed to community outreach. Students get to know the pulse of the society, its needs and challenges through experiential learning.

- Summer placement programmes
- Industry visits and industry-academia conclaves to help students develop comprehensive idea of the working of the industrial sector
- Industry and educational field visits in getting exposure to the corporate world
- Internships with reputed firms adds to the scaling-up of professional experience of the students
- Hands-on training in relevant skill-based courses to enable them to actuate their latent interest in industry
- E-learning and simulation programmes
- Conclaves and industry interaction events conducted by the College-clubs and forums
- Fests, role plays, and histrionics in conducive environments.

The **experiential learning experience** is made possible through well designed , supervised, and assessed experiential learning programs which has inbuilt **reflection, critical analysis, and synthesis dimension** . A student's reflection on the experiential learning is assessed through field /internship reports, post visit discussions and student presentations

In participative learning the process and outcomes are owned by the team of students and the teacher. The students take greater control of their own learning by participating in the planning and implementation of service projects. It provides students with an opportunity to gain professional values, knowledge, and skills. Students also gain a deeper understanding of the meaning of civic responsibility and prepare themselves for serving the community. Students are encouraged to involve and participate in various learning platforms offered by the college.

- Encouragement to involve and participate in various learning platforms offered by the college
- Group discussions and peer learning circles
- Webinars and video conferences to increase the scope for participation
- Research oriented workshops and laboratory exercises, including advanced concepts, provided at postgraduate level to understand the importance of pooling ideas and inter-disciplinary participative learning techniques
- Inter-disciplinary projects and case studies undertaken to widen the horizon of the discipline
- Encouragement to enroll for MOOC Courses

Problem-solving is the ability to identify and solve problems by applying appropriate skills systematically. Following are problem solving methods used-

- Case-study method
- Soft skill development programmes by eminent trainers
- Experts' (industry executives and public figures) talks on problem solving methods
- Learning through games
- Ample opportunities for 'do-it-yourself' techniques
- Participation in various projects funded by government and non-governmental organizations
- Project-based learning, where problem solving methodologies are put into practice, functions through unique initiatives of the College like RLabZ

File Description	Document
Any additional information	View Document

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

Response:

The College is fully equipped with cutting-edge ICT tools to enhance the quality of teaching- learning process. Majority of the Classrooms are equipped with Interactive Intelligent Panels.

- ICT-enabled with high quality projector, laptop, Wi-Fi and smart boards.
- Encourages students and teachers to try other ICT resources
- Use of **Learning Mangement System** like **MOODLE** (Modular Object-Oriented Dynamic Learning Environment), an online educational platform that provides custom learning environments for students in different ways
 - Creation of forums between students and teachers for continuous assessment and appraisalment
 - Preparation of course outlines
 - Conduct of quizzes and assignments online in an interesting and engaging manner
 - Share knowledge ideas
 - Teachers create lessons, manage courses, and interact with other teachers and students using this platform.
- **ICT-based simulations** purchased from **Harvard University, Cesim etc.** helps students and faculty to make the subject easy, understandable and relatable. It also helps:
 - Imitate real life situations in class to give the students a better picture of what they are being taught and how they should tackle it
 - Helps students develop practical and realistic approach
 - Helps objective and proper evaluation and assessment
 - Achieve PO/PSO
- **Digital library**
 - Makes online content available to the College community
 - **DSpace**, a digital repository, is used by teachers to share notes and references using
 - Allows access to subscription-based journals from prestigious sources
 - Makes it effortless for the students and academicians by providing remote access to the worldwide educational data.
- **Continuous and consistent ICT-based learning environment**
 - Generous financial support and appreciation for faculty and students **to take up MOOC courses**
 - Computer labs, well-equipped with audio-video facilities, help teachers and students to avail online content within the College
 - Teachers also use NPTEL platform for accessing online content in their respective fields. This helps them to get updated on the contemporary situation of the discipline.
 - Encourage the faculty to make use of Smart Applications like **Padlet, Mentimeter, Plickers, H5P, uReply** etc.

- **Fedena, the College ERP**

- Used for attendance-management, examination marks
- Interface to effectively carry out assignments as well
- Platform for feedback and peer reviews

- **Language Lab**

- 50 student consoles and one teacher console to ensure hassle-free learning environment
- Each console is administered by the teacher console using language lab software. Teachers make use of the lab to enhance language learning through specific software for improving Listening, Speaking, Reading, and Writing (LSRW) skills
- Also used by teachers who pursue competitive exams, language tests and online courses

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

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

Response: 17.41

2.3.3.1 Number of mentors

Response: 76

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

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

Response:

The Annual Academic Calendar is finalized in a participative manner taking into consideration the Annual Plans prepared by the respective Academic Departments. The Department plans are presented at the **BODHI, the academic planning retreat of the College which is usually held annually during April/May**. The presentation and consolidation of the academic calendar charted with programmes at department and institution level is an integral part of BODHI

Preparation of Academic calendar

- As all the major programmes of the College are in line with dates specified in the Academic Calendar, an expert committee collects details of various department level activities proposed for the new academic year. Department level events include association activity, workshops, conferences, alumni activities, placement activities, parent teacher meeting etc.
- This committee also decides on the schedule of various examinations, in consultation with the examination department, Assistant Controllers of Examinations at department level and the Controller of Examination. The Arts and Sports fests, signature events of various departments, cultural events on specific occasions are set in place in consultation with various student bodies, staff and management. Central and State Government holidays and other events are also taken into consideration.
- The Academic Calendar is set such that the total number of days allocated to various activities do not disrupt the total number of regular academic classes.
- Once finalized, the Academic calendar applies to all activities.

Teaching Plan

- Teaching plans for the whole academic year is drawn up by individual faculty member and later collected by the tutors of each batch. Individual suggestions and comments are consolidated and submitted to Head of the Department concerned for review.
- Mapping of all Programme Objectives and Programme Specific Objectives being imperative, the Head of the Department also ensures the formation of a committee to map POs and PSOs.
- The consolidated report and mapping is presented at the department faculty council for consideration.

Adherence to Teaching and Academic plan

- The course plans, being an important part of the day-to-day teaching requirement, are evaluated on a mid-semester basis. Course facilitators, who deal with individual courses, submit a statement of module-wise completion to the tutors.
- Further, the tutors review the document to check possible discrepancies and submit the same to the Head of the Department for assessment. The report, in detail, elaborates on the process of PO and PSO mapping to various courses, its possible outcomes and benefits from multiple perspectives.
- Head of Department collects feedback from students on course plans, wherein adherence to the course plan in execution is compared with the report submitted.
- A report is prepared based on the feedback from multiple sources, and the Principal reviews the final report.
- Corrective measures, wherever necessary, are discussed and intimated to the department and the individual member of the faculty. This ensures qualitative improvement of the teaching-learning process. The adherence to the academic calendar is continually monitored using the college ERP-*Fedena*.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

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

Response: 103.76

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	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. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 55.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
48	41	38	28	21

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 10.75

2.4.3.1 Total experience of full-time teachers

Response: 817.35

File Description	Document
Institutional data in prescribed format	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 year-wise during the last five years

Response: 13.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	16	14	12	14

File Description	Document
Institutional data in prescribed format (Data Template)	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: 4.8

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
68	47	38	28	18

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

Response:

The College, having been conferred with autonomy in 2014, has adopted ample measures to reform the examination procedures and processes. The Examination Cell has implemented various reforms and innovations under the guidance of the Controller of Examinations. IT integration via Software based question paper setting, ERP based registration, generation of Hall Ticket, Entry of Marks, Publication of Results and biometric security systems in Exam Cell are a few among the many reforms that have had a positive impact on the efficacy of the Examination Management of the College.

- **IT integration reforms in the examination system**

- Examination registration, fee payment and hall ticket generation are done using FEDENA, the **College ERP**. Students can apply for examination only through Fedena. As **attendance** is marked using the ERP, those students with less than 75% attendance in papers concerned in a semester are blocked from examination registration, leading to application through condonation process as per the provisions in Examination policy. Once registered, a student can generate the duly authorized **hall ticket online**. Enhanced accuracy and accountability of the forms filled-in by the students affirms the significance of the same. Moreover, going online saves considerable time and resources for all.
 - ‘PARIMAN’, an **exclusive question bank software**, is used to generate question papers automatically according to a prefixed pattern from the year 2014.
 - Later on, adding more features, a new **software REx** was introduced in June 2018 to randomly generate question papers. The questions are generally set at different levels, i.e., simple, medium and complex, incorporating **Bloom’s taxonomy** as the underlying theme, to have a comprehensive outcome. Question papers are also solicited from a panel of external experts in each subject area to ensure fool proof execution of examination process.
 - Autonomy conferred Rajagiri the responsibility to provide mark sheets to the students which is one among the most confidential and critical process in the examination system. In order to ensure highest level of security and to eliminate duplicity, the mark sheets are printed with various security features such as micro text, pantograph, UV, hologram etc. Mark sheet is also featured with photographs of students to further strengthen security credential.
- Continuous Internal Assessment (CIA) marks – CAE I, CAE II, Assignment, Seminar, Attendance - are uploaded to the ERP. Evaluation of CAE papers are also linked to the assessment of POs and PSOs of various programs.
 - As the component-wise distribution of marks for assignments and the choice of methods of assignment depends on the nature of the discipline, the ERP helps faculty to choose the required components and methods from the options provided. Attendance cut off and proportionate mark distribution are also done automatically.
 - Students can view their CIA marks through the login page.
 - Parents are also provided with individual login to view their wards’ academic performance as an added feature in the College ERP. Periodic open houses for parents are organized to discuss academic performance of students with the Principal and faculty members.
 - The increase in counterfeit certificates worldwide has been a major concern over the years and has caused tremendous damages to various institutions. RCSS launched an **online**

Certificate Verification System www.rajagiri.directverify.in to facilitate expeditious verification of students' certificates. This system will enable embassies, educational institutions, employers and corporate organizations who have recruited or enrolled RCSS students worldwide to verify students' certificate online from anywhere in the world to safeguard them from the fake document menace. Verification request status can be monitored by using the transaction numbers. s

Improvements Observed in the Examination System

- False /Dummy numbers are used in answer booklets; this ensures the transparency in valuation of answer scripts of the Semester Examination. Once evaluated, the marks are uploaded to the software for automated tabulation. The CIA marks are updated online after each Continuous Assessment Examination. Other components like attendance and assignments, are added with the Semester Examination marks in the set proportion. This has led to a significant accuracy and speedy release of results. Such IT integrated reforms have helped in paperless procedures which falls in line with the green Initiative of the College.
- Biometric systems are installed at the doors of the strong room of the exam cell. The Exam Cell is also equipped with cutting edge computer/software systems, surveillance cameras etc. This has helped in strengthening the security measures of the exam procedures. Advanced electronic systems have augmented the transparency, accountability and credibility of the Examination Management system.
- Examination committee meetings are regularly conducted to review the statistics related to examination results after each semester. The committee looks into areas of improvement in all related areas and the same is communicated to all departments for follow-up action.
- **To prevent and deal with examination related malpractices:**
 - Examination halls are equipped with surveillance cameras that are monitored continuously
 - An Examination Monitoring Task Force, comprising of senior faculty members are entrusted with the duty of periodic supervision of the Examinations
 - Annual training sessions are conducted for existing teachers to update and refresh the duties and responsibilities related to examinations every academic year
 - Newly recruited teachers are provided with similar training sessions during their induction programme.
- Remuneration related to Examinations to internal and external faculty members are made through online banking, directly to the bank accounts of respective faculty to ensure speedy and transparent settlement of such dues.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all Programmes are stated and displayed on RCSS website.

Communication to the Stakeholders

1. Students:

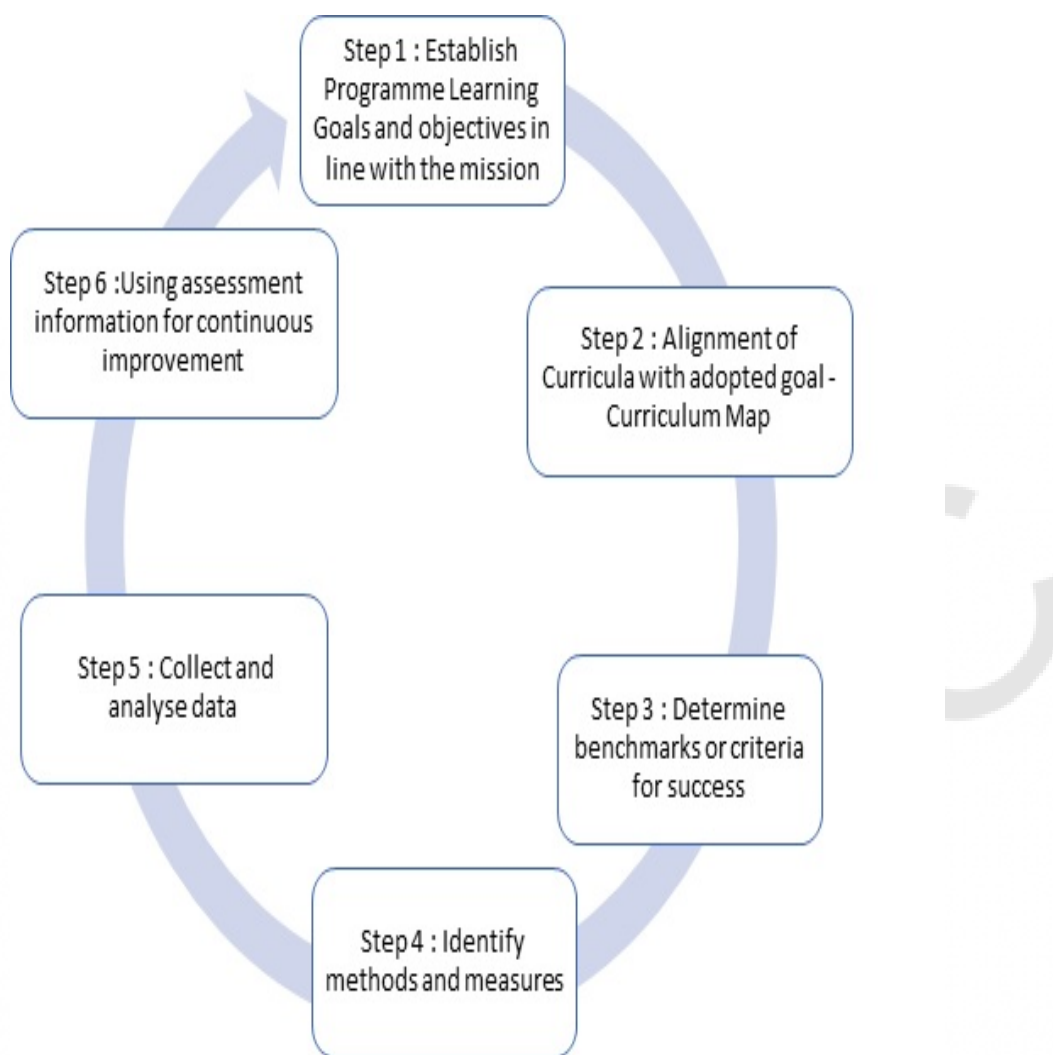
1. Orientation about POs and measurement during induction
2. Mention of Subject-PSO mapping and assessment tool for each PSO in the Course Plan
2. Orientation programmes for **faculty** on designing, mapping and attainment of POs, PSOs and COs.
3. Display of POs, PSOs and COs on RCSS website for **other stakeholders**

RCSS's Outcome-Based-Education (OBE) for skills and competences development uses an **Assurance of Learning (AOL) system**. The assessment plan incorporates the “outcomes assessment” process followed in the institution.

STEP 1: ESTABLISH PROGRAMME LEARNING GOALS (PLGs) AND PROGRAMME LEARNING OBJECTIVES (PLOs) IN LINE WITH THE MISSION

- PLGs and PLOs of the programme are:
 - Driven by RCSS's mission
 - Created by a faculty team in AOL Committee and reviewed by the entire faculty in Faculty Council meeting
 - Focuses on key competences which each programme will provide to students and termed as POs

The list of PLGs is provided in college website. <https://rajagiri.edu/academic/assurance-of-learning>



STEP 2: ALIGNMENT OF CURRICULA WITH ADOPTED GOALS

- Critical as it provides clear evidence about the student works performed in one or more classes and directly supports student achievement of the learning goals
- Curriculum maps, used to align PLGs and PLOs to the curricula, charts the LOs across courses and co-curricular activities. The maps then provide assurance that, students will have ample opportunities to attain the expected outcomes.

STEP 3: BENCHMARKS

- Determine the criteria of success or performance standard for a PLO
- Acceptable, internal performance benchmark established to determine if student performance is acceptable or not

STEP 4: IDENTIFICATION OF ASSESSMENT METHODS AND MEASURES

Student learning is measured using:

Direct Measures

1. Given greater emphasis by AOL system

2. Require students to demonstrate their knowledge and skills. For example, under rubric-based measures, student works (assignments, presentations), a part of both assessment and evaluation, shall be assessed using rubrics.

Indirect measures

1. Supports direct measurement, or wherever impossible to measure the learning objective directly
2. Assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. Examples - student surveys about instruction, student entry and exit surveys, focus groups, alumni surveys, employer surveys.

STEP 5: ATTAINMENT REPORT GENERATION

Apart from detailed assessment record, faculty taking the course mapped to a PLO or faculty- in-charge of the assessment event will send the report in the prescribed format to the assessment committee.

STEP 6: USING ATTAINMENT REPORT FOR CONTINUOUS IMPROVEMENT

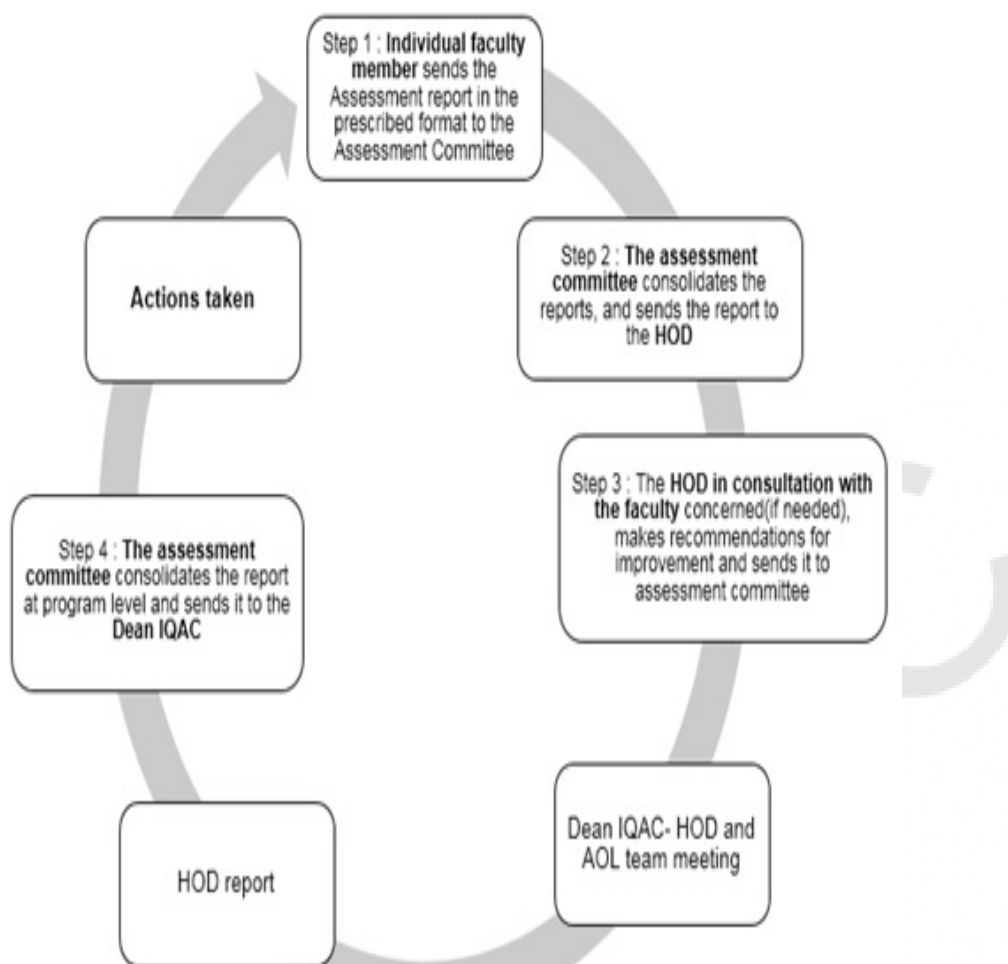
- Focus on insights from assessment data to improve the Programme
- Necessary changes are made in Program Architecture and delivery of the course
- Findings of the consolidated report and required actions to be implemented for subsequent academic year. At the end of every academic year, the programme level assessment report including the proposed action plan has to be presented in the Faculty Council

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

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

Response:

Attainment of POs, PSOs and COs are measured using a number of methods, grouped as direct and indirect measures. Indirect measures are used to augment direct measurement, or wherever it is impossible to measure the learning objective directly. Course-embedded assessment is followed for directly measuring the POs, PSOs and COs.



- **Course Embedded Assessment**

- Incorporate assessment into regular class activities
- Refers to techniques that can be utilized within the context of a classroom to assess students' learning, as individuals and in groups.
- Two types of course embedded assessments
 - Embedded questions
 - Rubric-based measures

- **Embedded Questions (EQ) in Examinations process**

- Certain courses are selected for the assessment of COs and the method of assessment, whether it is embedded questions or rubrics, is decided
- Earmarking of appropriate Section of Continuous Assessment Examination II (CAE – II) as embedded questions for these courses
- Grading structure section of the course plan include information on EQ assessment and examination used for that purpose
- Faculty members teaching the assessed course have to submit 2 sets of questions papers with EQ in Section C. EQ questions will be checked and approved by the area chair/Heads to ensure that it measures the intended PSO. The marks of the embedded question along with summary in prescribed format to be send to the assessment committee within prescribed time limit

- **Rubric based measures Process**

- Under rubric-based measures, student work shall be assessed based on rubrics
- Student works like assignments, presentations to be part of both assessment and evaluation

- Faculty to give marks twice - once for **evaluation** as a part of CIA (Continuous Internal Assessment) and second based on rubrics for **assessing** the PSO
- Holistic and analytic rubrics developed by a working committee on rubrics
- All PSO assessments other than Embedded Questions are to follow rubrics of the respective PSO
- Rubrics marks and assessment summary in prescribed format to be send to assessment committees

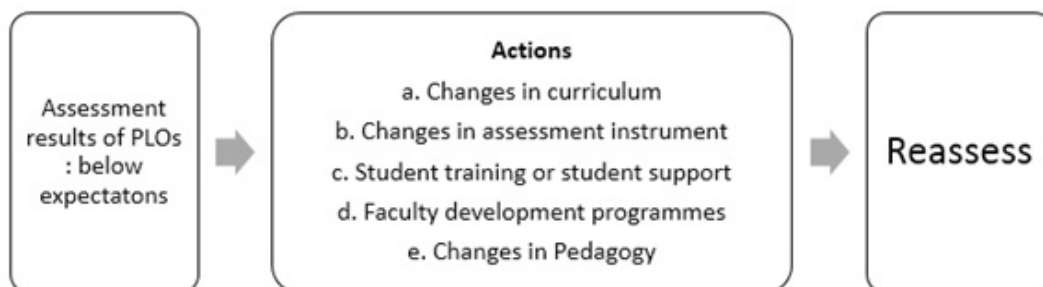
Indirect Measures

- Assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions
- Supplements direct measures of learning by providing information about how and why learning is occurring
- Examples - student surveys about instruction, student entry and exit surveys, focus groups, alumni surveys, employer surveys etc.

Closing the Loop based on attainment report

The focus is gathering insights from assessment data to improve the programme. Based on assessment data, necessary changes are made in programme architecture and delivery of the course.

The process will be followed as shown in figure:



Findings of the consolidated report and actions required (if any) are to be implemented only in the subsequent year. At the end of every academic year, programme level assessment report including the proposed action plan has to be presented in the Faculty Council.

Actions can be taken with regard to:

- 1.Changes in curriculum
- 2.Changes in assessment instrument
- 3.Student training or student support
- 4.Faculty development programmes
- 5.Changes in Pedagogy

File Description	Document
Any additional information	View Document

2.6.3 Pass Percentage of students		
Response: 93.32		
2.6.3.1 Total number of final year students who passed the examination conducted by Institution.		
Response: 461		
2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.		
Response: 494		
File Description	Document	
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document	
Any additional information	View Document	
Link for the annual report	View Document	

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process		
Response: 3.57		
File Description	Document	
Upload database of all currently enrolled students	View Document	

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Research is indispensable to the growth of any academic institution. Over the years, RCSS has residually progressed in its research output. Moreover, an increased emphasis was given for the promotion of research culture among faculty and students. **Required infrastructure available on the campus for undertaking research includes,**

- 1. Research Navigation Centre**
- 2. Desk Space and Cubicles for researchers to work independently**
- 3. Confab for Collaborative Research Activities**

RCSS is a **recognized Centre for Doctoral Research** leading to PhD under Mahatma Gandhi University for Social Work, Sociology and Allied Social Sciences and Management Studies since 1988. **Research Institute of RCSS established in 1972**, plays a pivotal role in undertaking Government and Non – Government funded research projects. **The institution encourages faculty members to carry out research projects funded by UGC, ICSSR and the like.**

The **International Centre for Consortium Research in Social Care Disciplines (ICRS)** initiated in 2017 by RCSS aims to bring together researchers across the world to design social care practice models by integrating health care systems to promote health and wellbeing and to formulate health policies through evidence based interventions. ICRS is envisioned to bridge the gap between Knowledge and Practice and to strengthen the field of Social Care Research. Presently, **ICRS has signed MoUs of research collaboration** with the University of Melbourne, University of York and Catholic Health Association of India (CHAI).

The fully automated libraries are **equipped with Wi-Fi, prominent databases like EBSCO Information Services, SAGE, Elsevier** and the like, and the **Psychology and Bio-tech labs** are an added platform for academic research. Moreover, RCSS has two reputed journals to its credit, namely **Rajagiri Management Journal and Rajagiri Journal of Social Development.**

RCSS has formulated a **research promotion policy** to motivate its faculty members to undertake socially impactful researches. **Guidelines for obtaining seed money** for minor and major research projects for the faculty members are outlined in the policy. It has set forth guidelines on quality journals to be considered for publication, incentives for publication, and the list of conferences that would attract financial support. The financial aid set for major research projects is INR 5,00,000 and INR 50,000 for minor research project. Apart from **monetary incentives**, the faculty members can earn research points, which form an integral part of employee appraisal. It is mandatory for the faculty members **to score 50 points on research annually** through publication of research papers, book chapters, case, editor of a book, paper presentation, review of a journal paper etc.

The research and promotion policy of the institution has gradually changed the research ambience of the

institution. The number of research publication in quality journals has increased over the years even though not in huge numbers. RCSS has given more than INR 7 lakhs as monetary incentives for research publication for the past 3 years. The number of conferences attended by the faculty has increased manifold resulting knowledge transfer among the peers. The members of the faculty also organises conferences, workshops etc. which has resulted in research projects, consultancies etc.

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

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

Response: 5.25

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
8.25	9.00	6	2.89	.11

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

Response: 2.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	2	0

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

3.2 Resource Mobilization for Research

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

Response: 342.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
92.775	75.19	87.54	67.64	19.67

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 Percentage of teachers having research projects during the last five years

Response: 12.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	8	8	8

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

3.2.3 Percentage of teachers recognised as research guides

Response: 23.68

3.2.3.1 Number of teachers recognized as research guides

Response: 18

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

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

Response: 40.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	3	2

3.2.4.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	6	5

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document

3.3 Innovation Ecosystem

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

Response:

Rajagiri College of Social Sciences constantly aims at **cultivating innovation and entrepreneurship attitude** in the minds of students by supplying them with adequate resources for the development of an enterprise and fueling them with the wisdom to face the corporate business world. **Incubation Centre** is one such initiative to support innovation in the students.

Innovation and Entrepreneurship Development Centre (IEDC):

The **Innovation and Entrepreneurship Development Centre (IEDC)** and **IPR Cell** was established at Rajagiri College of Social Sciences (Autonomous) on February 2015 supported by **Kerala Startup Mission (KSUM)** (formerly Techno Park-Technology Business Incubator (T-TBI), the designated nodal agency for implementing Kerala government's entrepreneurship and innovation-related projects) and **Kerala State Industrial Development Corporation (KSIDC)**.

The objective of IEDC is to organize entrepreneurship awareness camps and entrepreneurship development programs in order to help students in setting up their own Start-ups while they are studying in college by providing information and technical support. To nurture the entrepreneurship skills required to become a successful entrepreneur, the centre arranges entrepreneurship enrichment interactive sessions by successful entrepreneurs who are icons in their own field. Moreover, the cell organizes the following

1. **Training programs, seminars, and initiatives for starting enterprises**
2. **Actively participates in initiatives like Boot Camp, Incubation Centre, Entrepreneurship Summits and**
3. **Association with Start-Up village, professional bodies such as TiE, CII, NIPM, NHRD, KMA etc.**

The Plan Competition

“The Plan” is a business plan competition organized by IEDC annually in which the students who are interested in entrepreneurship are encouraged to present their business plans. Each participant will be assigned a faculty mentor to help them develop their business plan. The plans will be presented to a panel of experts from industry and academia who validates their plan. The winners are provided with cash prizes and incubation support.

Incubation Centre

Department of Business Administration has an exclusive incubation centre “**Le Cocon**” facilitated by the IEDC in the valley campus. The Incubation Centre provides functioning space for the companies along with expert mentoring. The winners of ‘The Plan’ competition have a default entry to incubation centre if they wish so. However, the services of the Incubation centre are not limited to the winners. It is open to any student in the Department of Business Administration who is interested in **Entrepreneurship**. To date, **seven startups** have been incubated and have proved successful.

List No. of Start-ups Incubated on Campus during the Years 2014-2019.		
Name of the Start-up	Nature of Start-up	Year of Commencement
C+	Eco product	2018
Travelngo	Offers customized travel planning and packaging	2018
RLabZ	Offers Web and Mobile Solutions and Services	2018
Technovia Info Solutions Pvt. Ltd	Provides most contemporary solutions for all IT requirements	2017
Reelz Media	Digital marketing and media related activities	2017
True Code Pvt Ltd(Data Lab)	Handle any project involving the research, analysis and presentation of data related to business	2017
Bizessence Consultancy Services Pvt.Ltd.	Consultancy-HR	2013

Pappilon

In order to enhance opportunity for **creation and transfer of knowledge** the institute leverages the services of alumni who are first and second-generation Entrepreneurs through an annual Summit “**Pappilon**”. The students are allowed to have an interaction with these entrepreneurs in order to gain insights from the industry.

The centre develops various technologies and processes in order to transfer such technologies and processes to the empower the rural youth and enable them to have a sustainable livelihood.

Leveraging the membership in various professional bodies like **CII, NHRD, NIPM, KMA**, etc. the institute organize industry academia interactive session for **knowledge sharing between the experts from the industry and students**.

File Description	Document
Upload any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property

Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
08	08	13	08	06

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

3.4 Research Publications and Awards

3.4.1 The institution ensures implementation of its stated Code of Ethics for research through the following:

- 1.Inclusion of research ethics in the research methodology course work**
- 2.Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc)**
- 3.Plagiarism check**
- 4.Research Advisory Committee**

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Any additional information	View Document

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

Response: 3.83

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

Response: 69

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

Response: 18

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

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

Response: 1.34

3.4.3.1 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
31	18	12	15	8

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

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

Response: 1.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	14	12	11	17

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

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

Response: 1.25

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

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

Response: 3

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

Response: 390.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
67.85	104.96	101.83	44.86	71.2

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

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

Response: 91.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
7.21	74.94	3.31	2.82	3.28

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

3.6 Extension Activities

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

Response:

Rajagiri College of Social Sciences ever since its inception has relentlessly strived towards to live its mission statement of **transforming students into social beings** who are socially committed, professionally competent and **contributing towards the development of the country**. Moreover, being an institute of

repute for social work education, the institution follows a multipronged approach to develop a **sense of empathy, social agility** and consequently ensuring **holistic development** of its students. Various departments of the institute make sure that students get exposed to social issues at least once a year.

Every year it is customary to start the extension activities of the postgraduate students with a week-long programme, namely “**Rural Sensitisation Camp**”, aimed at inculcating social sensitivity, and thereby encouraging them to creatively address the social issues around them. The camp exposes them to a plethora of socially relevant issues of the underprivileged in a rural community and emboldens them to address the issue and serve the needy. The camp turns to be an eye-opener for the students which has **motivated them to voluntarily serve the society**.

“**Rajagiri Immersive Learning Experience**”, the signature learning pedagogy of Rajagiri, entices the students to join any of the community service arms of the institute i.e. Rajagiri Transcend, Rajagiri Outreach, and NSS, YRC, ENCON, Rotaract and the like.

Based on the Supreme Court Judgments and Guidelines issued by Government of India in 1989, The **Kerala Voluntary Coordinating Agency (VCA)** for adoption started its functioning at Rajagiri College of Social Sciences in 1990 later it's name has been changed to Adoption Coordinating Agency and State Adoption Resource Agency. During the period 1990 to 2017, Six thousand Four hundred and seventy two orphans and abandoned children (6472) were placed with suitable Indian families by Adoption Coordinating Agency with the support of State and Central Governments, Hon'ble Courts and Child Care Institutions.

In addition, Rajagiri College houses the following listed Live Labs inside the campus to reach out to the community in various aspects.

Live Labs and Extension Programmes	Description
Rajagiri outREACH (Rajagiri Educational Alternatives and Community Health) Service Society:	This is the registered Professional Community Service Wing of RCSS. By dealing primarily with government projects like social impact assessments, programmes for elderly, environment and natural disaster management, etc. Rajagiri outREACH enables the students to capture the first-hand knowledge of the happenings in the society and provides a venue to volunteer in its community service programmes like Childline, Sureksha Project for Migrant labourers, Child Centred Programmes, and the like. Recently Rajagiri Kaval project selected as a Model in terms of community based prevention activities and the Govt of Kerala given direction to Rajagiri Kaval Staff to monitor the other kaval projects in Trissur and Ernakulam district . Also received the Best project Award in the state of Kerala out of 63 project nominations for Suraksha Migrant Project Perumbavoor from State Aids control Society and National Aids Control organization on the prevention of the HIV among migrants.
Rajagiri TRANSCEND:	Rajagiri TRANSCEND is a voluntary initiative conceived and managed by the student fraternity. Over the years the students have been indulging in various community services such as Programmes for children in Child Care Institutions, Community Intervention Activities in the Rajagiri Neighbourhood Community, Services for Students of Government and Aided Schools, etc.
National Service Scheme:	The NSS unit of the institute is one of the most vibrant units in the state. It has bagged the "Best Unit" award from M. G. University in the year 2015-2016 for its spectacular extension activities done by the volunteers.
Rajagiri Centre For Skill Development (RCSD)	Established in May 2015, it is a center for job oriented Skill Development, and the stepping stone to self-reliance and empowerment for the public. RCSS received the "Best Performing Project Implementing Agency" award for DDU-GKY Project in the State of Kerala, consecutively for the third year (2016-17, 2017-18 and 2018-19).
Rajagiri Centre For Sustainable Livelihood	Rajagiri Centre for Sustainable Livelihood is set up with a view to develop various technologies and processes and transfer such technologies and processes to the needy persons for making a livelihood to them in a sustainable manner.
Rotract Club:	The club won several prestigious awards (Best 20 projects, Navaratna President, etc.) of the Rotary District in 2015. The club also was awarded with the Presidential Citation from Rotary International for its exemplary performance during 2014 -15.
Youth Red Cross:	The YRC Unit of Rajagiri (Unit No. 05) won the award for the Best Youth Red Cross Club in the State in 2015.
Young Indians Club:	The YI club of RCSS has received Best College Award for Extension Activities at State Level consecutively for 3 years since 2017.
Middle Level Training Centre	It is the only State Level Training Centre in Kerala, which imparts training to the Supervisors of the Integrated Child Development Scheme from Kerala, Pondicherry and Lakshadweep. It was established on 15th June 1982. The main task of the MLTC is to train supervisors of 258 ICDS projects in the state. The centre also monitors ICDS projects and Anganwadi Workers Training Centers in Kerala.

The larger objective of the institute goes beyond making the students compassionate social beings but develop them as **social entrepreneurs**.

File Description	Document
Paste link for additional information	View Document

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

Response: 22

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	4	3	6	1

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

3.6.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

Response: 224

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
53	62	21	31	57

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 93.28

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
1234	1098	863	655	256

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 7.4

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2018-19	2017-18	2016-17	2015-16	2014-15
17	12	03	01	04

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

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

Response: 50

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	6	6	4	9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

RCSS has developed finest facilities for supporting teaching – learning process in the campus. The management is relentlessly striving towards achieving excellence which is evident in the state-of-the-art infrastructural facilities provided for holistic development of students.

The physical facility comprises of:

Campus

- Spread over two campuses - Hill campus and Valley campus
- **Well-maintained** with lush green layout with area of 8.64 acres and a total built-up area for teaching and learning facility is 35844 sq. metres, which is above the prescribed norms by different statutory bodies. Further RCSS is a part of Rajagiri Group of Institutions so it also shares an extended area with other sisters concerns which comes to about 82.3 acres.

Classrooms

- **42 well-planned and spacious classrooms and 7 capcious Seminar Halls** enabled with ICT facilities is to expedite innovative teaching and learning among students.
- **5 computing facilities** across two campuses with an average sitting capacity of 50 students is available for eLearning, online registration, faculty feedback and other academic facilities.
- **4 auditoriums, 5 conference rooms, 3 boardrooms and 3 recreational rooms** to facilitate teamwork, group activity, training and workshop sessions conducted for students and faculty members.
- **26 Interactive Panel Boards. 49 LCD projectors, 5 LED TVs, Media Lab** and e content development facilities are available.
- **48 Wi-Fi access points and 100 Mbps Internet lease line** facilities are available to enable high speed network connectivity.

Library

- **2 libraries with 4 reading rooms and confab** which can occupy a total of 100 students each.
- A collection of 48043 books, 192 journals and periodicals, 14 online databases, and digital library
- Library is **fully computerized** which makes the accessibility easier for the students with automated library management system.
- Library is **fully air-conditioned** which helps it to function throughout the year from 8 a.m. to 8 p.m.
- **Reprographic facility center** is well equipped with Photocopy machines, printers and binding equipment.

Laboratories

- For attaining certain skill which is related to specific domain college has set up different labs for helping student in developing expertise in their domain area like **psychology lab, communication lab and biotechnology lab**. These labs have an average occupancy of 50 students per lab.

Computing equipment and facilities

- Total of **3 server rooms** comprises of **10 high-end servers** with configuration of HPE DL 380 Gen9 Rack 2U Server, Intel Xenon, 16GB DDR4 Ram, 300GB, 7 HDD
- Total of 583 computing systems with 100 mbps speed out of which **365 is dedicated for student usage**.
- All computing devices are equipped with **Microsoft campus license** and **9 licensed software** packages which comprises of visual studio package, SPSS, Plagiarism Software-X checker, Adobe Package etc.

Other facilities

- To facilitate uninterrupted teaching and learning environment **24- hours power** is provided through substation and generators established in campus.
- **Fedena (ERP) and other smart apps** are provided to access academic and institutional information
- **Lifts, Toilets, Wheelchairs** and alternative paths to stairs for **Divyangjan** in all buildings in the campus
- **Central Reverse Osmosis plant** for supply of clean drinking water.

File Description	Document
Upload Any additional information	View Document

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

Response:

Rajagiri college of social sciences provides adequate facilities for holistic development of students in field of academic, cultural, yoga and sports activities

Cultural activities

- Four **multi-purpose outdoor facilities** named ‘River View’, ‘Bella Vista’, ‘Amigo’ and ‘Amphitheatre’ is equipped with necessary facilities and properties for conducting different cultural activities.
- Rajagiri has **8 capacious halls** used for various cultural events where audio visual aids, lighting and other facilities are provided for conducting different programs.
- The **usage of these outdoor and indoor facilities** is around 212 students per day which includes

- yoga, classroom, cultural events and other extracurricular activities
- State-of-the-art, fully air-conditioned auditoriums like **Golden Aureole, Alex hall** and **Carmel Hall** where the events are conducted
- **Nodal centre for SPICMACAY** from 2014 onwards and conducts programmes by SPICMACAY etc. to promote the Indian culture
- **Amphitheatre** conduct various events Celebrates festivals including Onam, Ramadhan, Christmas, Diwali on campus College courtyard is venue for various activities like programs teasers, flash mobs, street plays, dramas, mimes etc.
- The student club take the responsibility of **organising national level** cultural events like splendore, Inflore etc. These events help students to showcase their talent and excel in extracurricular skills.
- **Rajagiri Music Band** performs at intercollegiate and other events which brings laurels to the institute.

Yoga

- **Jyothis Hall** - Dedicated venue for daily yoga sessions for the students.
- **Trained and experiences yoga gurus** impart sessions to the students on various yoga postures, pranayams, mudra healings etc.
- **Darshana Open Theatre** - venue for the Yoga day and other occasions and has manicured lawns for practising yoga which helps to develop healthy individual.

Sports and Games

- To facilitate overall development of students both in academic and extra-curricular college offers ample facilities like
- **5 gymnasiums** separate for boys and girls with an area of 3000 Sq. Mt.
- **2 football ground** with an area of 5850 Sq. Mt.
- **1 cricket ground** comprises of 9000 Sq. Mt.
- **2 cricket net practicing court** with area of 90 Sq. Mt.
- **Lawn tennis court** comprises with area of 600 Sq. Mt.
- **3 volleyball court** covers an area of 600 Sq. Mt.
- **7 basketball courts** encompass an area of 3050 Sq. Mt.
- **4 badminton court** with an area of 640 Sq. Mt.
- **Throw ball and athletics ground** with jogging tracks are available for all students
- The total area of sports facilities is around **52801 Sq. Mt.** and a **usage rate of 285 students per day**

Rajagiri Sports and Cultural centre

- **Established in year 2014** with a seating capacity of 3000
- Venue for Student Initiation Ceremonies, fests, programs, Yoga Day etc.
- A **full-time lady trainer** assists the lady students in their daily practice sessions in gymnasium.
- **Full- time Physical Education Director** to train the students for state level and national level competitions.

As RCSS has shared different facilities among sister institute in the vicinity. The major shared facilities are cricket ground, football ground, volleyball, throw ball etc. The cricket ground is prepared in collaboration with **Kerala Cricket Association** and Rajagiri School of Engineering and Technology

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

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

Response: 94.59

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 35

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

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

Response: 37.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
784	953	3331	295	42

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

4.2 Library as a Learning Resource

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

Response:

RCSS library is fully automated with integrated library management system (ILMS).

RCSS has two full-fledged libraries - Fr. Moses Library in the Hill Campus [named after Rev. Fr. (Dr.) Abraham Moses CMI, first principal of the college] and RSOM Library in the Valley Campus.

- Availability of **Wi-Fi and fully computerised facility** which helps for easy accessibility for students
- Fully automated with **AutoLib library** software
- **Flap Barrier Access Gate system** used for entry and exit to the library
- Equipped with over 48043(40015 titles), 3646 Bound Volumes,1636 **Rare Books** collections,1187 CD/DVDs, 192 journals and periodicals and 14 newspapers
- Floor area of 17000 Sq.Mt.
- **The Tower of Wisdom**, a 26' tall tower that emblazons 36 Foundation Books, is the main attraction of the library.
- **Name of the ILMS Software** - Autolib Multiuser Version with LAN 7.0, developed with JAVA, Open Source and MS technologies
- **Nature of Automation** - Fully Automated Version - Web Based Software – Advanced Edition.
- **Year of Automation** - 2000 – till date

Digital Databases and Network

- Provides access to online databases of **Nlist-Inflibnet, Delnet, EBSCO Business Source Complete, EBSCO Psychology and Behavioral Science Collections, EBSCO CINAHL Plus, JGATE, IBID, E-books of Pearson management collections, Sage and EPW E- Journals etc.**
- Remote access facility with its e-Resources and Web OPAC
- Has archived dissertations, faculty publications and Academic news reports on **DSpace Digital Library**
- Uses **web 2.0** tools like Website, Blog and Facebook page as strategy to improve user participation
- Library has membership with **National Digital Library and American Centre Library.**

Library Amenities

- Equipped with a separate lift, **air-conditioned reading and reference halls** on two floors and other amenities with a seating capacity of more than 300 persons
- Protected with glass shield so that it is easy to get proper light and cool air ambience during day hours and also to see the **excellent panoramic view** of the neighbouring areas in and around Kochi.
- Library has separate spacious room for watching TV, reading newspapers and **reprographic facilities.**

Library Navigation and Management System

- Equipped with **Information Navigation centre facility** with all state-of-the-art gadgets, Wi-Fi internet connection and highly modernized Audio-Visual equipment's with tele-conferencing

facility

- Special arrangements have also been made for the **Divyangjan** to access the library
- Enabled with open access facility of **Dewey Decimal Classification System (DDC)** to facilitate readers to have easy access to the library resources
- Informal discussion room facility named **Confab** to encourage academic research oriented activities conducted by various departments.
- To keep abreast the user about the activities of the college, the Library maintains **“In The Press Today”** file of the news clipping of the RCSS and academic related news published in different newspapers. The same is also sent to college authorities and all the staff members through e-mail for information.
- The Library offers user **orientation program** to its users on the subscribed and other resources.
- In association with Library Science department several national and international **Conferences, Seminars, Workshops**, Regular User Awareness Programs on different database like EBSCO, J-gate, N-List are conducted by the Library.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has subscription for e-Library resources Library has regular subscription for the following:

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 21.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
17.95	36.95	13.12	16.5	22.4

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

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 39.17

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

Response: 548

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

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

Response:

RCSS is providing sophisticated IT infrastructure which comprises of computing equipment, server, software's and internet facilities.

The Institution is positive in providing state of the art IT infrastructure with periodic assessment of efficacy of existing facility.

RCSS IT policy

- Exists to **maintain, secure, and ensure the legal and appropriate use** of Information technology infrastructure established by the Institution on the campus
- **Establishes Institution-wide strategies and responsibilities** for protecting the Confidentiality, Integrity, and availability of the information assets that are accessed, created, managed, and/or controlled by the College
- **Designed for setting standards and procedure** for different aspects like usage of IT facilities, Copyright and its infringements, upgradation of IT infrastructure, cyber-security and budgeting policy
- **Laid down the guideline for the meeting of IT Committee** to upgrade IT infrastructure and enable to better meet future challenges

Covers areas including:

IT facility

- Provides **blueprint for the purchasing decision** taken regarding IT related equipment like computing system, server, software and hardware and facilities like Wi-Fi, cyber-security, etc.
- Provides **instruction and procedure for equipment usage**, internet usage, software usage and email usage policy

Computing facility and Wi-Fi

- **Sets standards for the usage of internet facilities** by different stakeholders and standards against the misuse of internet browsing facility. **48 Wi-Fi access point with 100 Mbps internet lease line** facility is available in campus.
- Guides a well-defined procedure for regular **assessment and replacement** of computing system. **565 computing system** with high end operating systems.

Cyber-security

- The **Cyberoam 200iNG** Firewall is installed in year 2016-17 which is upgraded from Cyberoam 105iNG.
- **Microsoft campus licensed operating system** windows 10 professional with **defender antivirus** is used for virus threat protection.
- **Group Policy** mechanism is implemented to provide centralized management for configuration of operating systems, managing applications and users through active directory environment.
- To **restrict the misuse of internet browsing a cap** of 10GB download per month on each user is applicable. This restriction can be increased through raising a request in IT department.

Software

- Rajagiri is using both campus **9 licensed and open licensed software** for meeting different academic requirement of the students.
- The organisation follows the **software policy** provided by the developers and usage instructions are also provided in the policy for different stakeholders.

E-governance

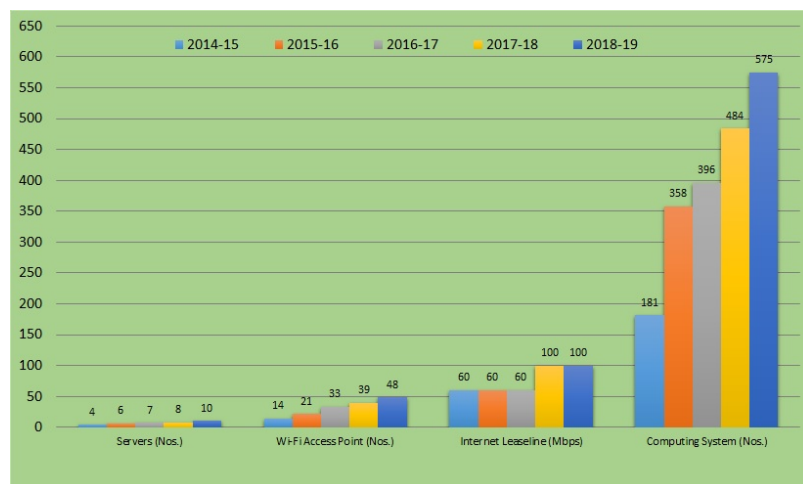
- Guidelines regarding the usage of IT help not only in academic activities but also in administrative activities through different software and systems. Institute has array of systems being placed for smooth functioning of administrative activities

DETAILS REGARDING IMPLEMENTATION OF DIFFERENT APPLICATIONS

DETAILS OF AUTOMATION SYSTEM	NAME OF APPLICATION	YEAR OF IMPLEMENTATION
LEARNING MANAGEMENT SOFTWARE (LMS)	MOODLE	2014
ENTERPRISE RESOURCE PLANNING (ERP)	FEDENA	2014
EXAMINATION AUTOMATION SYSTEM (EAS)	PARIMAN	2014
	ReX	2017
LIBRARY AUTOMATION SYSTEM (ILMS)	AUTOLIB	2014
OTHER APPLICATION	ALMA CONNECT	2014
	CAMPUS CONNECT	2016
	OD TRACKER	2018

- IT committee meets annually for assessing the requirement raised by various departments for subsequent academic year with regard to upgrade and purchase of existing/ new computing facility and services.
- The requirements for subsequent year will be sent to purchase committee for approval.
- The finance committee prepares budget based on the requirement approved by purchase committee and send to administrative committee for approval.
- After getting the consent, purchase committee provide sanction to purchase or upgrade the facility and procedure for purchase is initiated.

Upgrading in it Infrastructure



File Description	Document
Upload any additional information	View Document

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

Response: 3.65

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution. <5 MBPS

5 MBPS - 20 MBPS

20 MBPS - 35 MBPS

35 MBPS - 50 MBPS

Response: 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 26.79

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
547.2	479.2	370.2	284.4	245.5

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

RCSS is continuously adding new facilities and also maintaining the existing facilities to its optimal utilization levels. A systematic procedure is followed for maintaining and utilizing physical, academic and support facility for providing better teaching and learning environment. For attaining this objective, RCSS has constituted an infrastructure committee which works to upgrade and maintain infrastructure requirement of the institute. Various Policy documents (<https://rajagiri.edu/about-policy-documents>) clearly lay out the procedures and strategies for maintaining and utilization of IT, Library and other Infrastructure facilities.

Infrastructure and Maintenance committee

- The Infrastructure and Maintenance committee **headed by the Principal** oversees the maintenance of the buildings, classrooms, sports complexes and laboratories.

- Major activities includes **assessing** infrastructure facilities and **plan for upgrading** the facilities every year.
- The Committee **guides** the finance department to prepare the budget for every academic year incorporating the needs.
- Meets with the **faculty council** which evaluates and suggests the required changes/additions in the infrastructural facilities.

Maintenance of the Campus Infrastructure

- The **Maintenance-Supervisors** are accountable to the Engineer- (Infrastructure and Maintenance) and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about individual floor - wise responsibilities, timings, leaves etc. The Maintenance-Supervisor conducts periodic checks to ensure the efficiency/working condition of the infrastructure.
- Separate **electrical and technical maintenance team** is responsible for maintaining technical requirements of infrastructure facilities.
- The **housekeeping and the cleaning** of all the college buildings are assigned to third party agencies on a contract basis. Adequate housekeeping staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide an affable learning environment. Physical and academic support facilities are cleaned and maintained regularly by the staff assigned for each floor.
- **Annual Maintenance Contract (AMC)** for electronic equipment, electrical equipment and other facilities which are done by respective maintenance service providing firms.
- **Outsourced security service-** the campus security is maintained by external agency named “volfeye”
- **CCTV cameras:** campus is under surveillance to ensure protection for students and faculty for which purpose 140 CCTV cameras are installed.

Maintenance of Academic Facility

Classrooms

- The **HOD office** is assigned with the responsibility of smooth functioning of classrooms.
- As all the classrooms are fixed with ICT facilities if there are any technical problems can be registered in the **complaint register**.
- In **case of a high priority issue**, a person is assigned in computer lab to take care of these problems on real time basis which will not disturb the classes.
- In case of other **general maintenance** problem can be raised in complaint register which will be rectified within 24 hrs.
- During the summer vacations and Christmas vacation, an assessment of classroom ICT system and general facilities is evaluated. On the basis of evaluation, maintenance works (if necessary) are carried out.

Computer Facility

- The inclusive **IT policy** of the college is to support and facilitate all functions of the College providing a Wi-Fi, Cybersecurity, Database management and recovery techniques along with a licensed software and updated highly refined servers for better performance and flexibility.

- The **Lab assistants** under the supervision of the System administrators maintain the efficiency of the computers and related accessories in the faculty wings, labs, classrooms and administrative areas.
- **Proper inspection** is done and verification of stock takes place at the end of every year.
- **Annual maintenance is done through external agencies** regarding hardware and software installed in lab.

Sports Complex

- The **Physical Education Director** with the help of the maintenance committee looks after the various courts and sports complexes in the campus.
- **Periodic reporting** on requirements of repairs/maintenance of all sorts can be submitted by students/faculty in the **maintenance request-register** maintained at the reception of each building. The requirements are collectively processed every week.
- The **Maintenance-Supervisor and team** are involved in the maintenance of infrastructure facilities on regular basis.
- Sports equipment is **periodically repaired** and new gears are purchased accordingly. Maintenance of various grounds are regularly taken care by **external agencies**.
- **First-aid kits** are always available for any emergency in store room.

Library

- The **library warden and team** look after the maintenance of the libraries.
- **Annual stock of books**, shelves, computers, and other belongings in the library is monitored and maintained in the library stock register.
- **Library committee** is working for maintaining the optimal functioning and improvement of facilities provided by library to different stakeholders.
- The **regular upgrade** of journals, e-books, books, databases and other facilities are undertaken by library committee from time to time.
- There is **regular assessment of IT facilities** for the upgradation and maintenance is forwarded to computer system administrators.

Other facility

- There is a **central Reverse Osmosis (RO) plant** and water tanks available for clean drinking water facilities and this is regularly maintained.
- The **solar system** is maintained by electrical engineer and department which is functioning for 24 x 7.
- The **Green Cover** of the campuses is well maintained by in-house full time gardeners, headed by a chief gardener in each campus.
- **Full- time Electricians** and plumbers in each campus preview the maintenance of all electronic and electrical equipment such as lights, fan, AC, Generator, UPS, lifts, intercoms and Batteries are maintained monthly and the condition/Status of equipment is entered in the **Electrical Log book**.
- In case of major faults, the contractors are called for, faults analyzed, reports submitted and rectified. In case of replacement, quotations are called and purchase is done as per college policy. Reports of the same are submitted to the Director-Infrastructure on completion of work.

Canteen

- The canteen is maintained by **external entity** which is on lease but regular supervision of canteen facilities is conducted by different infrastructure committee member.
- The complaints regarding canteen maintenance can be registered in **infrastructure complaint book** and regular supervision is done.

Water and Waste Management

- There are operative solid, liquid and waste management systems available in the Rajagiri campus.
- There are **adequate dustbin facilities** available throughout the campus with colour distinction for the segregation of bio- degradable and non-degradable waste.
- **Regular supervision** of STP to maintain in optimal working condition.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 15.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
166	110	88	113	81

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

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

Response: 21.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
464	202	127	104	71

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

5.1.3 Following Capacity development and skills enhancement initiatives are taken by the institution
1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology
E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

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

Response: 81.91

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

2018-19	2017-18	2016-17	2015-16	2014-15
1305	803	785	653	174

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**
- E. None of the above**

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

5.2 Student Progression

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

Response: 33.57

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
187	138	143	117	5

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

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

Response: 30.36

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

Response: 150

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

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

Response: 97.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	17	6	3	1

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	17	7	3	1

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

5.3 Student Participation and Activities

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

Response: 50

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	7	4	11	20

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
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:

Affirmative

The college has two student bodies namely

- 1.Student council for undergraduate courses
- 2.The College Students Union.

Student Council (Undergraduate Courses)

- Consists of two elected representatives from each class and 31 nominated members by the College management for the undergraduate courses
- Consists of the student representatives, the Executive Director, the Principal, Heads of the Departments of Undergraduate Courses, College management representatives, the Faculty in charge of Cultural activities and the Faculty in charge of sports activities
- Meets once in every month and twice or thrice based on requirements during the break timings of the college to discuss upcoming events and programmes of the College and academic matters
- Allow the council members to come up with suggestions from their classmates for improvement. The suggestion and grievances given during the meetings are recorded and appropriate action is taken on the same
- Suggests a media team to take care of the videography and photography of all the events in the campus

All student council members receive trainings on Organizing, Team-building and Leadership Skills soon after the students' council is constituted.

College Students Union

- Follows the parliamentary system of election as per the guidelines of the Lyngdoh Committee and M G University to form the Student Council
- Actively participates in all endeavors of the College
- Consists of a Chairperson, Vice- Chairperson (Female), General Secretary, Magazine Editor, Two University Union Councilors, Two Lady Representatives, Arts Club Secretary, Sports Secretary and Class Representatives (elected from each class), mentored and guided by two Staff Advisors in organizing festivals and conducting Arts and Sports competitions
 - Class Representatives and Lady Representatives serve as the responsible voice of the students in various matters of student interest.
- Organizes Various Cultural, Literary and sports activities under the leadership of the Union Chairman & team.

Student Representations

Student bodies in each department organize various events on every Tuesday afternoon based on the objectives of the respective associations. They also mould the students for inter collegiate competitions and also hosts inter collegiate fests and Intra collegiate competitions. These include:

- SWARAJ (SOCIAL WORK STUDENTS ASSOCIATION OF RAJAGIRI)
- FORMS (Forum of Rajagiri Management Students – MBA and MHRM)
- CSTAR (Students Association of Rajagiri – MCA)
- ACSR (Association of Commerce students of Rajagiri- BCOM/BBA)
- PSYSTAR (PSYCHOLOGY STUDENTS ASSOCIATION OF RAJAGIRI)
- GYANDEEPTHI- (Library Science Students Association)

Representations in Academic & Administrative bodies/ Committees of the institution

There are student representatives in various bodies including:

- Internal Complaints Committee
- Anti-ragging Committee
- Students' Welfare Committee
- Library Committee
- Hostel committee

There are student representatives in various committees including:

- Project Monitoring committee RUSA
- IQAC committee
- Alumni committee
- Placement committee
- Swatch campus Committee
- Student Grievance Committee

File Description	Document
Paste link for Additional Information	View Document

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

Response: 28.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	39	26	26	21

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

5.4 Alumni Engagement

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

Response:

Affirmative

OYSTER (Organization of Yester Year Students of Rajagiri College of Social Sciences)

- Alumni community of Rajagiri. Started in 1980, it upholds the college motto "Learn, Serve, Excel"
- Has members spread across the world
- Aims to provide networking opportunities through various activities and initiatives that foster relationship between alumni, students and faculty members
- Activities coordinated by Elected Executive Committee coordinate the activities
- Has international chapters in Dubai, London, Australia, New Zealand, Singapore, New York as well as National chapters in Trivandrum, Chennai, Bengaluru, and New Delhi
- Official website Rajagiri Alma connect (<https://rajagiri.almaconnect.com>) promotes networking among the Rajagiri alumni
 - Has more than 2000 active members as of now
 - Vibrant platform for Rajagirians where opportunities for placements, professional inputs, alumni achievements etc. are shared.
- Celebrates **January 26** as "Homecoming Day" every year, where alumni gather in the college
 - Ensures honouring of Golden Jubilee (50 years), silver jubilee (25 years) and decennial batches (10 years)

Alumni contributions

Financial

- Best Outgoing Student award for MSW - initiated by 1984-86 MSW Batch in memory of Shri Roy & late Shri Chacko in connection with their Silver Jubilee Year
- Prof. K. A. Balakrishnan Memorial award for Best Research Project award - initiated by the MSW alumni
- Best Student Award – initiated by 2008-2011 MCA alumni batch in memory of late Shri Manu Kurien
- Provides financial assistance to the alumni members who need medical support
- Financial contributions for events conducted by various departments
 - MCA national level fest, Euphoria 2k17 and 2k19
 - CATALYSIS- National social work students' fest 2016
- Social Responsibility: Contributions to social outreach and extension activities coordinated by Rajagiri Transcend (social arm of Rajagiri) including CRAYONS (Inter orphanage cultural fest), LANTERNS (mentoring camp for needy children in the neighborhood), Flood relief activities during Kerala Floods 2018 etc.

Non-Financial Contributions

- Departments in the College have Alumni members as members of the Boards of Studies of various programmes who contribute in updating the syllabus, introduction of new courses and revamping of the teaching learning process
- Alumni members support Rajagiri during conferences, seminars, intra & inter collegiate fests

organized by the various departments in the college as resource persons or linkage to other resources

- Regular interactive sessions with alumni are arranged in all the departments in the form of induction programmes, technical inputs, syllabus feedback session, career orientations etc.
- Rajagiri HRx club –Facebook (www.facebook.com/hrxclub/)of Human Resource professionals studied in Rajagiri is a very active forum for discussions, webinars, and lateral placement support. They organize programmes for professional development of Rajagiri Alumni
- Alumni members from various chapters support Rajagiri as panel members in mid-term review of summer internships of students at various places in India and abroad.
- Pre-placement orientation and Corporate Etiquette Training for students are facilitated by practicing professionals from Alumni group which equip students for placements.

File Description	Document
Link for additional information	View Document

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

E. <2 Lakhs

D. 2 Lakhs - 5 Lakhs

C. 5 Lakhs - 10 Lakhs

B. 10 Lakhs - 15 Lakhs

Response: A. ? 15 Lakhs

File Description	Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Affirmative - The governance of the institution is reflective of an effective leadership in tune with the Vision and Mission of the Institution

- The Rajagiri Group of Institutions was born out of the educational vision of St. Kuriakose Elias Chavara, the founder of CMI congregation. The CMI vision for education places emphasis on the development of humane individuals, proficient, competitive and at the same time sensitive to the world around.
- RCSS's well-drafted Vision and Mission statement was formulated in the year 1999

Vision

To become a centre par excellence of learning, unique in experience, value based in approach, and pioneering in efforts for enriching and fulfilling LIFE

Mission

To facilitate comprehensive and integrated development of individuals imbued with righteousness and courage of conviction, to effectively function as social beings

The statements are re-visited by the college management along with staff members once in two years during the strategic planning exercise of the college - **BODHI**

The System of Good Governance

- College's strong leadership executed through well-defined systems and organizational structure
- **The Board of Management**
 - Apex body established in pursuance of the memorandum under the Societies Registration Act (XXI of 1860)
 - Meets once or twice a year to discuss matters pertaining to the College and provides effective leadership in guiding the College
- **The Administrative Council**
 - Responsible for the routine activities of the College
 - Meets frequently to discuss the day-to-day matters of the College and strive together towards excellence
- **Governing Council**
 - Apex statutory decision-making body headed by The Chairman
 - Meets twice a year for discussion and deciding the strategic areas of the college
- **Academic Council**
 - Governs the academic functioning of the College

- Meets periodically and looks into the curriculum design and approvals kept by the **Board of Studies of different departments**
- **Finance Committee** looks into the financial matters of the College
- **IQAC**
 - Strong committee which looks into the different qualitative initiatives of the institute based on stakeholder feedback

Participation of the Teachers

- The seven departments and the supporting departments spread in the two campuses maintain the axiomatic spirit of Rajagiri- 'Relentlessly Towards Excellence' and follow a flat organizational structure
- Faculty members nominated from different departments are part of the decision-making bodies and involve in developing and implementing various policies and procedures. These include:
 - Anti-ragging Cell
 - Student Welfare Committee
 - Internal Compliance Committee
 - Disciplinary Committee etc.
- College's general staff council meet every month to consider relevant matters and take appropriate decisions
- Department meetings held every Tuesday afternoon for discussing academic matters and issues which are further discussed with the management for necessary action

Perspective Plans

- Short and broad, overarching goals at par with its Vision and Mission
- The short goals are classified into five umbrella goals mainly: **Admissions & Selection, Academic system, Faculty excellence, Student outcome, Infrastructure**
- **Strategic Plan 2018-2032** in place for achieving the aspiration of becoming an Institution of Eminence by the year 2032

File Description	Document
Link for additional information	View Document

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

Response:

Affirmative - The effective leadership is reflected in institution practices such as decentralization and participative management as seen below:

- The Board of Management as the apex body of the CMI province to formulate overall policies for the College
- The Administrative Council to oversee the implementation of policies and day to day activities

- The Heads of Departments authorized to independently conduct the day-to-day functioning of their Department in consultation with the faculty members
- Inclusion of staff as a part of decision making by gathering their opinions and concerns in the monthly staff council
- Gathering of stakeholder feedback to make them part of decision making process
- Participation of students in the governance of the college through the student council and various clubs and associations

Case Study: Introduction of New Programmes

Goal

- To leverage on the autonomy status, the College decided to:
 - increasing the number of programmes offered, student size and infrastructure facilities
 - design programmes internally with innovative syllabi

Implementation Process:

- April 2014 – Discussion of introducing new programmes at Bodhi - the strategic planning exercise of the College
- Decision reached to start **U.G programmes in Commerce and U.G and P.G programmes in Psychology**
- 2015 – Introduction of B.com by adopting existing syllabi of the parent University
- 2016
 - Introduction of Psychology programmes by adopting existing syllabi of the parent University
 - Proposal received from the Commerce Department to develop new syllabi for the B.Com. programmes

Participative Management

- Formation of committee to conduct the feasibility study of the possibility of integrating CA and ACCA with the existing B.Com and CIMA with BBA syllabus
- Collection of inputs by the committee from various stakeholders of the College
- Collection of feedback from industry experts
- Feasibility report placed before the Administrative Council suggesting the integration of ACCA into the existing syllabus
- Approval of suggestions followed by the strengthening of the department to develop newly integrated course and signing of MoUs

Decentralization

- The Administrative council under the Chairmanship of Executive Director looked into the development of the infrastructure facilities and recruitment of staff
- The Library committee under the Chairmanship of Librarian looked into developing the library infrastructure and resources
- The IT committee chaired by Head-of-Department of Computer Science looked into the development of full-fledged computer labs

- The finance committee under the Chairmanship of Asst. Director looked into raising the finance for the academic and infrastructure facilities
- The newly developed syllabus was kept before the Board of Studies. The Academic council and Governing council for approval and submitted to the affiliating University for approval

Outcomes

- B.Com programme integrated with ACCA and the new syllabus was offered from 2018 onward
- The courses include language and communication, article writing, yoga and add on courses
- Introducing innovative methods of learning like case studies, simulations, board games
- Each course plan designed in a way that it would measure the programme specific outcome and programme learning outcome
- State of the art infrastructure facility with most modern class rooms, Library, Computer Lab, Examination hall, Canteen, and other recreation areas exclusively for the undergraduate programme

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Affirmative - The College has always strived to provide quality and inclusive education with the help of its stakeholders.

The College practices a participative management, which enables development of directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects to improve the overall quality of the College.

- Short-term goals are set at department level during Bodhi. These goals are guided by the five main pillar goals: *Admissions & Selection, Academic system, Faculty excellence, Student outcome and Infrastructure*.
- The management give strategic direction for the growth and development of long-term strategies.
- The Strategic Plan Document 2018-2032 is the acting document for the achievement of the long term goal of the college to be Institution of Eminence.

Activity successfully implemented: Infrastructure Development

The College is in the constant process of evolving effective strategies to meet the challenges of the

academic delivery. In order to accommodate the new programmes and to create conducive educational environment, which facilitate free thinking and efficient knowledge delivery system, RCSS decided to construct a new block in the year 2015. The successful completion of the state-of-the-art infrastructure facility was the combined efforts of different committees and stakeholders.

Deployment Process

The Core Committee – The Administrative council acted as the core committee for the development of infrastructure. The members of the committee first undertook pilot visit to different institutions of excellence. Based on the report of the pilot study and in conjunction with the other committees developed a master plan for the College. The committee was also in charge of the selection and approval of the architects and the construction contracts.

Finance Committee-based on the budget the finance committee was responsible in identifying the different sources of financing the project. After careful scrutiny of different proposal, the committee selected the best source of funding the project.

Library Committee – worked with the core committee to develop the library infrastructure. The committee along with the core committee members visited institutions and developed a library plan. They were also responsible for acquiring the resources and facilities necessary.

IT Committee – identify the number of Computer systems required as per the student strength, the software to be used, developed policy and procedures, invited quotations and finalized on the hardware and the software components.

Mark of Success

The combined effort of the stakeholders and the clear vision and plan of the management led to the completion of the new block named Carmel block in a span of one year from initiation and started functioning in the year 2016.

- Eleven storied building (9 floors and two basement floors)
- Twenty-seven state of the art classrooms
- A computer lab with capacity of 120 computers dedicated for students
- 4 floor library with reading rooms, training rooms, e resources, research rooms
- Two Seminar hall
- Air-conditioned Examination hall with a capacity of 420 students.
- Restrooms in all floors of the building
- A modern Cafeteria
- Laboratory
- Phycology Council wing
- Administrative offices
- Group Learning centre
- Chapel

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

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

Response:

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

The College:

- Have developed a well-structured organizational structure over the years for the smooth and efficient functioning of the College. spread in the two campuses
- Has a deliberate system of principles to guide decisions and achieve rational outcomes in every area.

The Organization Structure and functions

- Board of Management, the apex body of the institution with Provincial Manager as the Head.
- Administrative Council comprise of the Director, Associate Director, Assistant Directors and the Principal.
- The Principal is the head of the institution and responsible for administrative, academic activities
- The functionality of the various bodies can be seen as below:

Functionality	Institutional Bodies	Periodicity of Meeting	Outcome
Curricular Aspects	Governing Council	Thrice in a year	<ul style="list-style-type: none"> New Programme approval Value added courses approval Curriculum Revision Feedback Analysis
	Academic Council	Twice in a year	
	Board of Studies	Twice in a year	
	General Council (All staff of RCSS)	Monthly	
	Faculty Council (Dean/HOD/ Teachers)	Every Tuesday	
Teaching, Learning and Evaluation	Examination Committee	Twice in a year	<ul style="list-style-type: none"> Result analysis Admission guidelines Examination Manual AOL Academic Calendar
	Admission Committee	Twice in a year	
	Academic Council	Twice in a year	
	Board of Studies	Twice in a year	
Research, Innovations and Extension	Administrative council	Monthly	<ul style="list-style-type: none"> Research and Publication Policy Seed Money Grant
	Governing Council	Twice in a year	
	Research Advisory Committee	Twice in a year	
Infrastructure and Learning Resources	Ethics Committee	Twice in a year	<ul style="list-style-type: none"> Infrastructure Development and Maintenance Guidelines IT policy
	Administrative Council	Monthly	
	IQAC	Twice in a year	
	IT committee	Yearly	
	Library Committee	Twice in a year	
	General Council (All staff of RCSS)	Monthly	
	Faculty Council (Dean/HOD/ Teachers)	Every Tuesday	
Student Support and Progression	Administrative Council	Monthly	<ul style="list-style-type: none"> Student support activities Placement and career guidance Anti-ragging policy Anti-Sexual Harassment policy Grievance redressed
	IQAC	Twice in a year	
	Anti-Ragging Committee	Yearly	
	Anti-Sexual Harassment committee	Yearly	
	General Council (All staff of RCSS)	Monthly	
	Faculty Council (Dean/HOD/ Teachers)	Every Tuesday	
	Student Council	Monthly	
	Placement and career Guidance Cell	Yearly	
Governance, Leadership and Management	Administrative council	Monthly	<ul style="list-style-type: none"> Strategic Plan development and deployment Qualitative Initiatives Staff Welfare Financial Audits
	Rajagiri Staff Welfare Association	Yearly	
	Finance Committee	Thrice in a year	
	IQAC	Twice in a year	
Institutional Values and Best Practices	Administrative Council	Monthly	<ul style="list-style-type: none"> Policies on Gender equity, Waste management, water conservation, Plastic Ban, entry of automobiles Audits on energy conservation and environment Divyangjan policy
	SWACH Committee	Yearly	
	Gender equity Council	Yearly	
	Examination Committee	Twice in a year	
	Admission Committee	Twice in a year	
	IQAC	Twice in a year	

- The college has an outreach wing with counselling and training centers help the faculty and the student community to reach out to the community
- The holistic development of the students is possible by the presence of various clubs and associations.

- The international office initiates the international collaborative ventures.
- The College office comprises of the administrative and support staff

Appointment and service rules

The Institute has well defined procedure and policies for recruitment and promotion. The aided staff has the affiliated University and State Government guidelines. For the unaided staff the qualifications for recruitment, the promotion policies and the appraisal methods are well drafted and laid down in the HR policy document. Manpower planning is carried out every year by considering the sanctioned post. The three levels in the academic recruitment are Assistant Professor, Associate Professor and Professor. The non-teaching staff have five different levels and selection to each level is based on the qualification required and the performance appraisal. The appointment and service rules are well laid down in the Faculty/Non-teaching staff Handbook 2018.

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

6.2.3 Implementation of e-governance in areas of operation

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Affirmative - The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development.

RCSS over these years has undertaken a plethora of welfare, development and training initiatives. Apart from its initiatives for the welfare of the staff, the college has a credit union society, which has a history of 30 years. The society has now evolved into a registered body - **Rajagiri Staff Welfare Association**.

The welfare activities are highlighted below:

Education

- **Educational assistance** for deserving children of staff
- **Scholarship** for merit awarded to the children of staff
- **Admission Preference** given to children of the staff for admission in Rajagiri School

Medical

- **Medical insurance** provided to members based on terms and conditions of the welfare society
- **Hospitalization** – On hospitalization, the institution pays a portion of the bill for the staff members based on criteria
- **Annual medical camp** for staff
- **Maternity Leave**

Financial assistance

- **Staff Loan** –for a minimal interest from the welfare society
- **Financial assistance** for house building, renovation and purchase of home appliances
- **Festival Kits** consisting of the basic provision is distributed for non-teaching staff during the festival time

Financial Incentives

- **Bonus** given to the staff members of the welfare association
- **Subsidized canteen** facilities are provided for the staff members
- **Provident fund** facility for all the staff
- **ESI facility** for those who fall under the prescribed salary limits
- **Gratuity Policy** applicable for all the staff members
- **For international exposure** faculty members are send to attend summer schools in foreign universities

Other Benefits

- **Awareness sessions on different themes** ('Monsoon related ailments and its prevention', Work life balance etc.)
- Annual **staff picnic**
- **Birthday celebrations** of staff organized once in a month
- Celebration of **festivals and National days**
- Free **wi-fi facilities**
- **Academic amenities** like full fledge computer lab, library resource with online databases for the academic development of the staff
- Ergonomic staff cabins
- In-campus **Banking and ATM** facility
- **Gymnasium**
- **Day-care** facility for staff children

Avenues for career development/ progression

- Clear policy for the career progression of the staff
- Training and development programmes for staff to develop professional competency
- Encouragement and financial support to participate in national and international FDP programmes

Teaching Staff

- The three levels of teaching are - Assistant Professor, Associate Professor, and Professor
- Promotion from each grade to another is subject to fulfilment of the qualifying conditions and the API based PBAS requirements
- Performance appraisal also becomes a key factor in the assessment of the career progression of the faculty

Non-teaching employees

- Categorized into five grades. At the time of appointment individual fitment of an employee to a grade level shall be made on the basis of their educational qualification, work experience and level of competency exhibited.
- An employee is considered for career progression on completion of the minimum required number of years under respective grades and the performance appraisal report

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: 40.77

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
30	31	19	20	25

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

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

Response: 23

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	29	23	17	21

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

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

Response: 36.61

6.3.4.1 Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course) year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
15	31	27	30	10

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Affirmative - Institution conducts internal and external financial audits regularly

Rajagiri College of Social Sciences believes in creating and maintaining sound financial and accounting system for safeguarding the interest of stakeholders, by inculcating efficient mechanism to administer the financial system. For the smooth function and for ease of accounting the College maintains five accounting entities namely:

- Rajagiri College of Social Sciences – Accounts Recurring Transactions of College.
- Rajagiri Transcend- Accounts for Donations.
- Rajagiri Outreach – Accounts CSR linked activities and live Labs income and expenditure.
- Research Institute Rajagiri – Accounts Consultancy, Training and Allied Income.
- Public Financial Management System (PFMS) - Accounts all Govt. Grant's and Government financial aids.

The finance committee convenes meeting on need base/at periodic intervals to discuss and deliberate on the finance management. The accounts relating to previous year are carefully scrutinized prior to the preparation of financial budget for the next financial year. The Institution uses the latest version of Tally ERP for the accounting purpose and the accounts are subjected to a three-tier audit mechanism as mentioned below:

Internal Audit

- Conducted once a year
- Management mechanism to ascertain whether the management policies and guidelines for accounting are properly implemented
- Results in an internal audit report submitted by the auditor. The accounts department takes corrective action based on the report if required.

Statutory Audit

- Conducted after the close of the financial year
- Books of accounts examined to formulate a fair opinion whether the Institute keeps proper books of

account

- Balance Sheet examined to get a true and fair view of the state of affairs of the College and the income and expenditure account to verify the excess of income over expenditure or vice versa as the case may be.
- The accounting systems and procedures are enhanced based on the audit reports of the internal auditor.

Separate external auditors are appointed for internal and external audits.

Government Audit

- Separate from internal and external audit
- Government aided funds are also subjected to government audit, i.e. the AG's audit and DE's audit
- Government auditors express their opinion on the conduct and maintenance of books of accounts and records and a true view of the state of affairs of the Government funded Projects/Programmes.

Major areas covered by the audit are:

1. Income and Expenditure statement
2. Payments and Receipts
3. Verification of assets and liabilities, and
4. Statutory payments and required returns are filed on time.

Audit Objections and Rectification

The audit objections pointed out by the auditor are discussed with the finance committee, which enables the management to take remedial action immediately. The objections are rectified by the accounts department and a report with explanation is submitted to the Finance Committee. The Action Taken Report is also sent to the auditor for further ratification, if any, and for final approval.

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 for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 242.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
75.69	31.86	40.4	44.04	50.18

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Affirmative - The institute has strategies for mobilisation of funds and the optimal utilisation of resources

The institute has a very solid mechanism to forecast the financial requirements through the annual budgets, the diversity of the funding base through the resource mobilization policy and ensure the effective and efficient use of the funds raised. The finance committee constitute of the Asst. Director, the Principal, Representative of the management, the finance officers of Hill campus and Valley campus and the HOD of the departments. Before the commencement of the academic year each department intimates the funds requirement to the finance officer. The finance officer places it before the finance committee. The committee then prepares the annual institutional budget. This institutional budget is kept before the management and the governing body for scrutiny and approval.

The institution funds its endeavours through a combination of

1. **Earned income** – The main source for the earned income of the institution is from the *fees collected*. The hostel fee also becomes a major part of the funds earned.
2. **Funds Raised**- Funds are also mobilized by the institution for various activities. The main sources of funds are from funds received as *sponsorship* for various student initiatives, the *consultancy services* undertaken by the faculty, *faculty development programmes, workshops and seminars* conducted by the faculty of the college. The funds are also raised as part of fest and conferences also forms a major part of raised income. *Alumni contribution* is also a fund raising strategy. On holidays the institution building / computer lab is rented out to government and public sector agencies for the conduct of various programmes and examinations. The donations from individuals and philanthropist is also a major source of fund.
3. **Government funds** - being an aided college the institution gets funds from the Centre and the State Governments. The aided staff salary is met by the state government . The funds include UGC fund for college with Potential of Excellence, the funds are mainly for infrastructure development, research and library, UGC autonomous grant, AICTE fund for research, KSIDC fund for incubation centre development, ICSSR fund for research, the institution have been sanctioned the RUSA fund. Project funding from DDUGKY, NULM and Kudumbashree.
4. **Other funds** – the other funds include the corpus funds received for infrastructure development. **The Live labs of the outreach wing of the college is funded by various agencies.** Loans are raised from banks for infrastructure development. Funds are also raised from corporates, through the endowments and the alumni contributions.

Utilization - Each of the funds are routed through the five accounting entities mentioned, so that the funds mobilised are employed for the purpose for which it was mobilized. The surplus generated by these sources are ploughed back into the institution for providing high quality academic amenities, state-of-the-art infrastructure and welfare measures.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

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

Rajagiri Sustainable Environment Education Initiative

Rajagiri has been *ranked second in the country by Swachh Bharat Abhiyan in 2019*, which is the outcome of the quality initiatives of the IQAC as below:

- 1. Rajagiri Swachh Policy** framed, incorporating Sanitation and hygiene, Water conservation, Rain water harvesting, Waste Management, Energy conservation, Maintenance of Swachhta during students' cultural programmes and activities.
- 2. Facility, Equipment and Logistics:** This includes bins, collection carts, uniform, safety gear, gloves and rakes for handling different kinds of wastes, hazardous waste management facility with an incinerator, compost bins. Bins, carts, vehicles in their most appropriate sizes and place with colour coding for easy transportation of waste. Introduction of complete solar energy powered energy.
- 3. Segregation of Waste for Secondary Segregation and Resource Recovery:** Covered sheds are located away from each other to avoid mixing. Shredders, sieves and other mechanical devices are provided. Collected waste is checked for proper suitability before treatment. Tertiary segregation recovers recyclables and reusable wastes.
- 4. Refuse - Reuse – Recycle – Recover – Regenerate:** Banning all plastic disposable items from the campus is the first step. Important practices include total ban on single use items like plastic bottles, disposable plates and toiletries in sachets, Recyclables like e-waste, glass and plastics are given to scrap collectors. Handling e-wastes partnering with local self-Government bodies for waste management efforts
- 5. Curriculum-** Integrated swachhta and sustainable development aspects and perspectives into the existing curriculum

6. **Audit** –External green audit is initiated by the IQAC

Increased Academic International Linkages.

The new National Education (NEP) draft Policy, 2019 proposed by Govt. of India is an exciting development focusing on internationalization of education. RCSS's similar initiatives were started in 1999 when the first two MOUs were signed with US universities for Faculty exchange programmes.

- A steady increase in number of MOUs (approximately 35 universities) across the globe within last five years
- IQAC in association with the International offices on campus promote the international exposure of the faculty by sending them to the Partner universities for conference, seminars, summer schools and to present papers
- Presence of overseas interns on the campuses throughout the year provide cross cultural exchanges
- PG students are on regular overseas Internship from 2014 onward
- Growing opportunities for UG students for overseas summer Internship (Belgium and Korea)
- Collaborates with Education Consultants of India (EdCIL), the Single Window agency to facilitate the admission of foreign students into the regular academic programmes.
- Research Collaborations with universities in U.K and Australia
- International Conferences by Department of Social Work serve as a platform for partnering universities
- Lecture series of faculty and guest from foreign Universities
- College is one of the ten-member Consortium of Overseas Universities to participate and organize summer universities
- Joint Faculty publications indicates quality of growing internationalization
- Infrastructure Augmentation - Two dedicated 'Offices of International Relations' in both Campuses coordinate International Exchange Programmes
- Separate hostel facilities for international students

File Description	Document
Link for additional information	View Document

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

Response:

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

Stakeholder review on the Teaching Learning Process

The IQAC of the College collects regular feedback from students on curriculum, teaching methodology, opportunities of learning, faculty competencies in handling classes, facilities on the campus etc. This process is administered through Fedena, the College ERP. The Feedback is collected from students twice in a semester (middle and end of the semester) and the faculty can access the consolidated report through Fedena. Time is allotted for respective batches to conduct the appraisal. Feedback is also collected annually from other stakeholders- parents, alumni, and employers. The IQAC prepares a feedback analysis report and submits the same to the Principal.

Reforms facilitated:

The Principal and IQAC coordinator meets each faculty member in person for clarifications on the student's feedback as required. Each faculty member needs to submit an **action plan based on the feedback**. A provision was given for the **parents to view the internal** mark of their wards through College ERP. IQAC took up the **curriculum revision** based on the feedback. **Faculty development programmes**, workshop, seminars were offered for the faculty for effective teaching learning process. The faculty members were also encouraged to take up MOOC/SWAYAM courses.

External Academic Audit

The IQAC conduct a review of the teaching-learning environment and facilities of the College. The College conducted an external academic audit. The IQAC Coordinator along with an External Expert during the external academic audit visited all the departments and examined the classrooms and all academic facilities to assess the teaching learning process, the IQAC sought innovative ideas from students, teachers, employers, alumni and the administrative and statutory bodies of the institution to evaluate the effectiveness of the teaching-learning environment and available facilities and identify areas that need to be improved.

Reforms facilitated:

Innovative Teaching Pedagogy

The IQAC has taken effective steps to enhance the potential of ICT enabled teaching & learning. Training programmes were organized for faculty to maximize the use of ICT. The classes have been equipped with ICT facility of Interactive Intellectual Panel-equipped with **easy board software**. Faculty members were encouraged to take up **MOOC and other courses on the SWAYAM and NPTEL** platform. Workshops on teaching with **Simulations, case studies and board games** and the use of interactive panel were given to faculty members. The faculty members were asked to include more of simulations, case analysis and board games in their course plan. Teachers are now adept in developing Course module and examinations using Learning Management System **MOODLE**. Under **Rajagiri Online Learning for Excellence (ROLE)**, a state of the Art Multi Media Lab is functional to enhance the potential of ICT enabled teaching and learning and faculty develop e-content - **RAJAGIRI WoW (Web of Wisdom)**.

File Description	Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

None of the above

1 of the above

2 of the above

3 of the above

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Gender-sensitisation activities at Rajagiri, conducted with the Annual Gender-Sensitisation Action-Plan is focussed to achieve GOAL-5(Gender Equity) of the United Nations Sustainable Development Goals (UN-SDG).

- **At campus level**, activities for students, faculty and staff are organised. International Women'-day is celebrated annually with exhibitions/stalls by women in campus. Students participate in talkshows, hair-donations, sessions on Financial-Security, Physical-Safety, Legal-security, Cyber-security and Medical-Awareness. Entrepreneurship Promotion Initiatives, Social-Entrepreneurial Capacity Workshops, orientations on Prevention, Prohibition and Redressal of Sexual-Harassment are organised for females.
- **MultiSkill Training for Transgenders**, a joint initiative by Kudumbashree, Kochi Police, Kochi-Metro and Rajagiri rehabilitated and facilitated entry of Transgenders into mainstream through decent livelihood. Manu (MSWAlumnus,2006) transgendered to "Vijayarajamallika" is invited for student interactions. A transgender is appointed as administrative-staff in college-office.
- **At community level**, women-empowerment, awareness programmes and skill-development programmes are conducted. Women-entrepreneurship, training on Day-Care, Preschool Management, projects supported by TDH Denmark etc., are conducted. "**Sthree-Padhavi Padanam**", **gender-audit** was done.
- **Sensitisation activities in tribal-hamlets** like Kuttampuzha are conducted through women-empowerment programmes funded and supported by SudChemie and KITCO, for apiculture. To promote gender-equity, various extension activities like Audit-training, masonry, artisan-training etc. are conducted in the neighbourhood, and for disabled people.
- **Gender-based dissertation studies and research projects** like Caring for elderly women, Female sanitation etc. sponsored by National Commission for Women(NCW) is conducted by Rajagiri Research Institute(RRI). Studies on Gender-violence (ICSSR-sponsored), Kerala's tribal-mothers (Women and Child-Development Ministry sponsored) are conducted. RRI is entrusted by NCW and Ministry of Labour-Employment to conduct State-level Awareness Workshops for Women. RRI with Women's Division, Kerala-State Council for Science, Technology and Environment (KSCSTE) organizes programmes.
- "**We Rise and Fly High**" and "**Women-Empowerment Training Programmes**", are joint initiatives for corporate women-employees by Federal Bank and Rajagiri.
- Several female faculty members serve as **external-experts in Internal Compliance committees** of public sector undertakings.

- Faculty participate in ***International conferences exclusively on Women***. Dr. Celine Sunny, was state-representative for “Sexual Harassment of Women at Workplace: Role of Civil Society” at New Delhi. Dr. Mary Joseph received ‘LifeTime Achievement Award in SocialWork’(2018). Dr.Suni Rose attended Global-Change Leaders Programme, COADY International Institute, Canada.
- ***Selfdefence classes*** are organised for girl-students. Safety is ensured with surveillance-cameras and security-staff. Emergency contact-numbers are displayed. Safety and security fire mock-drill is conducted. Medical-insurance is taken for all students.
- ***“Rajagiri Totscare and Playschool” (Estd.1987)*** which started as a support facility for Rajagiri employees and as a live-lab for students specialized in Family and child welfare, it is open for public now.
- Facility of ***fulltime psychiatrists and counsellors*** are available. “Student Counselling Centre” aims at psychosocial wellbeing of students. “Clinic for Mental/Emotional Well-being” focusses on student/staff issues on Internet-addiction, Healthy-Use-of-Technology(HUT), Substance-use and Interpersonal-Relationship. Awareness classes, workshops and literacy programmes in schools, colleges and communities are initiated. ‘Rajagiri Family-Counselling Centre(FCC)’ and ‘Legal Aid Cell’ helps tackling grievances and provides counselling, referral and rehabilitative services to women/children.

Exclusive facilities for women students
Ladies common rooms
Restrooms
‘Amigo-2’ – for informal gatherings
Full Time Medical Clinic
Ambulance on Call
Full-time qualified nurse

For more Information :- http://iqac.rajagiri.edu/SSR1/C7_1_1

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

The Institute takes ample efforts for waste management.

Rajagiri adapts itself to the Swachh Bharat Abhiyan, the most significant cleanliness campaign by the Government of India, through its active participation in various waste management initiatives. The institute **was ranked second by the MHRD ministry in Swachchata rankings (2019)** – Residential category. The institution is very keen to maintain the cleanliness and visual appeal of both campuses.

Solid-Waste Management:

Solid waste from the campus is segregated at source

- **Biogas plants** at the men's hostels, ladies hostels and central kitchens perform an efficient management of food-waste generated. The **renewable biogas energy** is used for food preparation. Food waste is also used to make vermi-compost and for the piggery. Manure generated out of waste is used for gardening. MoUs have been signed with the Kalamassery Municipality and scrap dealers for waste management.
- Major solid waste generated in the campuses are **segregated** by providing separate dustbins for biodegradable and non-biodegradable waste. Green (Biodegradable), Yellow (Non-biodegradable) and Red (E-waste) colored bins are placed in the campus premises for waste-segregation. Plastic-bottles

and paper-waste are sold to scrap-agencies for recycling. Plastic waste is shredded and pressed by a hydraulic machine.

- Glass-waste from the campuses are powdered with specialized-powdering-machines.
- Girls' toilets are equipped with sanitary-napkin vending-machines and napkin-disposal-bins. The bins are cleared daily by the female cleaning staff and burnt in incinerators available in the campuses. Toilets are kept clean, neat and odor free with fresheners.

Liquid-Waste: Liquid waste is treated, recycled and reused with the help of Sewage Treatment Plants (STP) installed in both campuses.

- Separate pipelines carry away gray and black water. A well- functioning sewage and wastewater treatment plant in the campuses ensures the outflow of the liquid waste.
- Hiclear-wastewater treatment plants treat sewage in an odor-free, environment-friendly manner. It is low-sludge generating and energy-efficient. The treated water is used for toilet-flushing and gardening.

Bio-Medical-Waste, Hazardous-chemicals and Radioactive-Waste: Not-Applicable

E-waste:

- Electronic waste, such as batteries and electronic devices, are part of buy-back-schemes and is replaced with new hardware. Old computers and processors from the various labs/classrooms/office are sent to the hardware-lab of the college, where students learn hardware assembling and studies on components.
- CDs, old-terminals and keyboards are widely used for decoration and stage-setting purposes for various fests like Inflore, Splendore, ITEuphoria and PSYesta. Initiatives are taken by students and faculty to up-cycle waste material as decoration-items for fests/events in campus. E.g.: Professor-Red, a robot assembled by the MCA students for IT-Euphoria-2k19 with e-waste and solid-waste, was enabled with Natural-Language-Processing (NLP) and image recognition algorithms to recognize to trained faces and respond to hot-keywords.

Waste-Recycling System: The main road in the Hill-Campus has been tarred with the shredded plastic-waste generated from the college. Silica powder is mixed with cement and has been used for construction purposes. Broken tile-pieces obtained during construction work have been used aesthetically to design the floors of Amigo-I and Amigo-II.

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

7.1.4 Water conservation facilities available in the Institution:

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

RCSS is a collective hub of diversity considering the linguistic, regional, communal and socioeconomic background of staff, students and society who form its most integral constituents. Various activities/programmes organized in Rajagiri celebrate the harmony of this collective inclusiveness.

- **Educational sponsorship programmes** organised by Rajagiri outREACH to achieve the vision “*Child as focus, Family as unit, Community as milieu of development*” with focus on children to establish relationship with the entire family and society
- “**Souhrudam Vacation camps**” organised annually at several centres with association from Corporate, Residents Associations, Municipalities, Panchayats, Service-Clubs and Kudumbasree
- “**Shiksha-Graha**”-Community teaching programmes in Communicative-English, Mathematics, Hindi and Public-speaking are conducted for lesser privileged school-going students of the neighbourhood
- **Youth Red Cross programmes** which include relief fund for Kashmir flood victims, Joy of Giving Week etc.
- **Visits to Old-Age Homes** and orphanages in which students and faculty take active participation in distributing materials, cleaning and tree-planting
- **Value-based learning for students** facilitated by conducting life-skill training sessions and tour programmes for lesser privileged
- **PakalVeedu (Day-Care for elders)** set up with support from Binani Zinc Ltd and Rotary Clubs. Seminars, medical-camps, awareness on geriatric-care and celebrations are conducted

- **“Poothumbikal”**, Anganwadi children’s fests are conducted regularly with assistance of Rotaract Club
- Procurement and supply of books to Vattavada School, Idukki
- Annually organized **social-sensitization camps** for first-year students to rural areas help students undergo experiential learning with social commitment through field action and extension activities experiencing rural realities
- Active student participation in **“Chennai Floods Relief Work”**
- Financial assistance to **BUDS School** (free and open special-schools for mentally-challenged children of poor families) by KELI, Switzerland for 11 Buds schools
- **Cancer Awareness sessions and Blood Donation camps** were organized with Kochi-Corporation and IMA.
- **CRAYONS** – an annual get-together of children from foster homes (Child Care Institutions) is organized where children actively participate in various competitions
- **LANTERNS** is a one-day camp organized annually for children in age-group of 5-18 from the Rajagiri-Neighborhood community with the aim to help students recognize their strengths which would ultimately lead to their holistic development
- Rajagiri initiated **projects for supporting HIV/AIDS** infected/affected children in Ernakulam District
- **Medical camps** association with with Indian Railways, Malayala Manorama and Rajagiri Hospital
- Distribution of festival kits to needy people
- Organization of **SPIC-MACAY Programmes** - Qawwali, Gotipua, Flute-Recital, Koogu, Mohiniyattom etc.,
- Awareness programmes for **migrant-labourers on Drug-Addiction**
- One-day symposium on “Migration, Diversity and Social-Work response”
- Annual **“Diversity Day”** on campus with performances from various cultures - Tamil, Kannadiga, Assamese, Kohli community, Bengali, Manipuri, Bihari, Korea, German, French, and Italian etc.
- **Rajagiri Flood relief camp (2018)** hosted 1500 flood victims in four different locations on campus irrespective of caste, creed and religion
- Nightingales Medical Trust with Rajagiri conducted “Three-days-Orientation on **Geriatric-care for Old-Age Homes/Day-care centers/NGO’s** functionaries supported by RRTC-NMT and National Institute of Social Defence(NISD), Ministry of Social Justice and Empowerment ,GoI

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

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

Response:

Rajagiri takes initiatives in organizing various events and programmes for moulding the students and staff

to become responsible citizens by sensitizing them to the constitutional obligations: values, rights, duties and responsibilities of the citizens.

- **“Human Dignity Walk”** conducted with ICSW Kerala-State branch as part of Social-Work Day
- Establishment of **Middle-Level Training Centre (MLTC)** in 1982 at Rajagiri to meet the training needs of middle level functionaries of Integrated Child Development Services (ICDS) in Kerala and Lakshadweep
 - Acts as the state-level training center to train supervisors of 258 ICDS-projects in Kerala
 - Conducts annual training sessions on “Right to Education” for Anganwadi, kindergarten and primary-school teachers
 - Sessions on nutrition and growth
- MoU between **Department of Social Justice, Govt. of Kerala** and Rajagiri for the preparation of **Annual Programme Implementation Plan (APIP)** of the department
- Symposium jointly organized by the Centre for Human Rights, NUALS in association with Rajagiri on **'Our Rights Our Freedoms Always-Mapping Inroads for the Actualisation of Human-Rights Ideals'**
- **"RAJASADAS (People's Forum)"**, a platform for critical evaluation on current social issues conducts regular open forums to discuss on relevant issues like atrocities against women and children
- **SWARAJ** (Social Work Students Association of Rajagiri), which aims at building a pro-people attitude hosts various enriching and thought provoking programmes for the Rajagiri family
- **CHILDLINE Awareness campaigns** organised at Marine Drive, Ernakulam
- Street play different issues faced by children, child abuse and precautions
- **Training for transgender** at Rajagiri with the goal of facilitating their entry into the society mainstream
- Observing **Child Rights Week** annually at various outreach centres
- Inauguration and foundation stone laying ceremony of **Rashtrya Uchhatar Shiksha Abhiyan** (Ministry of Human Resource Development, Department of Higher education) by Honourable Prime Minister Shri. Narendra Modi, through video conferencing
- **“Campus to Country: Road to Statesmanship”** roundtable for awareness among youth about governance in public bodies, curbing corruption and fundamental duties of youth
- **"Election Awareness Programme- Hands-On workshop on EVM , VVPAT"** by the District Administration Ernakulam on March 20th 2019 in the campus
- **“Student Connect Programme”** to build awareness in filling the passport application and to schedule appointments
- Orientation and awareness programmes on topics such as **Domestic Violence Act 2005, Child Right Laws relating to children, Women related Laws, FCC and Importance of Counselling.**
- Seminar on **Youth for Nation Buildings** in connection with South Zone Republic Day Parade camp
- Session on **“Child Rights and Laws relating to Children”** for the school-going children living in the neighbourhood community

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

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

To promote national integrity and to appreciate the unification of cultural and religious identities of India, Rajagiri celebrates various festivals/days/events of national/international importance with pomp and splendour.

- **Flag-hoisting and sweets distribution on Independence Day and Republic Day**
 - As part of Independence Day celebrations (2016), YI members hosted a Coin Exhibition. Students collected around 4832 coins, which were displayed inside the outline of a handmade Indian Map.
- Visit to Sishubhavan orphanage, Kalamassery on the occasion of **Gandhi Jayanthi** on 2nd October, 2016
 - Clothes, food material and toiletries were collected and handed over to the orphanage authorities
- **“NSS Day”** by commemorating the Swami Vivekananda’s 150th Birth Anniversary
 - Variety of programmes and competitions were organized by different departments.
- **“World Environment Day”** on June 5th annually with awareness programmes for staff and students
- **“International Yoga Day”** annually on June 21 by all students and faculty
 - An essay competition was organized for students on 20th June 2019 on the theme “Yoga for Peace & Harmony”
- Competitions on poetry and debate were held for the students on **“Jal Divas”**
- **“Salam for Kalam”** – cleaning campaign, as a tribute to our late former President Dr. A.P.J. Abdul Kalam on August 8th 2015
- **“Reading Day 2016”** on 21st June 2016 jointly by the Department of Library and Information Science and Fr. Moses Library, RCSS in remembrance of Shri. P.N. Panicker
- **“World Social Work Day”, “Anti Child Labour Day”, “Girl Child Day” and “World Social Justice Day”** commemorated every year with various programmes like awareness sessions, Human Dignity Walk, competitions etc.
- Awareness programmes in schools and panchayats on **“World AIDS Day”**
- **“Elders/Senior Citizens Day”** annually by Rajagiri outREACH at various panchayats in association with KELSA (Kerala State Legal Services Authority, India)
- **“International Day against Drug Abuse”** observed with street plays
- **“World Heart Day”** with Heart Care Foundation, Kerala in 2014
- **“Children’s Day”** observed with Kunjattakkili and CRAYON programme for kids
- Cultural events and games conducted during **Onam, Christmas, Holi and Diwali**
- **“Ramadan” celebration** with Ifthar Parties, food fests and mehndi competitions
- **Armed Forces Day, Road Safety Week, National Librarians Day and National Library week** celebrated on campus by organizing various programmes such as quiz competition and debate
- On **“No Horn Day”**, sound pollution awareness is created among students, faculty and the public

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

7.2 Best Practices

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

Response:

Best Practice #1

Title of the Practice

Pedagogical Innovations for Student-Centric Learning and Evaluation

Objectives of the Practice

- Facilitate holistic development of students by understanding the key Graduate Attributes/Competencies required by a professional and current proficiency in each of the competencies
- Develop an Action Plan for students based on the competency gaps

The Context

As an initial exercise in the Post- Autonomy Phase, the School of Management initiated a plethora of developmental activities aiming at the all-round student development. To implement it, the institution decided to start an **Assessment and Development Centre (ADC)** for students studying so that the competencies of students are professionally evaluated and documented.

Today, ADC is one of the most important exercises done by all the departments in Rajagiri. Based on the assessment, the professional team of assessors will also create a Development Action Plan (DAP) for every student which is the guiding document for the development activities of students during their years at Rajagiri.

The Practice

The Pedagogical Innovations involves:

- Pre assessment of students at the start of the programme
- Initial Assessment and Developmental Action Plan for students
- Articulation of graduate attributes for all programmes by stakeholders
- Continuous monitoring and assessment of students
- Measuring attainment level of students
- The Assessment Process

The Graduate Attributes/Competencies are assessed by trained and seasoned professionals titled “Assessors” with the help of psychometric tools/instruments to rate students on a 6-point scale. The ratings and comments are normalized on competencies provided by assessors and a Comprehensive-Assessment-Sheet (CAS) is prepared after completion of the instruments. Based on CAS, a Principal Assessor provides feedback to students on his/her current proficiency in various competencies. The digitally stored CAS and DAP are made available to students and faculty mentors. Programme-Learning-Goals (PLGs) and Programme-Learning-Objectives (PLOs) of the various programmes driven by the mission of the College

are created by a team of faculty in Assurance of Learning (AOL) Committee which is reviewed regularly.

Student learning methods are commonly grouped into direct and indirect measures. AOL system places a greater emphasis on direct measures of learning. Indirect measures are used to augment direct measurement. Indirect measures include faculty level assessment, NGO-letter appreciation and end beneficiary evaluation. Students are given regular remedial-classes, individual-mentoring and counselling-sessions to simplify the learning-process.

Faculty-in-charge of the assessment event/faculty taking the course mapped to a PLO sends reports to the AC. Time line and sequence of the process is as below:

Evidence of success

Direct Assessment Measures are:

- Embedded questions: 80% of all students should score more than 40% of marks.
- Rubrics: 80% of all students should fall in “Meets Expectations” or “Exceed Expectations”.

If, three criteria rubric (oral communication and written communication), the score required for below/meets/exceed expectations category are:

- 1-3 score : Below Expectations
- 4 -6 score : Meets Expectations
- 7-9 score : Exceeds Expectations

(3, 2 and 1 points for Above, Meets and Below expectations respectively)

Indirect Assessment **measures** the opinions about students' own knowledge/skills/ attitudes/learning experiences/perceptions of services received or employers' opinions. Indirect assessment measures supplement direct measures of learning by providing information about how and why learning occurs. E.g.: student-surveys (entry/exit), focus-groups, alumni/employer surveys.

Post-Assessment

CAS and DAP is sent to the student and Faculty Mentor. Faculty mentors will take over the Development Centre from “Assessors” and will execute the action plan suggested by them. Regular meetings are scheduled by faculty mentor with their student-mentees for guiding and supervising the process. It is expected that all students will reach competency levels of 5 after their graduation from Rajagiri.

Problems Encountered and Resources Required

Problems Encountered

- 1.Lack of understanding on procedure and tools of assessment used, for newly joined faculty.
- 2.Lack of consistency among teachers taking same subject across different batches, which could be due to lack of standardization.

3. Logistics - handling 18-20 assessors and almost 60 students by ensuring proper interaction
4. Proper utilization of resources - maximum utilization of resource persons in the limited time and ensuring participation from students
5. Documentation - storing and compiling of huge amount of data created

Resources Required

1. Training and workshop need to be provided to faculty members regarding different procedure and tools related to assessment of students.
2. Common course plan, assignment and tools need to be utilized to reduce the variability in assessment

Best Practice #2

Title of the Practice

Rajagiri Centre for Sustainable Livelihoods (RCSL)

Objectives of the Practice

RCSL objectives are to:

- Impart participatory training programmes for providing sustainable livelihood to marginalized
- Develop and patent innovative products, processes and technologies having contemporary social relevance
- Launch need-based Projects with support of various funding agencies.
- Build Awareness within community on skilling opportunities by mobilizing marginalised rural and urban youth
- Providing placements and ensuring career progression and retention

The Context

The existing volatile and unpredictable work environment encouraged Rajagiri to address sustainable livelihood issues. Conscientisation of people on gender justice, women empowerment and other weaker sections of society through various awareness programmes was considered necessary. Individual attention given through **RCSL** helps students and community to focus on careers with long-term employment.

The Practice

RCSL develops technologies and processes and transfers them to needy persons for making sustainable livelihood through

1. **Rajagiri Centre for Skill Development (RCSD),**
2. **Rajagiri Centre for Developing Micro Entrepreneurship and Development (RCDMD) and**
3. **Rajagiri Career and Employability Hub(RCEH) for Auditing and Social Entrepreneurship**

RCSD

RCSD is the Project Implementing-Agency for Rural, Urban and other skill-related programmes. A platform that reaches out to rural/urban segments comprising of marginalized, uneducated/educated and unemployed factions, it strives to facilitate employment in various societal sectors by equipping people with valid certifications through project implementing agencies like:

- Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) offering short term courses on Hospitality-Housekeeping, Sales-Associates, Front-Office Management, Accounts Executive, Ayurveda-Spa Therapy, etc.
- Deendayal Antyodaya Yojana-*National Urban Livelihoods Mission* (DAY-NULM)
- Kudumbashree Projects (Eg: Multi-Skill Training for Transgenders)

RCDMD

RCDMD specializes in capacity Building, Mushroom cultivation, Tissue-culture, Plant-breeding, Probiotics, Integrated Farming, Empowering of Kudumbasrees and training to Day-Care Centres.

RCEH

RCEH functions through the following wings.

1. MoUs for Professional Studies

Rajagiri is the pioneer in Kerala offering accredited ACCA and CIMA program alongwith B.Com and BBA with highest ACCA and CIMA paper-exemption (nine papers). Apart from core professional programmes, the centre offers industry relevant certifications:

- Diploma in Banking and Finance
- Certifications by I-STAR,
 - Desktop Publishing
 - Digital Marketing
 - Adobe Photoshop
- Certification in IFRS
- Competitive Entrance-Exam Training (CAT/MAT)
- Certification in Microsoft-Excel
- Certification in Financial Modelling
- Certificate Program in Business Analytics

The Centre has signed MoUs with ACCA (UK), T.I.M.E institute, Active Edu Pvt Ltd., Grant Thornton India, IMS ProSchool and CIMA UK. Proposals for Certified Management Accountants (CMA), US and Chartered Financial Analyst, (CFA), US have been proposed.

• Social Entrepreneurship Hub

Students of Rajagiri have started their own social entrepreneurship service wings - MAGICS (NGO founded in 23rd May 2015 (Regno: IV 32/2015)), C-POSITIVE (Regno:2/1V/18), CANVAS, DARE, Vanchibhoomi etc, to name a few.

Evidence of Success

Rajagiri Centre for Skill Development

- Awarded “Best Performing Project Implementing Agency” for DDU-GKY Project in Kerala, consecutively for the third year (2016-17, 2017-18 and 2018-19).
- Provided several training and skill-development programmes to Self- Help Groups on Mushroom Cultivation and Inter-dependent Micro-entrepreneurial Clusters (ICSSR Project)
- Mentor and Facilitator for Young Innovators Programme (K-DISC, Govt. of Kerala) for Promotion of Innovations among School and College students
- 2009 out of 2832 trainees were placed

Rajagiri Centre for Developing Micro Entrepreneurship and Development

- Developed Tender Coconut Punching Cum Cutting Machine and Multi-Utilitarian Copra Detacher, for which provisional patents have been received
- Developed innovative technologies like Polymerised Coconut Leaf Based Roofing and Flooring Tiles
- Developed Various Mushroom varieties like White Oyster Mushroom (*Pleurotus* spp.), Pink Oyster Mushroom (*Pleurotus eous*), Oyster Mushroom CO2 variety (*Hypsizygus ulmarius*), White Oyster Mushroom (HUC variety), Oyster Mushroom (*Pleurotus florida*) and Milky Mushroom (*Calocybe indica*) for Commercial cultivation and Training.

Rajagiri Career and Employability Hub for Auditing and Social Entrepreneurship

- 37 students from B.Com enrolled for Diploma in Banking and Finance
- 104 B.Com students enrolled for Certifications by I-STAR Pvt. Ltd.
- 54 students enrolled for the Certification in IFRS
- 126 B.Com and BBA students given opportunity to attend Student’s Career development program in association with T.I.M.E institute
- 96 B.Com students successfully completed Certification course in Microsoft Excel
- 96 students achieved Certification in Financial Modelling
- 35 students from BBA and 50 students from B.com enrolled for Certificate Program in Business Analytics

Problems Encountered

- Motivating participants to attend courses, and obtaining results are a hurdle.
- As majority of the programme participants are common people, taking them into confidence to attend classes, and empowering them remains a challenge.
- Several schedules in a year
- Delay in patent processing

Resources Required

- Obtaining experts to handle sessions
- Session Co-ordinating
- Funding from external agencies
- Delay from local and government bodies

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

7.3 Institutional Distinctiveness

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

Response:

RCSS vision and mission evolves from “Chavarul” penned by founder, St. Kuriakose Elias Chavara. Advancing into the Golden Jubilee, RCSS is living the founder’s dreams by its pioneering efforts for “enriching and fulfilling LIFE”. This is achieved by “Rajagiri Immersive Learning”, an inclusion of activities and engagements involving students, faculty, community and environment.

Title: “Rajagiri Immersive Learning (RIL)” - a unique experience towards “Enriching and Fulfilling LIFE”

The Distinctiveness

Rajagiri Immersive Learning (RIL) Methodology:

- Pedagogical innovation to develop Rajagirians into socially-responsible human-beings
- Programmes designed to mould value-based, socially-responsible, competent, industry-ready citizens
- Carefully drafted activities/events designed to create lasting change in student personality
- Transformation to industry-ready, socially sensitive and complete individuals

RIL is based on four dimensions:

Dimension 1 – Conceptual Learning, where students are introduced to concepts and theoretical framework through projects, case methods, lectures, debates etc. and thus, into real-world.

- Global outlook of curriculum-development initiatives with equivalence for social-work courses by CASW, NASW-CSWE, AASW and NZASW USA, enhancing global competence and employability of students
- Functional MoUs with professional organizations such as ACCA and CIMA (UK) making the B. Com and BBA students eligible for exemption of 9 out of 14 ACCA courses and 9 out of 16 CIMA courses respectively
- MBA curriculum in line with standards of Accreditation Council for Business Schools and Programs (ACBSP), USA, enhancing global relevance

- MCA specialisation-tracks - a pioneering initiative in the country
- Participation of students and faculty in international field placements, summer schools, cross-cultural research projects and conferences
- Proper career guidance with NET/GATE and MOOC courses for fast learners and remedial classes, tutoring system and peer-learning circles for slow learners

Dimension 2- Experiential Engagement, where students experience practical life through innovative methodologies like Rural-Sensitization Camp, Vanavasam, Fieldworks, projects etc. For professional social-work practise, various live labs function in campus:

- **Rajagiri outREACH, (Rajagiri Educational Alternatives and Community Health)** specialising in Social-Impact Assessment Studies, Research and Consultancy/Need-Assessment Studies, Corporate Social Responsibility (CSR), Child-Centered Programmes, Youth-Development Programmes, Women Entrepreneurship Programmes, Programmes for Elderly, Environment & Natural Resource Management, Community-Health Programmes, HIV/AIDS Project/ Suraksha Migrant Projects, Disaster Management Training Programmes and student internship for the past seven decades
- **State Level Empanelled Training Institution (ETI)** offering refresher and orientation programmes for NSS Officers of colleges in Kerala-Lakshadweep for past five decades
- **State Level Headquarters of Indian Council of Social Welfare (ICSW)** since 3rd October 1954 with its state office in Rajagiri with 14 District Branches
- **CHILDLINE Nodal** Centre in Ernakulam District, focusing on schools, Anganawadis and residential areas to identify and solve issues faced by children.
- **Middle Level Training Centre (MLTC)**, the only training centre in Kerala imparting training to Supervisors of Integrated Child Development Scheme (ICDS) from Kerala, Pondicherry and Lakshadweep for past four decades
- **Rajagiri Centre for Sustainable Livelihoods (RCSD)** imparting professional skills and knowledge to the marginalised
- **RAJAGIRI TRANSCEND**, social arm of RCSS facilitating students to explore co-curricular involvement on campus and beyond.

Dimension 3- Executive Modeling/Professional Competence where students are moulded into complete individuals by inculcation of key skills like communication, analytical skills etc. through various training programmes

- **Innovation and Entrepreneurship Development Centre (IEDC)** for instilling entrepreneurial skills
- Collaboration of society, faculty and students to undertake research programmes
- Regular Executive Grooming, Personality Development and Skill Development sessions
- 54 functional MoUs with partner universities to provide international internships, webinars in various disciplines for a multicultural learning environment
- Associations with various International /National/State departments/Corporate agencies with focus on gender equity promotion, Development and Implementation of Water & Sanitation Projects, Enhancement of indigenous medicine, knowledge, art and culture of tribal population, Road Safety Advocacy Programmes and Science Popularization Programmes
- Enrichment Lectures on topics of societal relevance

Dimension 4- Corporate Competency/Civic Society Engagement, where students are made ready for

society through continuous interaction with industry professionals.

- Internships, summer projects, guided seminars, industrial visits, lectures, live projects, simulation, aptitude training and communication labs
- Functioning as CSR-implementing partner for several organisations
- Active consultant in framing Juvenile Justice Rules and Policies for the State Adoption Resource Agency – SARA, Kerala
- State co-ordinator for adoption activities in the State from 1990 till 2017
- Research in domains of health and well-being, with collaboration/sponsorship with GoI/GoK/UKIERI/IMPRESS leading to policy formulation

Way forward...

RCSS aims at moulding professionals with humanitarian empathy by exposing stakeholders to real-life situations and building up their social conscience progressing towards its vision. BODHI, the annual strategic planning exercise of RCSS involving faculty, continuously revisits the RIL and scales up the process. Pioneering in its efforts for **“Enriching and Fulfilling LIFE”**.

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

5. CONCLUSION

Additional Information :

Social Commitment of the College realized through the LIVE LABS (Extension Departments) on Campus

RCSS has been committed to the welfare of the deprived this commitment has led the College to institutionalize many extension programmes through the establishment of the *Live Labs*. The following live labs of the college serve as meritorious examples of the institution's unique identity:

Rajagiri OutREACH

- Rajagiri OutREACH (Rajagiri Educational Alternative and Community Health) Service Society (ROSS) is the professional service wing of Rajagiri College of Social Sciences
- Registered under Travancore – Cochin Literacy, Scientific & Charitable Societies registration Act XII of 1955
- FCRA registration (No. 052850501) and Exemption under 80G (5) (vi) of the IT Act (CIT/CHN/12A/Tech-11/2002-03 from 1/4/2007 to 31/3/2010).
- Pioneering social projects in Kerala in Education, Elder Care, Women/Tribes Empowerment, Health and Environment etc.

Rajagiri Family Counseling Centre

- Established in 1999 under Department of Social Work
- Funded by Central Social Welfare Board, New Delhi

CHILDLINE Kochi - Nodal Agency ?

- Established in 2000
- Funded by the Ministry of Women and Child Development, Government of India

Ministry / State Government Recognized State Level Training Centres on campus

Empanelled Training Institution (ETI) for National Service Scheme

- Established in 1973
- Collaborating agency under the Ministry of Youth Affairs and Sports, GoI
- Provides training for NSS Programme Officers across the state Universities

Middle Level Training Centre (MLTC) for ICDS functionaries

- Established in 1982
- Only State Level Training Centre in Kerala, which imparts training to the Supervisors of the Integrated Child Development Scheme from Kerala, Pondicherry and Lakshadweep
- Main task is to train supervisors of 258 ICDS projects in the state

DDU-GKY

- Project Implementing Agency under the Ministry of Rural Development for Rural, Urban and skill related programs
- Appropriate projects and skills identified by the Rajagiri Centre for Skill Development and strategically chosen target groups (on basis of socio-economic levels, educational background and presence of social capital) are considered based on adaptability and employability factors

Concluding Remarks :

The core values of the College, aligns well with the accreditation framework of NAAC as detailed below:

Contributing to National Development

- Focus on the comprehensive and integrated development of its individuals to function effectively as a social being

Fostering Global Competencies among Students

In order to prepare students to be innovative, creative and entrepreneurial in their approach and to face the global challenges successfully, collaborations with industries, network with the neighborhood agencies and academic tie ups with many overseas universities are established.

- Since 1998, Rajagiri International Institute for Education and Research (RIIER) has nurtured academic tie-ups with more than 36 international universities
- Le COCON Centre for Incubation organizes Annual Business Plan Competition for students from the year 2016 onwards. The Center has incubated nine companies in the past five years

Inculcating a Value System among Students

At Rajagiri the education goes beyond academics and focuses on the holistic development of students via activities like extracurricular pursuits, leadership roles, value-added programs and courses:

- The Rajagiri Immersive Learning Experience along with academics exposes students to Programmes and activities which prepare them to manage and lead in challenging environments
- RAJAGIRI -TRANSCEND is the student body of RCSS for social outreach initiatives and regularly releases newsletter 'Esparanza' that catalogue all their activities

Promoting the Use of Technology

RCSS enriches the learning experiences of the students by providing them with state-of-the-art educational technologies.

- The students and faculty are adequately prepared to make use of ICT optimally as a teaching-learning resource
- Customized college ERP 'Fedena' allows student feedbacks twice in a semester as well as the parents to find out the performance of their wards

- Fully computerized library with Flap Barrier Access Gate system with AutoLib library software, OPAC system for searching library resources and access to DSpace allows efficient utilization of resources

Quest for Excellence

- The annual strategic plan exercise/ the Annual Academic Retreat –BODHI started formally from the year 1998 and is held every year during the summer vacations as an off-campus event

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution.</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>370</td><td>348</td><td>285</td><td>222</td><td>87</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>370</td><td>347</td><td>285</td><td>221</td><td>78</td></tr></table> <p>Remark : Revised considering the unique course codes from the supporting document.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	370	348	285	222	87	2018-19	2017-18	2016-17	2015-16	2014-15	370	347	285	221	78
2018-19	2017-18	2016-17	2015-16	2014-15																	
370	348	285	222	87																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
370	347	285	221	78																	
1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects</p> <p>Answer before DVV Verification : 1169</p> <p>Answer after DVV Verification: 1165</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 817.5</p> <p>Answer after DVV Verification: 817.35</p> <p>Remark : Revised as per the total years of experience mentioned in the latest completed academic year in the data template.</p>																				
3.2.1	<p>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>92.775</td><td>77.1</td><td>87.54</td><td>67.64</td><td>22.12</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	92.775	77.1	87.54	67.64	22.12										
2018-19	2017-18	2016-17	2015-16	2014-15																	
92.775	77.1	87.54	67.64	22.12																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
92.775	75.19	87.54	67.64	19.67

Remark : Revised excluding the projects that are sanctioned for 2013-14 and the project from NIPCD does not come under research. Also, revised excluding the grants of Rs. 1.91 lakhs by Pratham Education Foundation in 2017-18 as its sanction letter is not given and it is mandatory to support the claim.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	3	2

3.2.4.2. **Number of departments offering academic programmes**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	6	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	6	5

Remark : Modified according to the projects accepted in the metric 3.2.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
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26	29	27	11	17
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
08	08	13	08	06

Remark : Faculty Development programmes are not counted in this. Only activities conducted in Research Methodology, IPR, Entrepreneurship and skill development are considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	29	34	19	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	18	12	15	8

Remark : Revised considering the UGC approved journals only whose ISSN numbers are found in the UGC list of journals.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	13	12	12	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	14	12	11	17

Remark : Revised as per the newly attached supporting proofs.

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking

consultancy during the last five years (INR in Lakhs).

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7.21	74.94	3.31	2.82	3.28

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7.21	74.94	3.31	2.82	3.28

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	3	6	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	4	3	6	1

Remark : Revised as per the valid e-copies of award letters attached.

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
268	128	135	122	53

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
17	12	03	01	04

Remark : Excluded collaborations with the sister institutions under the same trust.
Internship/feedback forms cannot be taken as a proof for collaboration. Further just invitation with a offer letter cannot be considered as collaboration.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
49	24	18	13	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
25	6	6	4	9

Remark : Revised excluding the same MoUs which are counted more than one time as per the list attached according to the instruction that "If the MoU is for three years viz 2011-2013, it shall be counted only once".

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 49

Answer after DVV Verification: 35

Remark : Revised excluding the same classrooms verified from the attached Geo tagged photographs and considered only classrooms and seminar halls with ICT enabled facilities.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
187	138	143	117	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
187	138	143	117	5

Remark : Revised as per the proof attached in the link.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
61	17	7	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61	17	6	3	1

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
61	17	7	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61	17	7	3	1

Remark : Revised as per the qualifying certificates attached in the link.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	7	6	11	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	7	4	11	20

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	42	27	30	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
29	39	26	26	21

Remark : Revised considering only the events organised by the institution.

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.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	41	32	24	31

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
30	31	19	20	25

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

6.3.4.1. Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course) year-wise during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
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15	32	27	30	10
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	31	27	30	10

Remark : Revised the input of 2017-18 by excluding the program of duration less than one week.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses in all programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>374</td><td>358</td><td>296</td><td>225</td><td>87</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>370</td><td>356</td><td>295</td><td>223</td><td>87</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	374	358	296	225	87	2018-19	2017-18	2016-17	2015-16	2014-15	370	356	295	223	87
2018-19	2017-18	2016-17	2015-16	2014-15																	
374	358	296	225	87																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
370	356	295	223	87																	
2.1	<p>Number of eligible applications received for admissions to all the programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8377</td><td>7083</td><td>6511</td><td>4169</td><td>3001</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8377</td><td>7083</td><td>6511</td><td>4169</td><td>2986</td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	8377	7083	6511	4169	3001	2018-19	2017-18	2016-17	2015-16	2014-15	8377	7083	6511	4169	2986
2018-19	2017-18	2016-17	2015-16	2014-15																	
8377	7083	6511	4169	3001																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
8377	7083	6511	4169	2986																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>129</td><td>129</td><td>122</td><td>100</td><td>76</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15	129	129	122	100	76	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
129	129	122	100	76																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

	129	129	122	100	76
2.3	Total number of classrooms and seminar halls Answer before DVV Verification : 49 Answer after DVV Verification : 37				
2.4	Total number of computers in the campus for academic purpose Answer before DVV Verification : 365 Answer after DVV Verification : 362				

NAAC