SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

RAJAGIRI COLLEGE OF MANAGEMENT AND APPLIED SCIENCES

RAJAGIRI COLLEGE OF MANAGEMENT AND APPLIED SCIENCES, RAJAGIRI
VALLEY P O, KAKKANAD, COCHIN 39
682039
www.rajagiricollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajagiri College of Management and Applied Sciences (hereafter referred to as **RCMAS**) was **established in 2005**, as a self-financing institution that is part of the **Rajagiri Vidyapeetham**, and is affiliated to Mahatma Gandhi University, Kottayam. It is founded on the vision of **St. 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).**

Starting as a minor undergraduate college with two programmes in an "Ettukettu" in 2005, the expansion and growth of RCMAS as an HEI that offers **ten undergraduate programmes and two postgraduate programmes by** 2024 March, is phenomenal. The HEI offers **undergraduate programmes** in Commerce, Management, Computer Science, Animation and Graphic Design and English, and **two postgraduate programmes** in Finance and Taxation and Graphic Design. The College provided **78 certificate and value-added courses** over the past 5 years to boost students' skills and to bridge the gap in employability. RCMAS has consistently produced **university rank holders** since 2008. While considering the top ten rank holders in M.G. University, the College bagged **122 ranks** from 2019 to 2023 and **40 ranks in 2024**. This stands as a standing testimonial to the academic excellence of the College.

RCMAS has **participated in NIRF and KIRF** rankings and is **ISO 9001:2015 certified** for its UG and PG programs. The BBA and BCA programmes are **AICTE approved**. Additionally, RCMAS is recognized as **a UN Peace League Institution**, and holds an **FSSAI Registration Certificate** too.

Innovation and entrepreneurship among students and staff is fostered through the **innovation hub**. The College effectively uses its platforms like **Intellectual Property Right (IPR) Cell**, **Innovation and Entrepreneurship Development Centre (IEDC), Entrepreneurship Development Club (ED Club), and Institution Innovation Council (IIC)** for this purpose. **The Career Guidance and Placement Cell** offers comprehensive training to equip students to be future-ready. As a result, **1249 students** progressed to higher studies and **675 students** were placed in various firms and companies over the past **5 years**.

This self-study report encapsulates the journey and essence of RCMAS.

Vision

To become a global nest of intellectual competence, holistic integration, social commitment and future leadership.

Mission

To nurture holistic education for attaining academic excellence and competency and to foster socially responsible citizens committed to a sustainable environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Dynamic Leadership of CMI Visionaries:** RCMAS, part of the Rajagiri Vidyapeetham, is driven by the vision and dynamism of CMI fathers, with a legacy of about 200 years. **Collaborative Support** from Sister Institutions acts as a pivotal guiding force too.
- **Collaborative and Foresighted Management**, along with supportive alumni and Parent Teacher Association, fosters **decentralization.**
- **Qualified and Experienced Faculty: 65%** of the faculty are pursuing research or have doctorates in their domain. A few faculty members are part of the **BoS (both UG and PG), Syllabus revision committee and PG Examination Board** of M.G University. The dedicated faculty also partake in **FYUGP implementation** workshops conducted by the University.
- **Academic Reputation**- RCMAS consistently tops high in university rankings, with an average of 30 rank holders every year, between 2019-2024.
- **Placement and Student Progression:** More than 73% of outgoing students secured placements or progressed to higher education, owing to the institution's proactive **Career Guidance and Placement Cell** and recruitment drives by prominent companies like EY, TCS, KPMG, Deloitte and SAP.
- **Modern Infrastructure**-
  - 100% ICT enabled classrooms
  - Fully Air-conditioned Wi-Fi enabled Labs
  - Excellent Sports infrastructure
  - SPORTICO, Sports arena cum portable courtyard
  - *Divyangjan* friendly facilities
  - Self-designed (to-be patented) Stop Motion Animation Working Table
- **Rajeevanam**, the green campus with over 284 plant varieties including 20 endemic and a few critically endangered species preserved
- **Rajeevani, the green initiatives** in and around the campus.
- **Community Outreach**- **Rajagiri Sparsh**, in association with NSS, encourages extensive community outreach and extension activities, prioritizing five aspects:
  - Community Health and Well-being
  - Education, Literacy and Skill Development
  - Eradication of Hunger and Poverty
  - Sustainable Environment
  - Social Equity and Inclusion
- **Industry Connections**- The institution's proximity to Info Park and Smart City and strong industry connections provide students with ample internship and employment opportunities.
- **MoUs and Linkages**- The College has more than 30 functional MoUs and linkages for faculty and student exchange, internships, field projects and research.
- **Value-Added Courses**- 78 certificate and value-added courses were offered during the past 5 years to equip students with additional skills that enhance their employability and industry readiness.

Institutional Weakness

- **Disproportion in Student-Teacher Ratio**: The student-teacher ratio is **1:27**, which needs to be improved.
- **Interruptions in Academic Calendar**- The academic calendar is meticulously planned well in

advance, but unforeseen events such as heavy rainfall, floods and the postponement of university examinations can occasionally disrupt its strict adherence.

- **Need for Autonomous Status**: Affiliation to a university and lack of autonomy hamper decision-making and disrupt the academic calendar, often causing delays in examinations and publication of results.
- **Insufficient Research Facilities**: The College's limited research facilities and insufficient government and non-government funding restrict opportunities for faculty and students to engage in advanced research activities.
- **Lack of Funded Projects**: The College currently lacks funded projects. The possibility of securing global collaborations for such projects remains minimal.

Institutional Opportunity

- **Expanding Programme Offerings**: Introduce new and diverse programmes of global significance to attract a wider student base.
- **Global Collaborations**: Develop partnerships with international universities to establish student and faculty exchange programs, twinning programs and dual-degree offerings.
- **Enhancing Research Output:** Faculty who are pursuing Ph.D. and publish papers as part of their research affiliating with their parent university, cripple our publication statistics.
- **Online and Distance Learning**: The College is yet to develop Massive Open Online Courses by inhouse faculty enabling flexible learning, even though RCMAS serves as a local chapter of SWAYAM/NPTEL and promotes online learning. Expansion to hybrid learning also needs to be fully explored.
- **Industry Partnerships**: Strengthen industry collaborations for joint research projects, internships, and placements.

Institutional Challenge

- **Economic Factors**: Economic downturns and changing job markets can affect student enrollment and placement opportunities.
- **Regulatory Changes**: Changes in educational policies and regulations can impact the institution's operations and strategic planning.
- **Advancing towards Autonomy**: The rapid growth of Deemed Universities and Autonomous colleges presents a challenge for the College being affiliated, as it limits the flexibility to implement independent policies, curricula and academic calendars.
- **Need for Infrastructure and ICT Upgrades**: Continuous need for infrastructure augmentation and integration of advanced ICT tools to meet the demands of modern education, commencement of new programmes and administrative efficiency.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliate institution, RCMAS follows the curriculum and syllabus designed by the M.G. University for its UG and PG programmes.

- **Faculty members** of the Department of **Animation and Graphic Design** serve on the **University BoS (both UG and PG),** contributing to **curriculum development**.
- **Faculty** participated in the **curriculum revision** for the UG and PG Programmes **(FYUGP)** of M.G. University.

The College has its own **institutional-level mechanism for effective planning and delivery of the curriculum** in adherence with the University regulations.

- The **Internal Quality Assurance Cell (IQAC)** ensures an efficient curriculum planning and delivery process through a well-documented procedure, which includes
    - **Annual Academic Calendar**
    - **Department Academic Plans**
    - **Examination Calendar**
    - **College Handbook**
    - **Result Analysis**
    - **Parent-Teacher meetings**
    - **Student feedback systems and feedback from other stakeholders**
    - The **OBE Committee** monitors the **mapping of POs, PSOs and COs,** based on the Course Objectives set forth by the University BoS.
    - **Entry Level Test, Bridge Courses, Remedial Coaching, Peer Teaching, seminars, workshops, conferences and mentoring**

A **student-centric teaching-learning ecosystem** is ensured through-

- **Induction programmes**
- **Experiential learning strategies**
- **ICT tools**
- **Orientation programmes**

Apart from this,

- **Computer and Animation labs, along with automated library** services, complement curriculum delivery
- **70 certificate courses and 8 value-added courses,** bridge the gap in the curriculum and aids **value orientation**
- **MOOC courses,** help in accruing **additional credits**. RCMAS is a **SWAYAM-NPTEL Local Chapter,** bolstering **Online/Distance education**.

Complimenting the **CMI Vision, Curricular enrichment** is ensured through:

- **Crosscutting issues** like
    - **Professional Ethics**
    - **Gender**
    - **Human Values**
    - **Environment and Sustainability**

All UG students have a **mandatory course** on **"Environment and Human Rights."** RCMAS has a well-maintained **Biophilic eco system** amidst the urban landscape, as identified and represented in the **Biodiversity**

Register. This pantheistic system was enhanced by the students, as they engaged in **Organic Farming,** as part of their U.G. Curriculum.

In addition, **Practical training, Internships, Industrial Visits and project work undertaken by the students** ensure **experiential learning (Anubhava)**. The institution has a proper **feedback system,** which collects and analyses the data, and takes appropriate actions based on feedback.

Teaching-learning and Evaluation

RCMAS has always been a **frontrunner** in embracing the challenges of the constantly evolving teaching-learning scenario. Based on the **CMI Vision**, it has always prioritized **learner-centric** teaching practices rooted deeply in community **service, encouraging entrepreneurship and startups,** with a clear-cut vision toward **nation building**.

RCMAS manages admissions via the **Centralized Allotment Process (CAP),** adhering to Government of Kerala and M.G University reservation policies. With an **average enrollment rate of 86.32%,** the College effectively attracts and retains students, including **61% from reserved categories**, ensuring **inclusivity** and **diversity**.

A three-tier system, namely, *Anubhava (*experiential learning), *Sahakarna (*participative engagement), and *Kaushala* (problem-solving)- **ASK**, coupled with the systems for **ICT** and **e-learning** helps in enriching the teaching-learning eco system of RCMAS. **ICT** tools like **Google Workspace, Google Classroom, G-suite and ZOOM** Webinar support innovative teaching methods. *Divyangjan* students benefit from EPUB and digital resources from the Chavara Library. The HEI caters to the needs of **advanced** and **slow learners** meticulously. Students benefit from **personalized mentoring, industry-relevant training, and placement support.**

RCMAS maintains high teaching standards with **97.67%** of sanctioned posts filled and a student-teacher ratio of **1:27**. Notably, **41.37% of faculty are NET or SET or PhD qualified, and the majority of the remaining faculty are pursuing PhD** ensuring a highly qualified body of faculty members.

Student progress is continuously assessed, and grievances are addressed through a **three-level system**. The attainment of **learning outcomes** (Programme Outcomes and Course Outcomes) is evaluated and analyzed using both **direct** and **indirect methods**. Direct methods involve in-semester assessment, assignments or seminars while indirect methods incorporate **graduate exit surveys**.

The institution's meticulously structured approach, the conduct of internal examinations, seminars and project works contribute to equitable teaching, learning and evaluation. This commitment is underscored by the **pass percentage of 89%** reflecting the College's dedication to maintaining high academic standards and fostering a **conducive learning environment.**

Research, Innovations and Extension

Community engagement is the essence of the **educational vision** put forward by the CMI founding fathers of RCMAS. The HEI encourages creativity and entrepreneurship among its students and faculty, recognizing its role toward **nation building**.

Institutional efforts at fueling research can be evidenced by the following:

- **65%** of faculty are pursuing research or have doctorates in their domain
- Received a **research grant of Rs. 10.25 lakhs** for research and facility upgrades
- A few of the staff and students have **authored several books** and **contributed chapters** to collective volumes.
- Two faculty received **UK Design Patent**

The eco system of RCMAS is fostered by its **Institution Innovation Council,** and entrepreneurship is promoted by the **Entrepreneurship Development Club** and **Innovation and Entrepreneurship Development Centre.** The institution raises awareness about **intellectual property rights**, through the **IPR Cell**. The College promotes the **Indian Knowledge System**, integrating traditional wisdom and cultural heritage into activities. The College organized **64 Workshops, Seminars and Conferences** on **Research Methodology, Intellectual Property Rights** and **Entrepreneurship.** RCMAS boasts of **34 MoUs/linkages**.

The vision of its founders is implemented through "Rajagiri Sparsh", which has contributed to **community welfare** and **nation building**. The College has received **41 awards and recognitions** for its extension activities. RCMAS successfully conducted **98 extension activities** in the past five years addressing social issues and environmental conservation.

St. Chavara's vision of serving the needy was furthered by the service extended to community outreach activities, including aiding the **underprivileged and disabled individuals,** supporting local charities and self-help groups, **immigrant and tribal welfare**, promoting environmental awareness and enhancing public health through various initiatives. *Snehakoodu-* **the home for the homeless,** *Oru Pothi Sneham-* **meal distribution** for the needy carrying forward St. Chavara's vision of *"Pidiyari"*(a handful of rice)**, Upkaar- the mobile donation to the needy for aiding online learning during Covid, adoption of a school and tribal village, conduct of blood donation camps and medical camps,** and other extension activities, collectively contribute to the comprehensive development of students aligning to the institutional vision and the efforts of the **State and Central governments toward nation building.**

Infrastructure and Learning Resources

RCMAS is situated on **5.12 acres,** within the expansive 85-acre campus of the Rajagiri Vidyapeetham. The College is composed of **two blocks (Central Block and Library Block),** covering a total area of **11973.5 square metres**. The HEI lays greater emphasis in providing state-of-the-art infrastructure and learning environment.

RCMAS possesses **38 ICT-enabled classrooms** with **smart TVs and projectors**, **33 LCD projectors**, **8 smart LED TVs, 3 computer laboratories, a stop-motion studio, a 2D and 3D animation lab, a language lab, seminar hall, a conference hall, Incubation Hub, a Design Studio and shooting floor, a stationery shop, a souvenir shop, a chapel, a canteen and a cafeteria. There are staff rooms and washrooms on each floor. All the labs are fully airconditioned.**

The **library is equipped with a barcode system, digital library** and **SOUL 3.0 software.** It offers access to extensive e-resources through **N-LIST, DELNET**, and **EBSCO** comprising **6,328 e-journals**, **138,521 e-books**, and **11,061 books**, in addition to **338 reference books,** and **640 book bank volume,** and **165 CDs/DVDs.** An EPUB facility is offered, providing accessible digital publications to support *Divyangjan*

students, in their academic pursuits. The concept of **garden library** is also functional.

The IT infrastructure includes **405 student PCs, 16 administrative support machines, multiple computer laboratories, smart classrooms with licensed software,** and a networking infrastructure. **Broad Wi-Fi** coverage ensures seamless connectivity, with a high-speed 300 Mbps leased line.

- **Indoor amenities**- gymnasium, volleyball and basketball courts, a kabaddi field, and table tennis table
- **Outdoor facilities**- open gym, a football pitch, tennis and badminton courts, netball court, basketball court, cricket pitch and athletics facilities
- **Cultural activities**- Ettuvattom, **SPORTICO**, and auditoriums
- *"RUHE"* functions as a Biophilic space, as an aviary-cum-**animal therapy centre**.

Aligning with **NEP, RCMAS** strives toward a **Pro-*Divyangjan* ethos.** The College has *Divyangjan* **accessible website,** Ramps, special parking area and washrooms as part of the *Divyangjan inclusivity***.**

Common Amenities- ample parking, yoga centre, students' workstation, hostel accommodations and sickroom.

Refreshment facilities- canteen, *Chayapeedika*, an ice-cream shop and a snacks' vending machine.

The campus has all-encompassing power backup systems utilizing **generators, UPS units and Solar panels**.

Student Support and Progression

Over the past 5 years, RCMAS has demonstrated its commitment towards excellence and progression, fostering holistic development of the students.

Substantial financial aid was provided to its students, with **6713 individuals out of 9050 benefiting from scholarships and free ships** offered by government, non-government agencies, RECT (Rajagiri Educational and Charitable Trust) and the institution itself. To further enhance student skills and capacity development, RCMAS organized **65 activities aimed at fostering personal and professional growth.**

RCMAS ensures a time-bound and transparent Grievance Redressal system. Functional statutory cells, including the **Anti-Ragging Committee, Grievance Redressal Cell, and Internal Complaints Committee**, work alongside specialized cells such as the **Minority Cell, OBC Cell, and SC/ST Cell,** to address and resolve student concerns effectively. In addition, one to one **mentoring** and **counselling** are facilitated. Various **Clubs and Associations** facilitate co-curricular and extra-curricular activities.

In its efforts **to prepare students for competitive examinations, RCMAS conducted 73 programs**. As a result, **383 students qualified in various state, national, and international level competitive examinations,** such as NET, GATE, JAM, CAT, MAT and IELTS. More than 73% of outgoing students secured placements or progressed to higher education, owing to the institution's proactive Placement Cell and recruitment drives by prominent companies like EY, TCS, KPMG, Deloitte, and SAP.

RCMAS also recognizes and celebrates student achievements in sports and cultural activities. **Fifty-nine students received awards and medals for outstanding performances in the University, State, and National level competitions.** The institution emphasizes co-curricular activities, with students actively participating in

140 sports and cultural programs conducted by the College and other institutions.

The RCMAS alumni network significantly contributes to institutional growth. **Alumni support** inter-collegiate fests, donate books, and participate in community programs like *Snehakoodu*. They provide financial aid for infrastructure and scholarship and serve as resource persons for various trainings and lectures. The annual alumni meet promotes networking and lifelong learning, strengthening the College community.

Governance, Leadership and Management

RCMAS has a **decentralized** and **structured** organizational framework, with a **participatory management system.** RCMAS conducts regular meetings of the **Governing Body, College Council, the Departments and the Staff Council**, facilitating decision-making and action plan implementation. The College Council oversees day-to-day affairs through collective decisions. The IQAC ensures the implementation of these quality measures.

Student governance is encouraged through a decentralized **parliamentary electoral system,** which elects **the Student Council** responsible for student affairs, arts, sports and cultural activities. The Governing Body charts a **comprehensive Perspective Plans** for short, medium and long term structured around five pillars: global competency in curricular and co-curricular realms, excellence in research and innovation, faculty excellence, student outcomes and infrastructure for holistic education. These elements work synergistically to achieve the institution's vision of creating socially and professionally competent citizens. **Short-term plans** are designed for immediate execution of objectives.

E-governance is integral to planning, administration, admissions, examinations, student support, library management, and finance, promoting transparency, participation, and accountability. The institution supports staff welfare through the **RCMAS Staff Welfare Association (SWAR),** offering welfare measures such as medical, educational and financial aids, life and medical insurance, medical leave, maternity leave and leave for career progression and growth.

Faculty empowerment is encouraged through participation in FDPs, conferences and workshops. The institution adheres to UGC and institutional regulations for staff appointments and career advancements. HR policies govern recruitment, selection, and career progression for teaching and non-teaching staff. An effective performance review system, incorporating **feedback from various stakeholders**, ensures quality appraisal and professional competency.

RCMAS has a proficient mechanism for mobilizing and managing financial resources. **Financial auditing** of the College accounts, both internal and external, by chartered accountants guarantees transparency and accountability. The **IQAC organizes administrative and professional development programs** for both teaching and non-teaching staff and leads quality initiatives, including collaborations with esteemed institutions. Regular **internal and external Academic and Administrative Audits,** including **Green, Energy** and **Environment audits** are conducted to maintain standards.

Overall, the institution's governance, leadership and management focus on holistic education, transparent decision-making, faculty and student welfare and continuous quality improvement through participative management and stakeholder engagement.

Institutional Values and Best Practices

The institutional values, Best Practices and Distinctiveness of RCMAS are guided by the CMI vision, along with the educational policies of the State/Central governments. Aligned with UN SDG 5, the College demonstrates a strong commitment to gender equality through annual action plans and the **Ektha Gender Equity Cell,** fostering a **gender-neutral environment, promoting inclusivity for all genders.** The Cell addresses female students' needs and promotes menstrual hygiene awareness (**Cup of Life**) which was recognised by MP Ernakulam Constituency.

The institution champions environmental sustainability by harnessing renewable energy sources like **solar power** and **biogas plant**, coupled with **energy-efficient equipment** and **sensor-based conservation systems.** Responsible water management is evident in the conservation strategies like *Mazhakkuzhi* (open wells for collecting rainwater)**, Rainwater Harvesting Unit and Water Canal with Bund**. Additionally, a comprehensive waste management and e-waste management system is in place bolstering the **Swachh Bharat Mission**, solidified through an MoU and a formal linkage.

The College participates in **green campus initiatives,** featuring *Shalabhodyan*- **a butterfly garden,** *Oushadodyan*- **a herbal garden,** *Pachakkarithottam*- **a vegetable garden,** *Nakshatravanam*- **the star forest** and *Rajeevnam*- **the green landscapes and a plastic-free zone.** The commitment to sustainability extends to achieving **zero-waste generation** and implementing **hygienic waste management practices**.

Divyangjan-**friendly environment** is ensured through the efforts of the *Divyangjan* **Cell**. In alignment with UN SDG 10 (Reduced Inequalities), the **Ektha**- **Equal Opportunity Cell** promotes inclusion, empowering under-privileged students to participate in campus life without facing discrimination. The College also organizes events promoting **inclusive environments, national and international day celebrations, and awareness campaigns emphasizing constitutional obligations, ethnic, cultural and regional consciousness.**

Sustainability practices are underscored by regular quality audits. **A Biodiversity Register** is maintained to document the flora and fauna of the campus. **Rajagiri Sparsh and RISE (RCMAS Integrative and Sustainable Education)** have evolved out to be the **Best Practices of the College**. The distinctiveness of the College is reflected in its **Future Ready Ecosystem of Education (FREE).** The focus on the **UN Sustainable Development Goals (SDGs)** is evidenced by efforts to disseminate sustainable practices beyond the campus for the benefit of the wider community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJAGIRI COLLEGE OF MANAGEMENT AND APPLIED SCIENCES
Address	Rajagiri College of Management and Applied Sciences, Rajagiri Valley P O, Kakkanad, Cochin 39
City	Kakkanad
State	Kerala
Pin	682039
Website	www.rajagiricollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Laly Mathew	0484-2955270	9895167005	-	office@rajagiricollege.edu.in
IQAC / CIQA coordinator	Joby Jacob	0484-9995297005	9895167005	-	jobyjacob@rajagiricollege.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	09-05-2024	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Rajagiri College of Management and Applied Sciences, Rajagiri Valley P O, Kakkanad, Cochin 39	Urban	5.12	11973.5

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	BCom,Department Of Commerce,Model II Computer Applications	36	PLUS TWO	English	70	61
UG	BCom,Department Of Commerce,Model II Marketing	36	PLUS TWO	English	70	58
UG	BCom,Department Of Commerce,Model II Logistics Management	36	PLUS TWO	English	70	62
UG	BCom,Department Of Commerce,Model I Computer Applications	36	PLUS TWO	English	70	56
UG	BCom,Department Of Commerce,Model I Finance	36	PLUS TWO	English	70	67

	and Taxation SF					
UG	BCom,Department Of Commerce,Model II Finance and Taxation	36	PLUS TWO	English	70	61
UG	BCA,Department Of Computer Science,	36	PLUS TWO	English	70	69
UG	BA,Department Of Animation And Graphic Design,Animation and Graphic Design	36	PLUS TWO	English	70	55
UG	BBA,Department Of Management,	36	PLUS TWO	English	70	70
UG	BA,Department Of English,English Literature Communication and Journalism Triple Main	36	PLUS TWO	English	70	41
PG	MCom,Department Of Commerce,Finance and Taxation SF	24	UNDER GRADUATEDEGREE	English	26	18
PG	MA,Department Of Animation And Graphic Design,Graphic Design	24	UNDER GRADUATE DEGREE	English	20	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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				70			
Recruited	0	0	0	0	1	1	0	2	14	56	0	70
Yet to Recruit	0				0				0			

Non-Teaching 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				18
Recruited	10	8	0	18
Yet to Recruit				0

24-10-2024 08:54:32

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	2	2	0	5
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	1	0	0	9	49	0	59
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	338	2	0	1	341
	Female	238	0	3	0	241
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	12	0	0	0	12
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	9	9	8
	Female	3	4	7	0
	Others	0	0	0	0
ST	Male	1	0	0	1
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	32	33	43	49
	Female	28	38	33	37
	Others	0	0	0	0
General	Male	315	307	288	300
	Female	233	257	277	254
	Others	0	0	0	0
Others	Male	2	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		624	649	658	649

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	RCMAS, being an affiliated institution, follows the curriculum offered by the M.G. University. As of now, MGU does not provide courses that seamlessly blend humanities with STEM. Lack of institutional autonomy is also a delimiting factor for RCMAS. Open Courses are offered by each department, providing choice-based, subject-specific courses, to students from other streams, thereby promoting interdisciplinary studies. 78 Certificate Courses and multidisciplinary, value-added, programs (like Yoga, Organic Farming etc.) aimed at imparting practical skills, and exposing students to cross-disciplinary subjects, are offered by the college.
2. Academic bank of credits (ABC):	RCMAS has adopted the NEP following M.G. University's the implementation of the four-year UG undergraduate programme of M.G. University . The College is well-prepared to embrace the ABC system, with students already creating Digi Locker accounts for seamless future integration with the ABC platform. Students can earn additional credits by participating in NSS, sports, and fine arts activities, which the institution actively promotes. Furthermore, students are currently encouraged to engage in more SWAYAM and NPTEL credit-awarding courses that align with their academic programs.
3. Skill development:	With a primary focus on skill enhancement, the institution provides a wide range of certificate courses (78), that are designed to equip students with practical expertise. Time Management, Personal Branding, Interpersonal Skills, Quantitative Ability, Logical Reasoning, Data Interpretation and Verbal Aptitude are developed through Value Added Programmes. Placement Cell provides placement oriented upskilling, trainings, and interview/GD preparations. Coaching and Orientation sessions are conducted for Competitive examinations' by various departments in association with industry experts. The spirit of innovation and entrepreneurship is inculcated in the students through the Intellectual Property Rights (IPR) Cell, Innovation and Entrepreneurship Development Centres (IEDC), Entrepreneurship Development Club (ED Club), and Institution Innovation Council (IIC).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	RCMAS values the Indian knowledge system and actively promotes the languages, arts, and cultural heritage indigenous to our country. The curriculum

	includes the teaching and learning of both the Indian national language and regional languages. English classes incorporate literature that relates to Indian culture, identity, and tradition. Sessions on Vedic Mathematics were provided to the students. The Sakshari Club (Literary & Literacy Club) organizes Hindi and Malayalam competitions to encourage language engagement and cultural appreciation. The Speaker's Forum conducts activities such as "Madhuram Malayalam" and quizzes on Kerala culture to further promote Indian knowledge. Malayali Manga and Kerala Sreeman competitions based on regional knowledge are conducted on Kerala Piravi Day. The College celebrates traditional Indian art forms during festivals like Onam, featuring performances such as Thiruvathirakali, Pulikali and Kathakali. Competitions are held in Oppana, Margamkali, Kolkali etc. The students' enactment of Girish Karnad's "Nagamandala" showcased the rich exploration of folklore and mythology rooted in Karnataka's oral traditions. Natya, the Dance Club, and Ragalaya, the Music Club coordinate sessions on diverse Indian dance forms, music genres and traditional instruments, fostering a deep appreciation of our cultural heritage. The Wings of Wisdom Club focuses on observing days of regional, national or international significance. The College has a Yoga library and offers a one-year Diploma in Ayurveda Panchakarma Therapy and Nursing and conducts Regular workshops on Yoga and Ayurveda. A workshop was conducted in Natyayoga. Nakshatravanam (star forest or celestial garden) which is a concept based on birth-stars and their corresponding symbolic trees that combines ancient Indian wisdom traditional Indian knowledge systems, Astrology and Botany, is nurtured in the College campus. Out of the 284 plant varieties in the campus,20 are endemic species. Study tours and industrial visits to historical and archeological sites provide exposure to students to provide students with opportunities to collect first-hand information on on Indian history, art, and culture.
5. Focus on Outcome based education (OBE):	As an affiliated institution, RCMAS is obligated to follow the curriculum and Programme Outcomes formulated by the MG University. The institution integrated the Outcome-Based Education (OBE) paradigm in the academic year 2019-2020, ensuring a

	curriculum centered on measurable outcomes aiding teachers and students to stay focused. To facilitate the integration and execution of OBE, a dedicated committee was established by the IQAC. Programme outcomes, program-specific outcomes and course outcomes for all programs offered by the institution are displayed in the College website and notice boards. Some of the faculty members play integral roles in the university's Board of Studies, contributing to the design of curricula for respective subjects. All faculty members participated in the curriculum designing workshop (FYUGP) organized by the MG University.
6. Distance education/online education:	RCMAS promotes both online and distant learning, by being the local chapter for SWAYAM and NPTEL, and thereby facilitating extra credit earning. The College utilizes Google Classroom, Zoom and Google Meet to facilitate online education. Various online teaching tools such as G-Suite, Mentimeter, and Kahoot are used by the faculty to enhance student-centric teaching- learning experiences. During the pandemic period, teachers were equipped with digital slates and other necessary equipments to support online learning effectively.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) at RCMAS was established in 2022. The club aims to impart knowledge about the electoral process, foster a culture of ethical voting and promote active participation in the democratic process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Coordinating faculty members and student coordinators are appointed by the college. Dr. Laly Mathew, Principal, served as the Chairman and Ms. Amala Linus was the convenor during the assessment period. Ms. Hitha P S and Mr. Ashish C Pius, served as the faculty coordinators and Abhimanyu Shekhar K, Fiza P Farooque and Christin V Joseph were the student coordinators. The club is representational in nature, with students taking the lead.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	These may include voluntary contribution by the students in electoral processes-participation in voter

voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the underprivileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. During the college election, student representatives are elected through parliamentary mode of election. 3 representatives are elected from each class under "Academic", "Co-curricular" and "General Discipline" categories, forming the electoral college. At least one among the three must be a girl, ensuring reservation and equity for women. Those interested among the selected class representatives file nominations for various posts and they register their votes through the ballot system. A total of 15 candidates are elected for 10 posts ranging from Chairman to Secretary for Sports. The Electoral Literacy Club (ELC) of RCMAS has undertaken various innovative programs and initiatives to foster electoral literacy and active participation in the democratic process. These initiatives include: a. Voter Awareness Campaigns: i. Social Media Campaigns: The ELC utilizes social media platforms to run awareness campaigns about the importance of voting, registration processes and ethical voting practices. ii. Interactive Sessions: Interactive sessions and workshops are conducted to educate students about the electoral process and the significance of their vote. b. Promotion of Ethical Voting: Campaigns highlighting the long-term benefits of ethical voting are organized to encourage informed and principled voting behaviours. These innovative programs and initiatives by the ELC at RCMAS aim to create a well-informed, responsible and active electorate. By engaging students and the community in these activities, the ELC contributes to the strengthening of democratic values and processes.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	a. Programme 1 - Voter's Pledge Date 05.03.2024 56 participants The primary objective of the event was to encourage voter participation and instil a sense of responsibility in future voters. The initiative focused on raising awareness about the importance of voting, the democratic process, and individual rights within the electoral framework. b. Programme 2 - Vote Campaign and Quiz Date 02.04.2024 No. of Participants 200 To enhance democratic legitimacy -

	organized a vibrant vote campaign to promote electoral participation among students. The campaign featured an engaging quiz focused on electoral knowledge and the importance of voting. c. Programme 3 - National Unity Day – Oath Taking Date 31-10-2023 No. of Participants 76 At RCMAS, National Unity Day, also known as Rashtriya Ekta Diwas was observed with an Oath Taking ceremony. This activity is dedicated to reinforcing the values of unity, integrity and national solidarity among students and staff. Participants collectively pledge to uphold these principles, honouring the legacy of Sardar Vallabhbhai Patel, whose efforts in unifying the nation are celebrated on this day. The ceremony serves as a reminder of the importance of national cohesion and the role each individual plays in preserving the strength and unity of the country. d. Programme 4 - Session on Constitutional Awareness to Commemorate Constitutional Day Date 28-11-2022 No. of Participants 150 Through this session, a general idea about the Preamble of Indian Constitution was developed in the minds of all the students which enhanced their understanding of constitutional rights and duties, empowering them to exercise their rights more effectively and responsibly.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	At Rajagiri College of Management and Applied Sciences, Kakkanad, a significant focus is placed on ensuring that all eligible students are enrolled as voters. Despite these efforts, there remains a portion of students above 18 years who are yet to be enrolled in the electoral roll. A recent survey conducted within the college revealed that out of 1,039 respondents, 977 were eligible to vote. Of that 48% are yet to be registered as voters. This figure highlights the need for continued and enhanced efforts to achieve full voter registration among the student population. Campaigns are launched to raise awareness about the importance of voter registration and the process involved.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1849	1864	1835	1770	1732

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 90

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
69	68	69	65	65

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
520.90	440.29	364.86	666.79	473.01

File Description	Document
Upload Supporting Document	[View Document](#)

24-10-2024 08:54:33

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

RCMAS is affiliated to MG University, and hence, follows the syllabus prescribed by the Parent University. The syllabus revision has been done in the year 2017 in tune with CBCSS, and is now gearing up to embrace NEP, by adapting to **FYUGP,** from 2024 onwards.

Curriculum Planning and Delivery

- **IQAC prepares** the draft of the **Annual Academic Calendar** of the College by incorporating-
  - The **Departmental Action Plan** (presented at *Saamarik*)
  - **University Academic Calendar**
  - **Internal Examination Calendar**
- The **College Council approves the Annual Academic Calendar** later published in the **College Handbook.**
- **Induction Programs:** Familiarize students about the **Timetable, Syllabi** of the programmes, **POs, PSOs** and **COs**, **weightage of internal and external examinations** and **dates of internal exams**, at the beginning of the Academic Year.
- **Entry Level Test and Initial Assessment Test:** identifies slow and advanced learners, and specific learner-centred training is organized.
- **Bridge courses**- for first year students to make them course-ready; **Bridge course examinations**-to identify the progress of the learners, and thereby classify them to suit their proficiency.
- **Remedial Coaching**: Provided to slow learners to enhance their learning outcomes. **Advanced Learners e**ngage in peer teaching, attend seminars, workshops and conferences and other advanced learning experiences.
- **Faculty members** of the Department of **Animation and Graphic Design** serve on the **University BoS (both UG and PG), and Syllabus Revision Committee,** contributing to **curriculum development**.
- **Faculty of Animation & Design served as PG Examination Board Chairman.**
- **Faculty have** participated in the **curriculum revision** for the UG and PG Programmes **(FYUGP),** of M.G. University.
- **Certificate/Value-Added Courses**, **SWAYAM, NPTEL**, and **MOOC** are offered to enrich the university curriculum.
- **Course Allocation** is done in the Department meeting, based on the domain specific competency of faculty, and workload. **Course Plan** is prepared by the faculty, based on Course Outcomes (COs).
- **Performance Record**: Teacher Performance Records ensure proper documentation, and systematic curriculum delivery.

Curriculum Delivery Methods

- **Teaching Techniques:** lectures, tutorials, ICT-enabled tools, flipped and blended classrooms
- **Learning Materials:** Supplementary materials like textbooks, reference books, LMS e-content, Google Classroom content, and question banks, are readily accessible
- **Experiential Learning (*Anubhava*):** Practical sessions, projects, field visits, and internships are incorporated
- **Additional Skill Enhancement:** Coaching for competitive exams, soft skills and personality grooming

Faculty Development and Resources

- **Faculty Development Programs (FDP):** Helps the faculty to stay updated and upgrade themselves consistently
- **Library and INFLIBNET:** Provide extensive physical and digital academic resources
- **Learning Management Systems (LMS):** MCampus and Google Workspace facilitate efficient course content delivery.

Continuous Internal Assesment (CIA)

- **Examination Calendar**: Prepared at the start of the academic year
- **Outcome-Based Education (OBE)**: Outcome-mapped internal exams are conducted each semester, through a centralized system
- **Assessments:** Outcome-based seminars and assignments are given to the students.
- **CIA Mapping**: Identifies attainment levels at the end of each semester
- **Exam Grievance Redressal System**: Effectively handles examination-related grievances
- **Feedback Mechanisms:** PTA meetings and feedback reports support the internal assessment process

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 42

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 70.62

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1840	1552	1047	1132	820

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum

A **holistic, value-based, inclusive, equitable and sustainable society** was envisaged by CMI founding fathers of the Rajagiri Group of Institutions. The **CBCSS matrix** of the programmes allows a **seamless integration** of issues pertaining to **Gender, Environment and Sustainability, Human Values and Professional Ethics**. Apart from the curriculum, additional **Value-Added courses** are offered to sensitize the learners. **Student Projects** also cover cutting-edge areas pertaining to the same, ensuring a well-rounded educational experience.

Cross cutting issues addressed	Numbers (2019-2024)		
	Courses in curriculum	**Students' Projects** **(2023-2024)**	**Certificate/Value Added Courses**
Professional Ethics	54	33	24
Gender	3	3	-
Human Values	26	53	-
Environment and Sustainability	5	10	2

Professional Ethics:

- **Career Guidance and Placement Cell** conducts **Soft Skill Training, On the Job Trainings (OJT), Career Awareness** and **Capacity Building Programmes.**
- The curriculum is augmented by the conduct of seminars and workshops on topics related to professional ethics, including **Intellectual Property Rights**.

Gender:

- **Ektha – Gender Equity Cell** plays a significant role in gender sensitization and women empowerment.
- **Gender ratio (54:46)** among students bolsters the efforts toward gender equity; **Commingling** is encouraged, including in cultural and sports events.
- Initiatives like the *KANAL* **Campaign 2023**, which includes self-defence classes, sessions on **Gender equality and the observation of Transgender Awareness** Week
- Events like **Yuvika – Intercollegiate She Entrepreneur Competition,** and **Symposium on gender equality and social inclusivity of transgender people**.
- Gender Equality policies and regular **Gender Audits** promote gender equity.
- Girls in leadership roles.
- **70 % above female staff**.

Human Values:

- **Rajagiri Sparsh** is dedicated to community service and charitable endeavours.
- **NSS** has constructed homes for the homeless *("Snehakoodu").*
- Weekly **Mentoring classes**, incorporating Value based Education alongside the curriculum.
- **NSS** and other clubs offer opportunities for experiential learning in human values.
- Initiatives like "*Oru Pothisneham*" target **SDG 2- Zero Hunger**.
- The College provided **Covid relief, mobilephones, distributed wheelchairs, clothing, stationery kits, laptops and library books** to the needy.

Environment and Sustainability:

- **Biodiversity Register**, distinguishing **284 varieties of flora , including 20 endemic species**; details of which can be accessed on RCMAS website using the **QR Code scanner** developed by the BCA students.
- **Cultivation of indigenous paddy** *Pokkali* **(2019)**
- **Five Varieties** of **Millet Farming** as part of the **International Year of Millets (2023)** (6 out of 17 SDGs of UN for 2030, and PM's Vision addressed).
- The *Haritha Karma Sena* **- Nature Club** fosters a love for nature among students through activities like nature camps, planting saplings etc.
- **Rajeevani**, the College's green initiative, promotes a **Biophilic way of living** amidst the urban space, among the students.
- *Rajeevanam*, *Nakashathravanam*, *Shalabhodhyan*, *Oushadodhyan*, *Pachakkarithottam*, *RUHE,* are highlights of *Rajeevani*.
- **1217 students** have completed **MOOC Course in Organic Farming**.
- The college implements effective initiatives to address all 17 **Sustainable Development Goals.**
- **Green Audit** by OTTOTRACTIONS (2020-21 and 2023-24) and, **Energy and Environment audits** (2023-24).
- *RUHE* (Rajagiri Urban Habitat for Environment) The College is a serene ecosystem acting as the lung of the industrial hub.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 51.92

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 960

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 86.33

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2023-24	2022-23	2021-22	2020-21	2019-20
624	649	658	649	627

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

2023-24	2022-23	2021-22	2020-21	2019-20
746	746	746	746	731

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 59.66

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2023-24	2022-23	2021-22	2020-21	2019-20
86	97	100	107	95

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

2023-24	2022-23	2021-22	2020-21	2019-20
172	172	172	172	125

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 26.8

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

RCMAS has pioneered and championed implementation of learner-centric pedagogy with its visionary management and committed faculty. As the nation gears up for **learner-centric OBE approach**, in line with the PM's vision of NEP, RCMAS is fully equipped to embrace the change, with a system that is already in place, coupled by **state-of-the-art infrastructure**, like smart classrooms and 100% ICT enabled infrastructure.

A three-tier system, namely, ***Anubhava***, ***Sahakarna***, and ***Kaushala*** **(ASK)** helps to materialize the same.

1. ***Anubhava* (Experience)- Reflective practices** are integrated into **practical learning** through **experiential learning** approaches.
   - **Industry Immersion-** Industrial Visits, Internships and On-the-job Training
   - **Laboratory Exposure-** Computer lab, 2D, 3D, Stop motion, Light Box and Language Lab
   - **Field Experience-** Field teaching, Survey and Field trips
   - **Community Engagement-** Environmental initiatives, Future foundations and Social welfare activities
   - **Skill Enhancement Programs-**
     - Technical Enhancement- Creative Recycling, Workshops, Training Session, Hand-on Projects, **Robotics**
     - Creative Enhancement- **Screw Pine Crafts, Ghibli Film Fests**, Artistic Advocacy, Slip Soccer, Clay Modeling, Crafts, Jewellery making
   - **Innovative Endeavor**- Social Media Publications, Learn and Earn Program, Research Initiatives and Smart-Learning- virtual classroom.
2. ***Sahakarna* (Cooperation)- RCMAS fosters higher-order thinking and self-directed learning in its students through participatory and collaborative learning, where professors act as their scaffolders.**
   - **Collaborative learning** - Buddy System, Peer Teaching, Focused Group Learning
   - **Smart Study Tools**- Digital Learning Resources, Video Conferencing Tools, Interactive Learning and Assessment Tools
   - **Creative Group Activities**
   - Collaborative activities- Group Presentations, Debates, Group Seminars, projects, Class activities, Drama, Music composition
   - **Event Management**
     - College Fests- intra and inter-collegiate fests
     - Celebrations- Deeksharambham, Celebration of National Festivals, Sports and Arts
     - Club Activities
     - Community Awareness Programs- Awareness campaigns, workshops, volunteer projects, seminars, collaborations with local organizations.
3. ***Kaushala*- The problem-solving techniques used by RCMAS encourage students to find long-term solutions by exposing them to real-world situations.**
   - **Self-paced learning**- Swayam Courses, MOOC Courses, Add-on Courses
   - **Real-world practices**- workshops and collaborative projects, real-life affairs like income tax filing, itinerary development, mock aptitude tests and simulations, artistic advocacy
   - **Value-based approach**- Outreach programs
   - **Corporate linkages**- MOUs, Placements, Sponsorships and Technology transfers

- **Research initiatives**- survey reports, case studies, and student projects

Keeping abreast with the modern times, RCMAS' ASK is bolstered by the integration of digital and e-learning environments:

1. **ICT Enabled Environment** in RCMAS involves integrating advanced technologies and robust systems to support **digital learning** environments.
   - **IT Infrastructure for ICT**- Powered Education- Interactive classrooms, Animation labs, Innovation hub, Design Studio, Computer lab, language Lab, Wi-Fi Connections, Wacom tablets
   - **Communication tools**- Google Classroom, Google Meet
   - **Online Learning Tools**: Mentimeter, Kahoot, Padlet, Prezi, Quizlet, QuestionWell, NOLEJ, nearpod, socrative.
   - **IT in Administration**- MCampus, EXMAN, LEMAN, digital ID cards and biometric access.
2. RCMAS College **promotes E-learning resources** to enhance the educational experience by leveraging technology to deliver content and support various learning activities.
   - Learning Management System (LMS): **Chamilo, SC training**
   - Digital Library: **DELNET, EBSCO, N-LIST, SOUL WEBOPAC,** EPUB Software- **Thorium, NVDA.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 97.67

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
72	70	70	66	66

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 41.37

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
32	28	27	25	27

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The robust internal and external assessment system in RCMAS ensures that academic evaluations of students are carried out impartially, and in compliance with the policies and guidelines established by the M.G. University. The **Examination Cell** plays a pivotal role, **administering** and **managing** all exam related activities. It monitors the implementation of all regulations set forth by the University and plays a crucial role in ensuring the **smooth conduct of the examinations** by facilitating all the requirements, and resolving any issues which may arise during exams. At the Institutional level, teachers' induction programmes are conducted to inculcate the mapping of outcomes and attainment of the same.

Additionally, the College has set up a time-bound and effective **grievance redressal mechanism** that gives students a way to voice any issues or disagreements regarding their assessments. These are described in detail below:

Transparency in Internal Assessment System

Several measures have been implemented to enhance **transparency** in the internal assessment process, such as:

- **Assessment criteria** are communicated to the students well in advance, through orientation programs.
- The **tentative dates** for internal examinations are published in the College handbook. The finalized **schedule** is communicated to students prior to the exams and is displayed in the College **notice board** and **MCampus.**
- After internal exam, students have the opportunity to personally **review their assessed answer scripts**, promoting transparency and clarity.
- Once the corrections are made, the marks are entered into **MCampus software,** within the stipulated time.
- After finalizing internal assessment marks, **Form A** and **Form B** are circulated among students, before the end-semester examinations. This transparent practice allows students to verify accuracy of their marks and cross-check their overall performance.

Transparency in External Assessment System

Several measures have been implemented to enhance transparency in the external assessment process, such as:

- University exam notification is communicated to the students through MCampus software
- Students can pay University exam fee online through MCampus software
- **EXMAN software** is used for allocating invigilation duty.
- After the exams, the answer paper packets are properly bundled and kept ready for dispatch to University.
- Once University results are published it is circulated among students.

Grievance Redressal Mechanism

In cases of grievances related to assessments, students have access to a **well-structured grievance redressal mechanism** to ensure a transparent assessment process.

RCMAS has a **Three-Level Grievance Mechanism** to address grievances

- **Department Level**
- **College Level**
- **University Level**

- Students can make use of the **suggestion boxes** to voice any grievance.
- Students can also file their complaints or grievances **online** through the College website.
- Parents can voice their opinions and concerns regarding examination-related matters in **Parent-Teacher Meetings**.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

To ensure the effective attainment of **Outcome-Based Education** (OBE), RCMAS leads the educational programs by focusing on continuous assessment and evaluation of student performance. Learning outcomes are key to this framework, guiding institutions to provide a well-organized and impactful learning experience.

The Process for Determining Learning Outcome

The institution has framed a well-defined Vision and Mission. Each department has formulated its own vision and mission in correlation with the Vision and Mission of the College that have been approved by the Governing Body of the institution.

The IQAC has organized seminars and in-depth discussions on OBE and Bloom's Taxonomy. The primary objective of these initiatives is to empower all faculty members capable of designing Programme Specific Outcomes (PSOs), Programme Outcomes (POs), and Course Outcomes (COs) aligned with the respective programmes and courses.

The College Council has established a Committee of experts to develop POs, aligned with the institution's Vision and Mission.

The faculty members of each Department collaborate with subject experts to create and refine the PSOs and COs. COs are defined based on the Bloom's Taxonomy, in alignment with the curriculum of the MG University. These outcomes are then reviewed and approved by the IQAC, ensuring alignment with the

curriculum and educational objectives.

Various Pathways for conveying Learning Outcomes

POs, PSOs are **properly communicated to the students** at the beginning of each programme and COs at the beginning of each course as follows

- Website » Learning Outcomes (www.rajagiricollege.edu.in)
- Vision, Mission displayed on each floor and classroom
- PEO display board in every floor
- PO and PSO display board in every classroom
- CO displayed in Noticeboard
- *Deekshaarambham* Orientation Sessions
- Familiarization of learning outcomes to students- online/offline
- Programme file
- Workshop and training on OBE conducted for teachers

Each course has its respective COs defined and linked to the corresponding POs and PSOs. Teachers map in-semester assessment components with POs, PSOs, and COs. The internal examination questions are thoughtfully crafted, aligning them with Bloom's Taxonomy and ensuring appropriate mapping with the COs. Student's marks are diligently recorded and entered in the software. Additionally, assignments, seminars and other activities are carefully designed to align with the intended learning outcomes through meticulous mapping. Students are informed well in advance about the assessment process of OBE. The evaluation of the attainments of POs, PSOs, and COs is conducted using both direct and indirect assessment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Being an affiliate institution, RCMAS follows the curriculum of the programmes designed by the MG University. The Board of Studies of the University (some of which also includes faculty from the HEI) prepare the course outcomes and programme outcomes, while designing the syllabi. During the assessment period, the college offered **10 UG** and **2 PG** Courses.

For the effective implementation and delivery of the curriculum, the Internal Quality Assurance Cell

(IQAC) of the HEI, chaired by the Principal, has set up an **OBE Committee**, aimed at delivering learner-centric education. The **IQAC** organized **workshops and discussions** on **OBE** and **Bloom's Taxonomy**, in order to empower all the faculty members to design **PSOs, POs and COs**, incorporating the mission and vision of the institution into their respective programmes and courses.

RCMAS has implemented a **structured system** to assess each student's growth and performance during period of the programme. Accordingly, results of internal assessment test, assignments, seminars, viva-voces, internships and student progress are **continuously assessed**, and **mapped** to PO, PSO, and CO. By consistent evaluation of **course attainment** and **feedback** from students, the College takes necessary measures to ensure a dynamic and responsive learning environment.

PSOs, POs and COs are **uploaded** on the HEI's Website and Notice boards. These are also communicated to the students by the respective subject teachers.

Calculation Method

Every course has specific COs that are connected to matching POs and PSOs. A **"PO Attainment Tree"** is designed to evaluate the attainment. Both **Direct** and **Indirect methods** are used to evaluate the POs, and PSOs. Direct assessment accounts for **eighty percent** of the evaluation, while indirect assessment makes for the remaining **twenty percent**.

Direct Assessment(DA) include **Continuous Internal Assessment** (two internal assessment test, assignment/seminar). The internal assessment is in accordance with the University regulations. Carefully designed, the internal examination questions ensure proper mapping with the COs and are in line with Bloom's Taxonomy. Student marks are precisely recorded and entered into the software. Additionally, assignments, seminars and other activities are designed to align with the intended learning outcomes through meticulous mapping.

Indirect Assessment (IA) is based on **Exit Survey** that is given to students at the conclusion of each programme. In this survey, they provide input regarding their overall satisfaction with the teaching methods, understanding of the topic, and learning experiences.

An **internal performance benchmark** is established to determine whether the student performance is acceptable or not. Benchmark is predetermined and decided by the **OBE committee.**

CO Attainment Level (COA)=80% DA+ 20 % IA.

The attainment of outcome is analysed, and actions are suggested by OBE Committee to the departments for follow up actions.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 84.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
488	507	526	514	484

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

2023-24	2022-23	2021-22	2020-21	2019-20
600	613	605	570	578

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.77

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 10.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
9.75	0	0.50	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

RCMAS is led by the vision of its founder St. Kuriakose Alias Chavara, who emphasised on **"Service"** as an essential by-product of learning, to excel. The HEI fosters **creativity and innovation** among its students, urging them to **contribute to the welfare of the society**.

As the nation gears up for a **seismic change** with the implementation of **NEP**, and developmental visions like **Aatmanirbhar Bharat, Digital India, Make in India,** etc., RCMAS is committed to support **innovation and entrepreneurship** among students and staff, contributing toward **nation building**. The College effectively uses its platforms like Intellectual Property Rights (IPR) Cell, Innovation and Entrepreneurship Development Centres (IEDC), Entrepreneurship Development Club (ED Club), and Institution Innovation Council (IIC) for this purpose.

Institution Innovation Council (IIC)

- Constituted in 2019 and officially registered in 2024
- Organizes monthly brainstorming sessions, which support **idea development** by offering a space for presentation, refinement, and feedback
- **LEMAN**, Leave Management software and **EXMAN,** invigilation duty management software.
- Two faculty received **patency for a UK Design (number 6365593) for security devices**

Entrepreneurship Development Club & Innovation and Entrepreneurship Development Centre (IEDC)

- IEDC registered under **Kerala Startup Mission** in 2022.
- Key initiatives of the club-
  - **Entrepreneurship workshop**
  - **Khadi exhibition cum Fest**
  - **Ingenium Stalls** (Designated spaces for students to sell their products)
  - **Merry Mania** (Christmas Sale) **and Santa Soiree** (Christmas Craft Competition)
  - **Young Innovators Workshop**
  - **Data Visualization** on Microsot Power BI
- **IEDC room** and **Incubation Center**

Intellectual Property Rights Cell

- Plays a crucial role in promoting awareness of IPR
- Key initiatives-
  - Seminar on **Business Journalism and IPR**
  - Discussion on **National Perspectives on IPR**
  - Session on **IPR and Trademarks**
  - **IPR in Film Making**
  - Specialized Workshop on **IPR for 3D Animators**

Indian Knowledge System

The HEI integrates the Indian knowledge systems of *Jnan, Vignan and Darshan* into its pedagogy and activities thus enhancing the students' understanding of our rich heritage. We have MoUs with Pathanjali Pranayoga Vidyapeedom and Sreekrishnapuram VT Bhattathiripad College to promote Indian Knowledge System.

Key Initiatives

- Diploma in **Ayurveda Panchakarma Therapy & Nursing**
- Workshops on **Yoga** , **Ayurveda and Natyayoga**
- **Yoga Library** and a Yoga Centre
- Cultivation of indigenous variety of **paddy** *(Pokkali)*
- Biodiversity Register of 284 plants, including 20 endemic and endangered species like " *Rudraksham"*
- Study tours to historical sites like **Edakkal Caves**

RCMAS organized-

- *Tharangam* – a peer teaching session on the cultural heritage of **Eastern Music** and the basics of **Eastern instruments** like Chenda and Idakka
- *Ezha-* Training in **traditional screw pine weaving**
- Peer-teaching sessions on Kalaripayattu, Kathakali, Mohiniyattom, Kuchupudi and Kerala Natanam
- Observance of days of **national significance**
- **Basics of Vedic Mathematics** sessions for BBA students
- **Gandhidarshan** exhibition
- **Millet Farming and Exhibition** as part of international year of Millets (2023)

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 63

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

2023-24	2022-23	2021-22	2020-21	2019-20
29	14	9	2	9

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.03

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	1	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	0	3	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Service mentality has been the **founding stone** of the educational ethos of Rajagiri institutions. RCMAS has significantly enhanced its **community engagement** through a variety of extension activities, directing knowledge dissemination for the upliftment of the neighbourhood. Central to this effort is **Rajagiri Sparsh**, the Campus Social Responsibility initiative, that oversees all **outreach and extension programs** of the HEI. In collaboration with the **NSS** (Unit No. 236) and the College community, the institution has rolled out several impactful programs addressing crucial social issues and promoting a strong sense of social responsibility.

The HEI's dedication is reflected in its earmarked achievements. It has been honoured with **41 awards and recognitions** from various government and non-government agencies, highlighting its robust commitment to community service and engagement. The NSS unit of RCMAS received an **award from the State NSS Office, Government of Kerala,** for the academic year 2022-2023, further underscoring the impact of its activities.

RCMAS has spearheaded educational support initiatives such as:

- "*Aasha Kiranam*" project, which provided essential resources to **tribal school students,** book distribution to KMLP School, Muzhavannoor School, and Anganwadi centres.
- Conducted Computer Literacy programs for Sevagram students.
- Donated laptops to St. Ignatious Layola LPS and Devi Vilasam School, significantly advancing **digital literacy and educational access.**
- The *Kiranam* Project of the HEI promoted child safety through **Digital literacy** and Sexual harassment awareness programs for **children of migrant workers.**

In the realm of health and wellness, the HEI organized:

- **Eye Care Medical Camps**
- *Hridyathalam* - Blood Pressure Monitoring Program
- Health Awareness Initiatives
- **"Drop of Life"** Blood Donation Camp
- Distribution of medical supplies to Peace Mission Centre and cancer patients
- Distribution of essential supplies to resident-patients as part of **community palliative care** efforts

Environmental stewardship and **sustainability** are core to the HEI's initiatives, with a strong emphasis on supporting the **Swachh Bharat Mission.**

- **Parinamam**: Distribution of Cloth and Jute Bags
- **ECOLOGIX**: Distribution of cloth kits.
- **"The Throb of Life" Art Installation**: Created from plastic bottles to promote recycling
- *Sneharamam*: Pond Cleanup and Tree Planting
- **Thalir**: Sapling Distribution
- **Ezha**: Screw Pine workshop "Ezha", where students learnt screw pine from the local artisans, and gave them **new designs in return**.

Under the "*Snehakoodu* **Housing Project",** the HEI constructed two new homes to provide stable and secure living environments for the homeless. The *Santhwanam* Project was aimed to give comfort and support to residents of old age homes. The **Ghibli Film Festival** organized for school students enhanced their cultural exposure. The HEI has also made substantial contributions to community development through village and school adoptions.

The extension activities undertaken by the HEI have exemplified its commitment to the motto **" LEARN, SERVE, EXCEL"**. These initiatives served as a transformative platform for its students, sensitizing them to diverse social issues. The impact of these extension activities extends beyond immediate community improvements; it has shaped a generation of RCMAS students who are driven by a **sense of purpose** and **service.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

RCMAS has received 41 awards and recognitions for its extension activities from government and government-recognized authorities. These impactful programs not only empower students to contribute to society but also solidify RCMAS's commitment to community development.

Awards / Letter of Appreciation / Certificate of Appreciation for Extension Received by the Institution

The following awards / Letter of Appreciation / Certificate of Appreciation were received by the institution for its various extension and outreach activities during the period 2019-2024.

1. Certificate of Appreciation from **Tribal Extension Officer**, **Government of Kerala,** Edamalayar (2024)
2. Certificate of Appreciation from **Chief Executive Officer**, **Malayattoor Forest Department, Government of Kerala** (2024)
3. Certificate of Appreciation from **Scheduled Tribes Development Department**, **Government of Kerala**, Edamalayar(2024)
4. Certificate of Appreciation from the Government UP School, Edamalayar(2024)
5. Letter of Appreciation from **Superintendent, Govt. Ayurveda College Hospital**(2024)
6. Letter of Appreciation from **Member of Kerala Legislative Assembly**(2024)
7. Letter of Appreciation from Mar Coorilose Memorial Higher Secondary School (2024)
8. Letter of Appreciation from Snehajyothy Sisubhavan(2024)
9. Letter of Appreciation from K.M.L.P.S, Eroor(2024)
10. Certificate of Appreciation from **Divisional Forest Officer, Malayattoor Forest Department**, **Government of Kerala** (2024)
11. Letter of Appreciation from St. Mary's Higher Secondary School(2024)
12. Letter of Appreciation from **Kochi Municipal Corporation**, Division 42, **Government of Kerala** (2024)
13. Certificate of Appreciation from **Government Children's Home** (2024)
14. Certificate of Appreciation from **Indian Postal Service**(2024)
15. Letter of Appreciation from **Thalir Kudumbasree**, NHG 43 , **Government of Kerala** (2023)
16. Letter of Appreciation from Sevagram,Avedana Bhavan(2023)
17. Letter of Appreciation from Valsalyam (Sisubhavan)(2023)
18. Letter of Appreciation from SVLP School(2023)
19. Letter of Appreciation from Karunalayam, Home for the Aged Destitute & Mentally Challenged Women(2023)
20. Certificate of Appreciation from **Thrikkakara Municipality**(2023)
21. Certificate of Appreciation from **Thiruvaniyoor Grama Panchayat**(2023)
22. Certificate of Appreciation from the **District Collector, Ernakulam**(2023)
23. Certificate of Appreciation from **Kerala State Transport Corporation** (2023)
24. Letter of Appreciation from Sevagram(2023)
25. Certificate of Appreciation from **Indian Postal Service**(2023)
26. Letter of Appreciation from Home of Faith, Charitable Society(2023)
27. Certificate of Appreciation from **Motor Vehicle Department** (MVD) , **Government of Kerala** (2023)
28. Certificate of Appreciation from **Health Department**, **Government of Kerala** (2023)
29. Letter of Appreciation from St. Mary's Higher Secondary School(2023)
30. Certificate of Appreciation from **Government Children's Home**(2023)
31. Letter of Appreciation from Lower Primary School(2023)
32. Certificate of Appreciation from Kunji Store, IEDC(2023)
33. Certificate of Appreciation from Popkon Creatives(2023)
34. Award from **State NSS Officer, Government of Kerala**(2022)
35. Letter of Appreciation from Aided Lower Primary School(2022)

36. Letter of Appreciation from St. Mary's Higher Secondary School(2022)
37. Letter of Appreciation from Assisi Snehalaya Charitable Trust(2022)
38. Letter of Appreciation from Parama Bhattara Kendriya Vidyalayam(2022)
39. Letter of Appreciation from D.V.U.P. School(2020)
40. Letter of Appreciation from St. Mary's Higher Secondary School(2019)
41. Letter of Appreciation from **Ernakulam District Administration**(2019)

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 98

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

2023-24	2022-23	2021-22	2020-21	2019-20
55	11	7	4	21

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 34

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

RCMAS is situated on **5.12 acres,** within the expansive 85-acre campus of the **Rajagiri Vidyapeetham**. The college is composed of **two blocks (Central Block and Library Block),** covering a total area of **11973.5 square meters**. The HEI lays great emphasis in providing state-of-the-art infrastructure and learning environment.

An Overview of the Key Facilities at RCMAS

Facilities for Teaching-Learning

Classrooms: RCMAS has **38 lecture halls, 100% ICT-enabled** and equipped with smart TVs, projectors and public address systems, to enhance learning. The campus is **Wi-Fi-enabled with high-speed internet,** supporting a blended learning approach.

Specialized Learning Spaces:

- **Four Multimedia lecture halls**
- **Two auditoriums**, including multi-purpose open-air –Pavilion
- **Conference and Board Rooms**
- **Open Demonstration Classrooms (ODC):** Innovative settings like *"Ettuvattom"* for experiential learning.
- **Incubation Centre and Shooting floor:** Promote innovation and entrepreneurship, with green mat.

Labs and Laboratories:

RCMAS provides cutting-edge labs for practical learning:

- **Computer Labs:** Three fully air-conditioned labs with **223** seats, featuring i3 and i5 computers.
- **2D Lab:** Equipped with **60 Light boxes** and **4 Capturin**g unit with i3 computers.
- **3D Animation and Graphic Design Lab:** Equipped with **62** seats, featuring i7 and i9 computers.
- **Stopmotion Studio**
- **Language Lab:** with **70**-seat facility.

- **ERP tools**: The college employs **Six key ERP Tools for both academic and administrative tasks**, which includes:
  - **MCampus**
  - **EXMAN**
  - **G-Suite**
  - **Microsoft**
  - **Adobe**
  - **Tally**
  - **LEMAN**

Library:

- The library supports research and learning with **11,061 books, 165 CDs, DVDs,** and access to e-resources like **N-LIST, EBSCO, DELNET and EPUB** for visually challenged.
- It also features an Integrated Library Management System for efficient resource management.

Sports and Recreation

- RCMAS emphasizes holistic development through its sports facilities:

Indoor Facilities:

- Volleyball Court   –   18m(length) x 9m(width)
- Basketball Court   –   28m(length) x 15m(width)
- Kabaddi Field   –   13m(length) x 10m(width)
- Table Tennis (2 nos)   –   2.74m(length) x 1.525m(width)
- Health and Fitness Centre (Gymnasium)   -   240sq. ft

Outdoor Facilities:

- Basketball Court   –   28m(length) x 15m(width)
- Cricket Practice Nets   –   20m(length) x 3m(width)
- Tennis Court   –   23.77m(length) x 10.97m(width)
- Badminton Court   –   13m(length) x 6m(width)
- Netball Court   –   30.5m(length) x 15.25m(width)
- Football Pitch (Sevens) –   36.5m(length) x 27.5m(width)
- Throwball Court   –   18.30m(length) x 16.20m(width)
- Track and Field
- Cricket Ground
- Football Pitch
- Health and Fitness Centre (Gymnasium)   - 600sq. ft

Cultural and Wellness Facilities

RCMAS provides facilities for cultural and wellness activities:

- **Auditoriums:** Indoor and open-air spaces for cultural events.
- **Wellness and Yoga Centre, *"Ashraya"* Sick room, Chapel:** Mental and spiritual well-being

and stress management.

- *RUHE* -**Animal Therapy and Recreational Area**

Accessibility and Sustainability

RCMAS offers *Divyangjan*-**friendly** features such as *Divyangan*-**friendly** website, ramps, elevator, and accessible parking. The college prioritizes sustainability with on-grid solar panels and uninterrupted power supply for energy efficiency.

Other Facilities

Additional amenities include:

- **Administrative Facilities** including Reception, Administrative Office, Accounts Office, Examination Cell.
- Office of **IQAC** and **NSS**
- **Career Guidance and Placement Office**
- **Hostels and Staff Quarters**
- **Store and Reprographic Facilities**
- **Security Systems:** Safety measures, including cameras and fire stations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 29.68

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
93.55	93.54	91.67	306.06	147.10

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

RCMAS Chavara Library: A Pillar of Quality Education and Research Support

The fully automated RCMAS **Chavara Library** stands as a cornerstone of the institution's dedication to excellence in higher education, particularly in quality assurance and accreditation. In line with the vision of our Founder, **St. Chavara on education,** RCMAS has a **well-equipped library** which plays a **pivotal role** in the educational and professional advancement of the students and the faculty. The Chavara Library is meticulously designed to cater to a **diverse range** of educational disciplines, updating the demands of the **digital era** ensuring ready access to the latest and most pertinent resources, bolstering the **NEP** mission of **Digital** and **self-paced learning**.

The library's collection encompasses **11,061 volumes spanning 10,631 titles**, including **338 reference books and 640 book bank volumes.** Furthermore, the library houses **165 CDs/DVDs, nine magazines, and seven newspapers.** Subscriptions to both print and online editions of renowned Indian journals and esteemed databases such as **N-LIST, DELNET, and EBSCO** enrich the library's electronic resources, offering **138,521 e-books and 6,328 e-journals via N-LIST, 1,613 e-books and 11,24,250 e-journals through DELNET,** and a plethora of full-text journals via **EBSCO** databases. **Chavara library has utilized an amount of Rs 28.61 Lakhs towards the purchases of books, journals and e-resources during the period 2019-2024.**

The RCMAS library operates with full automation, utilizing **Soul 3.0 (INFLIBNET) software** for streamlined material circulation, complemented by a **barcode system**. The integration of **WEBOPAC (Online Public Access Catalogue)** enhances accessibility, enabling users to efficiently search and locate resources. Equipped with forty computers for workstation attached to library, one printer and photocopier machine and one barcode reader, the library caters to various user requirements. Dedicated sections like the reading room, reference section, yoga library, technical and issue section, reading and career

guidance section, and a digital library with twelve computers **foster an environment conducive to learning.**

Library services encompass document circulation, literature searches **(online and CD-ROM databases), internet and e-resource access and book bank services.** User engagement is a central focus, with regular updates on new acquisitions shared with students and faculty. Noteworthy practices include library computerization (automation), interdisciplinary talks/speeches, display of new arrival books and newspaper clippings. **The Library Club** and **the English Department annually celebrates Reading Week,** by organizing literary competitions aimed at nurturing students' passion for literature. Additionally, the **Garden Libraries**, designed to cater to Generation Z, offer unique reading spaces outdoors, encouraging spontaneous reading habits and enhancing their reading experiences.

Chavara library serves as a **dynamic learning centre** that upholds the institution's commitment to educational excellence. By offering comprehensive resources, modern amenities and access to a wide array of scholarly materials, the library plays an **indispensable role** in enriching the academic journey, supporting the continuous professional growth of both students and faculty. Its emphasis on quality education and accreditation underscores its significance as a strategic asset in the institution's pursuit of academic distinction.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

RCMAS has an up-to-date IT infrastructure, which is dynamic and adaptive to recent advances, committed to provide cutting-edge infrastructure to facilitate student-centric, experiential learning. The HEI is fully equipped to meet the challenges of the digital era. It consists of **285 computers** spread across **4 fully air-conditioned labs,** with a **robust Wi-Fi network** that covers the campus, providing seamless internet connectivity. Faculty use **Smart Boards** to take immersive classes. The college is committed to provide updated IT facilities to support the requirements of students, faculty, and administrative staff.

Internet Connectivity

RCMAS offers robust internet connectivity with the following details:

- **Peak Air:** 100 Mbps lease line.
- **Asianet:** 300 Mbps mini lease line.
- **BSNL:** 8 Mbps NME Connection and 40 Mbps Broadband Connection.

Wi-Fi Routers

RCMAS has deployed 23 TP-Link, 2 Aruba, 1 D-Link -EAP620 HD, AX1800 Ceiling Mount Wi-Fi 10 Access Points to ensure comprehensive wireless internet access across the campus.

LCD Projectors

Lecture halls are equipped with high-quality LCD projectors:

- **Epson:** 24 XGA projectors with 3LCD technology, 3300 lumens.
- **NEC:** 9 XGA projectors with 3LCD technology, 3300 lumens.
- **View Sonic:** 1 XGA projector with 3LCD technology, 4200 lumens.

High-Performance Printer cum Scanners

The college has several high-performance multifunction devices:

- **Sharp:** 1 A3 Duplex Multi-Functional Coloured Laser Printer and 1 A3 Duplex Multi-Functional Monochrome Laser Printer.
- **Riso:** 1 A3 Duplex High-Speed Digital Duplicator Printer.
- **Kyocera:** 1 A3 Duplex Multi-Functional Monochrome Laser Printer.

Normal Printer cum Scanners

For everyday use, RCMAS provides:

- **Sharp:** 1 A4 Multi-Functional Monochrome Laser Printer.
- **HP:** 1 unit.
- **Brother:** 1 A4 Multi-Functional Monochrome Inkjet Printer.

Normal Printers

RCMAS has:

- **Canon:** 12 A4 Monochrome Laser Printers.
- **Brother:** 1 A4 Monochrome Duplex Laser Printer.

Specialized Printing and Scanning Equipment

- **Barcoded Identity Card Printer:** 1 Evolis Primacy Duplex PVC Card Thermal Transfer Printer.
- **Barcode Reader:** 1 Symbol Handheld Scanner.

Computers

RCMAS is equipped with computers for various academic activities:

- **Servers:**
    - **Dell:** 2 servers with Xenon processor.
- **Workstations:**
    - **Dell:** 10 workstations with i9 processor.
- **Desktops:**
    - **Dell:** 5 units with i5 processor and i3 processor.
    - **Acer:** 92 units with i5 processor.
    - **Assembled:** 204 units with i5 and i3 processors.
    - **Cooler Master:** 54 units with i7 processors.
- **Interactive Displays:**

    - **Senses and Newline:** 11 units with 65", 75" and 85"display, touch screen, i7 processor, 16GB RAM with multiple OS (Android & Windows

Laptops

For mobile computing needs, RCMAS provides:

- **HP:** 31 units with i3 processor.
- **Lenovo:** 12 units with i3 processor.

Graphic Tablets

To support digital art and design:

- **Wacom Tablets:** 10 units of One by Wacom CTL – 672 / KO – CX Medium 8.5-inch x 5.3-inch Graphic Tablets.

RCMAS provides state-of-the-art IT facilities and sufficient bandwidth for internet connectivity. The College's investment in modern technology, coupled with proactive maintenance and upgrades, ensure that the entire community have access to academic and research endeavours. **The amount incurred for the IT updation during the period 2019-2024 is Rs 195.81 Lakhs.** Continuous monitoring and improvement efforts further enhance the overall IT experience within the campus.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 4.57

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 405

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 8.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
22.27	32.79	25.8	76.69	61.05

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 73.04

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1783	1803	1773	225	1026

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 72.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
1575	1092	1415	1253	1257

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 76.38

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
290	457	445	368	364

5.2.1.2 **Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
488	507	526	514	484

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 53.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
89	135	68	51	40

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

24-10-2024 08:54:34

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: 28

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	3	3	4	4

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 12.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
18	16	10	5	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

REACH (RCMAS Empowered Alumni for Community and Heritage)

RCMAS has been significantly enriched by its **alumni association, REACH** (RCMAS Empowered Alumni for Community and Heritage). Established officially in the academic year 2023-2024 (EKM/TC/218/2024), **REACH** has played a crucial role in the **institution's development since the graduation of the first batch in 2008**. Annual Alumni Meet is conducted on 26 January, every year.

Alumni Financial Support Services

The contribution from **REACH** has tremendously influenced the holistic development of **RCMAS** with its financial support of **Rs. 22,83,000** (Twenty-Two Lakhs Eighty-Three Thousand). This amount comprises a Corpus Fund of **Rs. 8,18,000** (Eight Lakhs Eighteen Thousand) and an Alumni Contribution of **Rs.14,65,000** (Fourteen Lakhs Sixty-Five Thousand).

REACH actively supports **RCMAS** through various financial initiatives. This includes:

1. **Book Donations**: REACH has organized several book donation campaigns, enhancing the college library and other educational institutions with diverse reference materials.
2. **Scholarships**: The REACH scholarship recognizes students who excel academically, demonstrate leadership, engage in community service, and exhibit ethical conduct.
3. **Social Responsibility Projects**: REACH is involved in significant community service activities, including:
   i) Home-Building for Underprivileged Families (*Snehakkoodu*)
   ii) Community Health Camps
   iii) Environmental Sustainability Programs
4. **Infrastructure Support**: Alumni have contributed to RCMAS infrastructure, by donating essential items like stationery, chairs, curtains, and electrical equipment.

Alumni Other Support Services

1. **Alumni Talks:** Former students share their professional experiences, insights, and advice with current students. These talks cover career development, industry trends, personal growth, and

leadership.

2. **Alumni Involvement as Faculty**: Alumni returning as faculty enrich the academic environment by bringing practical industry experience, diverse perspectives, and an understanding of the institution's culture, which helps bridge the gap between theoretical learning and real-world application.

3. **Participation in Intercollegiate Fests**: Alumni engage as judges and mentors in intercollegiate festivals, hosted by RCMAS. They have a pivotal role in sponsoring various fests and extension programs of HEI. Their involvement adds credibility to the events and provides valuable networking opportunities for current students, reinforcing the bond between the alumni and the institution.

4. **Placement Drive Contributions**: Alumni play a vital role in placement drives by leveraging their professional networks, to create job opportunities for current students.

5. **Support for Startups**: Alumni involved in startups share their entrepreneurial experiences with current students, offering mentorship, investment opportunities, and practical advice.

6. **Software Development for Exam Management** - **EXMAN**: **Glenn Antony,** an alumnus from the BCA batch of 2019-2022, developed **EXMAN**, a software solution for managing university examination duties. **LEMAN: Alvin Lal,** an alumnus from the BCA batch of 2019-2022, developed **LEMAN,** a leave management software for faculty.

7. **REACH WhatsApp Community**: The REACH WhatsApp Community facilitates active alumni engagement through activities such as blood donation drives and campus outreach programs, like **Rajagiri** *Sparsh*. Through these varied initiatives, REACH showcases the strong bond between RCMAS and its alumni, driving both institutional growth and community impact.

8. **REACH Chapters:** Global REACH **(alumni chapters)** is available in RCMAS website. https://www.rajagiricollege.edu.in/alumni/

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

RCMAS, steered by Carmelites of Mary Immaculate Congregation, was established with a clearly articulated vision, mission and core values.

Vision:

To become a global nest of intellectual competence, holistic integration, social commitment and future leadership.

Mission:

To nurture holistic education for attaining academic excellence and competency, and to foster socially responsible citizens committed to a sustainable environment.

Core Values (ASCEND):

Academic Excellence: Creating an environment that inspires students to reach their full potential.

Social Responsibility: Encouraging students to be proactive in addressing social issues.

Competency: Equipping students with the skills needed to excel in their domains.

Environmental Consciousness: Promoting sustainable practices and awareness.

Cultural Diversity: Fostering inclusivity, respect, and empowerment through cultural diversity.

Decentralization and Participatory Governance

RCMAS operates through a **participatory management system** known as the **Rajagiri Family**, involving **all stakeholders** in decision-making, the governance structures as follows:

1. **Governing Body** (*Formerly Known as the Board of Management*)**:** The highest authority, responsible for policy-making, resource allocation, and administrative planning. It includes top-level members, the principal, and representatives from teaching and non-teaching staff.
2. **Finance Committee:** Allocates funds based on the institutional budget.
3. **IQAC:** Comprising 2 Management representatives, Principal, 5 Heads of the Departments, Office

Superintendent, Senior Assistant Superintendent- exam cell, Placement Officer, Chief Accountant, Librarian, 1 Student Representative, Alumni Representative, and 1 IQAC Coordinator, 2 Additional Coordinators and a Secretary.to IQAC drives quality initiatives, conducts **AAA**, conducts internal audits, takes stakeholder feedback, and formulates corrective actions.

4. **College Council:** Comprises Director, Associate Director, Principal, Heads of the Departments, one Senior Staff Representative and Staff Secretary. They take decisions on internal affairs of the institution such as discipline, academic and critical issues.

5. **Staff Council:** Comprises all teaching and non-teaching staff of the institution.

6. **Department Council:** Consists of all teachers in the department. Takes decisions on time table, internships, projects, certificate courses etc.

7. **Parent Teacher Association:** Functions through Executive Committee, with teachers and representatives of parents

NEP Implementation at RCMAS

RCMAS embraces NEP 2020 with a **multidisciplinary, learner-centric approach**, promoting **online learning** and emphasizing **soft skills** and **Outcome-Based Education.**

Case Study: SPORTICO (Sports arena-cum-Portable Indoor Courtyard)

SPORTICO, an eco-friendly, open-air sports arena and courtyard embodies RCMAS's commitment to holistic education and well-being and aligns with the institution's vision and mission.. It is a mutli-purpose cultural space with optimal utility for sports, exhibitions, food fests and cutural celebrations.

SPORTICO reflects RCMAS's focus on physical and mental well-being, student involvement and community input. A vibrant students' hub, it is the centre of activity for the College and enhances extracurricular participation, promotes holistic education, and aligns with sustainability goals in an eco-friendly environment. SPORTICO is the fulcrum around which RCMAS offers space for activity, relaxation, and interaction and promotes camaraderie and recreation.

SPORTICO is evidence to how well-designed spaces can contribute to all-round developement of future leaders and create a sustainable future..

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and

procedures, etc

Response:

The institution has a well-defined system to plan and implement its policies and programmes. It consists of statutory and non-statutory bodies that function in accordance with the statutes, manuals and policies laid down by the Government, the University and the Governing Body of the College.

Organization- Structure and Functions

The Governing Body is the apex body of the institution and takes decisions on **Strategic Planning** on the recommendations of the College Council and the IQAC. **The Principal** is responsible for the administrative and academic activities. The Governing Body takes decisions on new programmes, results, fee structure, scholarships and facilitation of co- curricular activities. **The College Council** meets once a month and takes decisions on the day-to-day administration of the College.

Internal Quality Assurance Cell (IQAC) provides suggestions to the College Council on strategic planning, quality initiatives, infrastructure development, and framing of policies. It takes initiatives in FDP, research and innovations in teaching-learning and evaluation. Planning Board and Purchase Committee prepare the budget for the utilization of the plan fund for infrastructure development and for obtaining teaching-learning resources.

Various statutory cells like Equal Opportunity Cell, **OBC Cell, Minority Cell, Anti-Ragging Committe**e, **Grievance Redressal Cell** and **Internal Complaints Committee** are actively functioning in the HEI. Additional committees/ cells are Discipline Committee, Research Promotion Council, PTA, Alumni Association, Placement and Career Orientation Cell and various clubs. Appointment of the staff is done as per the institution's HR policy, in line with the industry standards.

Policies

The HEI has well-articulated policies on IT, Infrastructure Development and Maintenance, HR, Staff Welfare, Student Support, Research and Publication, e-Governance, Gender Equity, Anti-ragging and Sexual Harassment etc.

Feedback and Review

The HEI has a **structured mechanism** for collecting **feedback** from all stakeholders. The feedback collected is analyzed and reviewed in tandem with the existing policies and practices.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Effective welfare measures are provided for both teaching and non-teaching staff through the institution's comprehensive performance review system. It also offers opportunities for professional growth and advancement. Staff motivation and general well-being are the main goals of this system.

Performance Appraisal Mechanisms

- **Self-Appraisal by teachers**
- **End-Semester** Teacher evaluation by students
- **HoD's Confidential report**
- **Principal's Confidential report** on faculty
- **Management Review**

- **Non-Teaching Staff Evaluation by Office Superintendent**

Welfare Measures

RCMAS has put in place a wide range of welfare measures to promote a happy workplace that increases job satisfaction, for both teaching and non-teaching staff. The staff welfare program, *SWAR* (Staff Welfare Association of Rajagiri College of Management and Applied Sciences), is dedicated to enhancing the holistic well-being of staff members. SWAR offers a range of initiatives, including health and wellness workshops, counselling services and recreational activities, designed to advance the welfare, economic stability, and career advancement of the workforce. By fostering a supportive and enriching environment, SWAR ensures that the staff are empowered and motivated to excel in both their professional and personal lives. The welfare measures are listed as **Monetary Welfare Measures** and **Non -Monetary Welfare Measures**.

Monetary Welfare Measures

This includes financial rewards for staff achievements, medical support etc., thereby enhancing overall **job satisfaction** and **financial security**.

- Life Insurance Policy (LIC)
- Health Insurance
- Maternity Leave
- Salary Advances
- Seed Money for attending FDP
- Festival Allowance
- Personal Accident Benefit
- Provident Fund for Non- Teaching Staff
- Academic Grade Pay (AGP)
- City Compensatory Allowance
- Dearness Allowance (DA)
- House Rent Allowance (HRA)
- Employees' State Insurance (ESI)
- Honorarium Paid
- Staff Welfare Expenses
- Gratuity
- Privilege Card

Non-Monetary Welfare Measures

These initiatives aim to support **physical and mental well-being**, **promote work-life balance** and create an **enriching work environment**. It includes health and wellness workshops, counselling services, and various recreational activities.

- Preference to the family members of Staff for admission
- Preference to the family members of Staff for admission to sister institutions of RCMAS
- Covid Special Medical Leave
- Leave for faculty improvement program
- Professional counselling facility

- Recognition for achievements
- Annual Academic Retreat
- Annual Staff Tour
- Subsidized staff quarters for men
- Free Commutation on the College bus
- Festival celebrations for staff members
- Freebies
- Honouring retiring teachers at farewell meetings by RCMAS fraternity
- Birthday Celebrations
- Recognition of Doctoral Degree and Publications

Welfare Facilities

- Free Wi-Fi
- Computer Lab
- Parking Facility
- Open Gym
- *Chayapeedika*, Canteen and Staff dining area
- Sickroom (*Ashraya*)
- Gymnasium and Yoga Training Centre
- EV Charging Point
- Snacks Vending Machine
- Grievance Redressal Cell
- Surveillance System for campus security
- Library
- Indoor Stadium

Avenues for Career Progression

- Financial aid for attending Seminar, Conferences, Workshops and FDP
- Funding for Professional Body Memberships
- Opportunity to take part in Collaborative Programmes initiated by IQAC
- Participation in a Collaborative Learning Ecosystem and Professional Development Opportunities

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 42.86

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**

2023-24	2022-23	2021-22	2020-21	2019-20
07	42	32	25	38

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 52.12

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
75	48	39	30	29

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	17	17

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

RCMAS has developed and implemented a comprehensive set of strategies for the mobilization and optimal utilization of resources for developmental initiatives, with a **well-defined financial policy**. The institution ensures **regular financial audits**, both **internal** and **external**, to maintain transparency, accountability, and efficient financial management, through efficient and robust accounting system.

Sources of Mobilizing Financial Resources

1. Fees Collection and Allied Income
2. Contribution from Management
3. Administrative Income
4. Research and Development Income
5. Funds from Banks (Borrowings)
6. Contribution from Philanthropes
7. Contribution from Alumni
8. PTA Contribution
9. Donations Received

10. Corporate Social Responsibility (CSR)

Mechanisms for Optimum Utilization of Resources-

1. Finance Policy
2. Finance Committee
3. Budget Mechanism
4. Infrastructure Policy
5. AAA Audit
6. Internal Audit
7. Statutory Audit by Chartered Accountant

The Governing Body of RCMAS plays a crucial role in overseeing and guiding the institution's financial management strategies. Based on the **Rajagiri Happiness Surveys, recommendations of IQAC** and **Infrastructure Audit Reports**, the management representatives identify infrastructure augmentation and maintenance needs, and submit proposals to the Governing Body. With the consent of **RECT** (Rajagiri Education and Charitable Trust) , the Director then allocates resources on a priority basis, as recommended by the Principal.

? **The Director** and **Finance Manager** oversee all payments and receipts, as well as the internal and external audits.

? **The Purchase Committee** administers all purchases for the institution.

? **The Annual Budget** is prepared and reviewed.

? The **Scholarship Committee** is tasked with ensuring maximum student inclusion in various scholarships and grants.

? Financial transactions are subject to **Finance Policy.**

? State Government Funds are utilized for specific purposes such as NSS, SC/ST Grants and Scholarships, Funded projects, etc., and utilizations are subject to state and central norms.

Financial Audit:

- To **ensure transparency in the financial affairs**, effective **Financial Audits** (**Internal Audit**) are conducted at timely intervals.
- In order to **foster transparency in finance**, **Internal Reviews** are conducted by an **Internal Financial Review Committee on a monthly basis**, duly constituted by Finance Committee.
- Discussions and recommendations from **Internal Audit Reports** are discussed by the Finance Committee on a regular basis.
- The Management has appointed **P.V. Chacko and Associates as the statutory auditor for external audit** of the Management accounts. At the end of every financial year, they prepare annual financial statements and audit reports.

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
Upload Additional information	View Document
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance Cell initiates institutional activities to enhance the institutional quality, in tune with the vision and mission of Rajagiri.

RISE (Rajagiri Integrative and Sustainable Education), is the umbrella providing **holistic education** connecting i**ntegrative education** with **sustainability principles** through various academic and non-academic activities. The following are the key initiatives **institutionalized by the IQAC** during the assessment period:-

Teaching and Learning-

RCMAS lays greater emphasis on enhancing **teaching-learning** components, as envisaged through **78 Value-Added and Certificate Courses, MOOC and Internships, resulting in 675 Placements and 1249 students who progressed to Higher Studies (73 %).**

Student-centric transformation, to meet industry requirement is strengthened through **timely mentoring**, **regular monitoring** and **capacity building programmes (66 numbers),** helping to build a new breed of corporate citizens, ensuring **future-ready manpower** for the industry, with **sound human values**.

IQAC initiated Implementation of Outcome Based Education (OBE) at the HEI, ensuring the following-

- Mapping of CO with PSO and POs
- Calculation of learning outcomes

- OBE Report
- Live projects and distinctive attainment of students

Implementation of ERP-

The HEI has successfully implemented ERP (**MCampus)**, with admission, administration, finance, and examination module. **EXMAN** (Exam management software) and **LEMAN** (Administration software) were successfully developed internally.

Implementation of Quality Audits-

- HEI has initiated **AAA Audit**, **Infrastructure Audit, Biodiversity Register, Library Audit, Energy Audits, Environment Audit, Green Audits and Gender Audit.**

Implementation of Performance Appraisal System and Profound Feedback Collection Mechanism, which includes- Self -Appraisal for Staff, Confidential Report (HoD and Principal), Teacher evaluation by students and Management Review.

Participation in National and State Level Rankings-

- Participated in NIRF and KIRF
- Certification: ISO, FSSAI

Inculcation of Social Sensitization into Learning Eco system-

Rajagiri Sparsh fosters empathy and inclusivity through **community service. (98** *Sparsh* **activities and 41 Recognition-Appreciation letters from various stakeholders)**

1. **Registration of Alumni Association- REACH (RCMAS Empowered Alumni for Community and Heritage). REACH** has contributed **22 lakhs including 8.18 lakhs** as corpus fund and has Chapters in **UK,USA, UAE. REACH Mega Meet in 2023 consisted of 800 participants.**
2. **Faculty Transformation and Welfare** has been prioritized by the IQAC, by implementing financial assistance for attending seminars, conferences, workshops and towards professional membership fee (**226 FDPs, 214 workshops and seminars attended by faculty). IQAC** has immensely contributed by establishing *SWAR***: Staff Welfare Association of Rajagiri** prioritizing **staff welfare. Faculty Happiness surveys** are conducted on a **regular basis** to foster **C**ommitted **R**ajagirians for **E**xcellence in **W**orkforce (CREW)**.**
3. **Policy framework and governance**

During the assessment period, 39 policy frameworks were introduced to strengthen governance and decision-making, fostering the motto of LEARN-SERVE-EXCEL.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equality and the **development of future leaders** are top priorities for RCMAS. The institution has a **gender ratio** of **54:46,** that helps in ensuring **gender equity** and **gender inclusivity**, in the campus. The goal of the co-curricular programmes is to bring in participation from both faculty and students, while fostering an atmosphere that allows them to pursue their interests, regardless of gender. The College **prioritises campus safety and security,** establishing policies and guidelines to guarantee that every member of the community feels at ease.

- All the programmes are organised on the basis of **annual action plans** and their ultimate aim is to achieve **Gender Equity (SDG 5)** of the **United Nations Sustainable Development Goals (UN SDG).**
- The gender sensitivity of the College is evident from its governance level, which is led by a **woman Principal**. The positions of **Chief Accountant, Student Counsellor**, one of the **IQAC Additional Coordinator,** 3 of the 5 **HoDs, Placement and International Affairs Officer, Librarian** and **Assistant Librarian,** the **Council secretary** and **Staff secretary** are all adorned by women,
- The **Gender Equity Cell (*EKTHA*)** of the college, in collaboration with the IQAC, conducts a **Gender Audit** every year. **Ektha** conducted **8 programmes** in 2023, for **gender sensitization** and **inclusiveness** through its well-defined **gender sensitization plan** and **policies.**
- The College integrates gender inclusivity into its curriculum, with a focus on gender-specific aspects in **20 courses** across various disciplines. Faculty and students actively contribute to the discourse on gender through **8 noted publications** addressing gender issues.
- The HEI also organises **Yoga** and **Self-defence** sessions (*KANAL*) for girls.
- The College under the coordination of *EKTHA* - **Equal Opportunity Cell** conducts **gender sensitisation, gender inclusiveness, anti-ragging, anti-sexual harassment and self-defence campaigns** on different occasions every year.
- The College provides a thriving environment for female students, evidenced by their commendable achievements in **academics, cultural activities and sports.** The female representation in Sports was **43%** and Arts **65%**. **77%** of rank holders and **54%** NSS volunteers were girls, in 2023.
- Being a co-ed HEI, RCMAS encourages liberal thinking, and promotes its learners to commingle and co-exist. The learners engage in mixed sports, and they also participated in **Group Dance** and **Mime** in 2023 Youth Festival in mixed groups, fetching **A Grade**.
- College prioritises student safety and is under **24/7 surveillance** with the help of **CCTV cameras** at all vantage points of the campus. There is adequate signage on the campus to sensitise the

students about gender equality. **Full-time security personnel** are appointed on campus. A female staff/faculty accompanies girl students during industrial visits and field trips. **Grievance Redressal Committee** and **Internal Complaints Committee** are also actively functional.

- The **Counsellor** of the College provides counselling and mindfulness sessions.
- **A sick room (*Ashraya*)** with a bed is available for girl students. Washrooms of the girl students are equipped with a **napkin vending machine** and **incinerator.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**

3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

RCMAS is committed to cultivating a harmonious and inclusive campus community. Through a variety of programs and observances, the College actively promotes intercultural dialogue and understanding, aligning with the **UNAI principles.** By encouraging students from diverse backgrounds, RCMAS upholds the **democratic ideals enshrined in the Indian Constitution.** The institution is dedicated to nurturing responsible citizens, who embody the spirit of democratic principles, rights and obligations.

- Students enthusiastically celebrate festivals like **Onam, Kerala Piravi, Christmas, Inter Collegiate fest "Inceptra"** and **Arts Fest "*Sarganjali*".** These festivals and celebrations highlight moral and ethical qualities and a sense of interconnectedness. The HEI seeks to foster peace, harmony and a shared sense of identity among the nation's diverse communities and regions. **Cultural festivals, Khadi exhibitions and sales, Quiz competitions, Music, Dance and Ethnic events** like *Pulikali* and *Poothappattu* are also organised to demonstrate **inclusiveness**.
- **Linguistic diversity** is celebrated through the coexistence of various languages and dialects. Though Malayalam is the official language of the state, equal importance is given to Hindi and English. *Vayana Malsaram*, *Madhuram Malayalam* **Competition,** *Malayali Manka*

- **competition, Commemoration of Reading week, Language games** etc. are organised with fervour.
- **Communal and Socio-economic Inclusiveness** target social concerns such as poverty alleviation, literacy programmes, skill-building sessions and healthcare services, aiming to create a peaceful and equitable society. **NSS, in association with various departments,** initiates **weekly** distribution of **food packets** to derelicts (*Oru Pothi Sneham*), distribution of books and stationery, medicines and palliative care essentials, jute and cloth bags etc.
- **Sensitisation to Constitutional obligations** include observance of **Independence Day, Republic Day**, **Constitution Day, Unity Day, Gandhi Jayanti**, sessions on **Road Safety,** I**ntellectual Property Rights, Anti-drug Awareness, Voters' pledge, Vote Campaign, programmes and quizzes.**
- **Democratic values are upheld through:**
  - Representation of staff and students in all statutory and non-statutory entities.
  - **Parliamentary method of election of the Students' Council.**
  - Participative and decentralized coordination giving functional autonomy to all the bodies starting from the Governing Body to Students' Council.
  - Appointment of Heads of departments on rotation basis
  - Effective feedback method
  - As enunciated by the UNAI, **Racial, Cultural, Social and Linguistic Inclusion** is achieved through:
  - **19 Gender Equity Cell Initiatives**
  - Students' Council Programmes
  - **14 Ethnic/Regional Celebrations**
  - About **100 Extension and Outreach Activities**
  - **100 plus NSS initiatives**
- **Administrative/Academic appointments** and **Admissions** are done according to the mandates of the MG University, Kottayam, on an **inclusive basis**, including students and faculty from SC, ST, differently-abled category, minority and OBC communities.

- **Human Rights, Values, Responsibilities and Environmental Sensitization** is cemented through:
  - Integration of Environment Sustainability and Human Rights as a mandatory course, in the UG Fifth semester.
  - Regular **Value Education, Mentoring, Counselling sessions**
  - **7 Transgender awareness programmes**
  - Social Service Ventures- *Snehakoodu* project, *Oru Pothi Sneham*
  - **Cleaning Drives at Schools & Orphanages** and old-age home visits (**NSS, Departments & Sparsh**)

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[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: **RISE - RCMAS Integrative and Sustainable Education**

Context: Aligning to the **CMI vision** and the **NEP, RISE** envisages **integrative education** aligned with **sustainability principles** from *Deeksharambham* (induction) to *Samaavarthanam* (graduation) of students, through academic/non-academic initiatives, providing **holistic education** connecting academic excellence, mental and physical wellbeing into environmental sustainability.

Practice: **RISE** encompasses **seven core areas** of Integrative education with Sustainable impact.

1. Responsive Learning Environment

SDGs	4, 6, 7, 9, 11, 12, 13, 15
Initiatives	**Impact**
Technology-enhanced Learning	- ICT tools for instruction. 14 ICT initiatives organised
Rajeevani Green Initiatives - Nature Club, *Haritha Karma Sena*, NSS - Environmental courses	15% increase in biodiversity 100% survival rate of trees planted (2023) - Carbon negative campus. 44 green initiatives. 120 hours of community service by NSS

2. Relaxation & Tension Reduction

24-10-2024 08:54:34

SDGs	3,15
Initiatives	**Impact**
Tree of Life: Centre for Happiness and Well being • Counselling & Mindfulness sessions • *Koode-* Peer Counselling Club	• 130 students counselled (2023) • Student testimonials of reduced stress/ increased concentration. • Campus Happiness Index of 75% (as per Happiness Survey 2023)
RUHE- Rajagiri Urban Habitat for Environment Cuddles and Tails (Animal Club)	• *Rajeevanam* • 70 Club members

3. Movement & Physical Encoding

SDGs	3, 5
Initiatives	**Impact**
Physical Education Department • 73% increased participation in cultural/sports activities.	• Improvement in student fitness • Meritorious achievements in University-level competitions • Kabaddi, Badminton, Cricket, Taekwondo, Athletics, Judo, Football, Basketball teams
	Sports, Yoga, Dance Clubs, Fit India Initiative

4. Empowering Language & Behaviour

SDGs	4, 5, 10
Initiatives	**Impact**
Soft-skills training	• 13 Soft-skills sessions • 400 students benefited
Mentoring	• Significant behaviour improvement • Student progression improved
Parent Teacher Meetings	• Excellent parental engagements and feedback
Library, Literary Club, Quiz Club, Speaker's Forum, Gender Equity, *Divyangjan* Cell	• Enhanced communication skills • Good gender-balance in event coordination • Tripled increase in gender inclusivity initiatives

5. Choice & Perceived Control

SDGs	4, 8, 9
Initiatives	**Impact**
Add-on Courses	• 1551 students opted for Add-on Courses
Flexible schedules	• Class schedule 8.30 am-1.40pm

	• Flexible timing for Add-on Courses
Dance, Drama, DIY, Media Clubs	• Meritorious University-level achievements for Competitions

6. Complex & Challenging Cognitive Activity

SDGs	4, 9
Initiatives	Impact
Experiential Learning • Project-based Learning, Simulation, Role-Playing	• 635 projects completed
Academic competitions	• Meritorious achievements in 13 Intercollegiate Fests.

7. Intuition & Integration

SDGs	4, 17
Initiatives	Impact
Industrial visits & MOOC	• 1217 students completed MOOC
Social Service Projects (*Snehakoodu*)	• 2 houses built
Creative Arts Integration, Intercultural & Ethnic Celebrations	• "Kerala is My High" (wall painting) • "Throb of Life"(upcycling) • Screwpine Workshop • *Pulikali, Alekya Nritya, Poothapattu* Performances

Evidence of Success:

- **Fully Solar-powered & Carbon negative** campus 2023
- High completion rates for Value-added courses
- Inclusive and diverse campus environment
- Collaborations with reputed institutions
- Improved student performance

Problems Encountered:

- Time constraints in balancing academic and extracurricular activities, due to changes in the University Academic Calendar, natural disasters etc.

Resources required:

- Attainment of autonomy for flexibility.

Best Practice 2

Title: Rajagiri *Sparsh*

Objectives:

1. To enhance community health and well-being
2. To address societal challenges through educational outreach
3. To alleviate hunger and poverty
4. To empower marginalised communities through skill development
5. To foster holistic development and social responsibility

Context: Following the educational vision of Fr. Chavara, Rajagiri *Sparsh* aims to foster **empathy, inclusivity and personal growth** among the learners through **community service**. Grassroot social activities transform them into compassionate leaders, instilling a sense of deep **social responsibility.** Each department has a distinct *"Sparsh"* wing, contributing to the well-being of the community- *Sameep* (Animation and Graphic Design), *Vidyadeep* (Commerce), *Karuthal* (Computer Science), *Thanal* (Management) and *Hastah* (English). Sparsh denoting "touch" in Sanskrit embodies the vision of social commitment of RCMAS.

Practice: The initiatives are categorised into **five main areas**:

1. Health and Wellbeing: **17 initiatives**

SDGs	1, 2, 3, 4, 5, 10, 11, 12, 13
Reach	1,252 beneficiaries, 800+ student volunteers, a budget of Rs.2 lakhs.
Focus groups	Tribal communities, Kadayiruppu Local Community, Neighbouring families, NSS adopted village, Adopted School, Inmates of Orphanage, etc.
Diversity of impact	Blood donations, Anti-drug campaigns, Food donations, Medical aid programmes, Menstrual hygiene awareness, Financial assistance to fellow students, Kerala Flood & COVID donations etc.

2. Education and Literacy: 32 initiatives

Reach	25 schools, 1,128 beneficiaries, 500 student participants, a budget of about Rs 1.5 lakhs.
Focus groups	Underprivileged schools, Juvenile Homes, Tribal Schools, Children of migrant workers, Government schools and Children's homes
Diversity of impact	Resource donation, Skill development, Infrastructure improvement, Awareness programmes.
SDGs	4, 5, 10, 17

3. Community Enhancement: 10 initiatives

Reach	Over 250 beneficiaries, 100 active student participants, a budget of Rs 30 thousand.
Focus groups	Kudumbasree Unit members, General public, Cultural artisans, Underprivileged communities
Diversity of impact	Financial literacy efforts, Cultural preservation,

	Social support and Safety awareness.
SDGs	5, 8, 10, 11

4. Environment & Sustainability: 10 initiatives

Reach	Over 300 beneficiaries, with 150 active student participants, a budget of Rs. 70,000
Focus groups	Local community, Public Places, Government schools
Diversity of impact	Waste management efforts, Promotion of sustainable products, Clean-up drives, Green initiatives and Awareness through art.
SDGs	4, 10, 11, 12, 13, 15, 17

5. Social Equity and Inclusion: 22 initiatives

Reach	About 600 beneficiaries, with 500 active participants, a budget of approximately Rs.3 lakhs.
Focus groups	Vulnerable groups including orphans, elderly, individuals with disabilities, tribal communities, destitute families, Migrant Children, Women Self-help Groups
Diversity of impact	Donation of essentials & basic necessities, Visits, infrastructure improvements.
SDGs	4, 8, 10, 11, 16

Evidence of Success:

- Collaborations with **local businesses, NGOs,** and **Government Bodies**
- Student testimonials reflecting personal growth and empathy
- **41 Recognition and Appreciation letters** from various stakeholders
- Alumni involvement in sustaining and expanding initiatives
- Improved academic performance and community involvement among students.

Problems Encountered

- Challenges in sustaining long-term impact
- Balancing academic pressures with social initiatives
- Logistical challenges in remote areas

Resources Required: Centralised Resource Allocation

File Description	Document
Best practices as hosted on the Institutional website	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:

Institutional Distinctiveness: Future Ready Ecosystem of Education (FREE)

Guided by the CMI Vision of holistic education, RCMAS has introduced **Future Ready Ecosystem of Education (FREE),** a comprehensive approach to preparing students for the challenges of tomorrow. Transcending the barriers of an affiliated, self-financing institution, the HEI has displayed consistent dedication to make them future-ready. It prioritizes leveraging technology, providing its learners exposure to cutting-edge courses like Robotics and AI. Proximity to industry enhances curriculum enrichment, internships, projects, and placement opportunities.

The **global management network** connects students to industry leaders and international opportunities, fostering a cosmopolitan outlook. Every day at RCMAS is a step towards becoming a future leader – capable, informed and dedicated to making a difference. They **live, learn and lead**. This ever-nurturing eco system is substantiated not only by results, ranks and placements, but also, by continuous support, and service of the alumni to the institution. FREE aligns with the institution's vision to nurture altruistic future leaders and can be summarised under **five key areas:**

1. Moulding Tomorrow's Leaders: Forging Resilience, Excellence and Expertise-

- **Academic Excellence and Holistic Development:**
    - Achieved **162 university ranks** and an **89% pass rate** over the past five years
    - Fosters a diverse skill set, preparing students for multifaceted workplace challenges
- **Sports and Cultural Achievements:**
    - **59 students** won awards at State, National and International levels, in the past five years.
    - **68 students** participated in 40 events at MG University Youth Festival '23, securing **A grade in 16 events.**
- **Innovative Courses and Initiatives:**
    - **Voice of RCMAS**, (short news reels) **Shutterbugs** (Photography club) and *Natyayoga* (dance/yoga fusion)
    - Design Lab fostering innovation and creativity, *Ezha* **-Design presentation for Screw Pine Craft Artisans**
    - **Incubation Centre** for entrepreneurship development & innovation.
    - **IEDC** submitted a Proposal to **State Minister** on **Strategic Recommendations for KSRTC** which was accepted.
    - Workshops and projects on **Robotics**, Add-on course and PG programme, in **AI**
    - Sustainability practices like **Millet farming** and **Paddy cultivation (*Pokkali*)**
    - Preservation of 20 rare and threatened plant species

2. Cultural Inclusivity: Furthering Respect, Empathy and Equality

- Promotes **secularism** through diverse initiatives like *Deeksharambham*, *Sarganjali* Arts Fest, Constitution Day, Unity Day and other national/international days
- *Ektha*, (Gender Equity) **Equal Opportunity** and **Minority Cells**
- Celebrates festivals from various faiths
- Begins each day with universal prayer songs
- *Divyangjan*-**friendly** campus and **transgender-inclusive** initiatives
- About **100 extension and outreach programs** under **Rajagiri** *Sparsh* for underprivileged

3. Professional Development: Forming Readiness through Campus Environment and Engagements

- **State-of-the-art Infrastructure:**
- **38 smart classrooms**, **5** specialised labs, and a well-equipped library
- Diverse sporting facilities, including **indoor and outdoor gym**
- **Counselling centre**
- Proper **transportation system**
- Cultural spaces like *Ettuvattom, Sportico* and *The Pavilion*
- Environmental initiatives like **Rajeevani**
- Campus-wide **Wi-Fi s**upporting digital learning

- **Location Advantage:**
  - Proximity to **Infopark** and **Smart City**
  - Proximity to industry hub enhances **internship & placement opportunities**
- **Placement Opportunities:**
  - Placement drives, training programs and boot camps
  - **675 placements** over the past five years
  - **The Big 4 companies (Deloitte, EY**, **KPMG, SAP)** as placement partners
- **Capacity Building and Skill Enhancement:**
  - Structured workshops and sessions for skill enhancement
  - **66 different capacity building courses** in the last five years
- **Training for Competitive Exams and Career Guidance:**
  - Organised **66 competitive exam training** and **career guidance & placement training programs**
  - High placement rates and positive employer feedback
- **Collaborations with Reputed Institutions:**
  - MoUs with institutions like **Chinmaya Vidyapeeth**, **Industrial Robotics Institute, Signature Resources, New Generation Jobs**
  - Enhanced academic exposure and provided diverse perspectives

4. Transforming Technology: Frontier Research and Emerging Endeavours

- **AI Integration in Education:**
- Advanced courses in **Robotics** and **Artificial Intelligence**
- **Kerala Hack Run** on Digital Safety
- Implemented ERP systems like **MCampus, LEMAN** and **EXMAN** for efficient academic management
- Industry-standard animation tools and softwares like **Adobe Creative Suite, InDesign and Autodesk Maya**

- **Student and Faculty Publications:**
  - Provides platform for publishing creative and innovative ideas of students and faculty with ISBN numbers for student and faculty publications
  - Notable student publications include **Alloite** (Commerce department) and **Inked in Imaginations** (English department)
- **Intellectual Property Rights:**

- Dr. Neenu Kuriakose and Dr. Lincy N L achieved UK Design Patent, in 2024
- National seminar on IPR

5. Empowering Future Networks: Forging Relationships, Elevating Experiences

- **Student Progression and Alumni Interaction:**
  - **1,249 students** progressed to higher studies in the past five years
  - Strong alumni network with **graduates holding influential positions** in various industries
  - **Notable Alumni include- Ambili N. Nair:** Assistant Project Coordinator, **World Bank, Alka Vijayan**: Vice President of Fund Accounting, Northern Trust (a **"Fortune 500"** Company), Australia, **Saju M**. **Salim** (@CallMeShazzam Vines), popular YouTuber, **Ameena Neha Shiraz**: Director, Sylcon Shoes and Founder, Skinvibes Naturals**, Salman Sadeek**: Founder, Myma Kids Store**, Femina George:** Malayalam Cine actress, et al.
- **Alumni Contributions:**
  - Mentor current students
  - Work as faculty in various departments
  - Lead intercollegiate events, placement drives and entrepreneurial initiatives
  - **De Graphic Factory**: Successful startup founded by Commerce alumni.

The RCMAS Experience

Future Ready Ecosystem of Education (FREE) provides a comprehensive approach to grooming and preparing students for future leadership. Commendable student progression towards higher studies and placement are distinctive evidence of their future-readiness. Their upward career mobility becomes an inspiration to the upcoming generation of learners.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

RCMAS becomes a hallmark of excellence, as **evidenced by the optimal number of applications for admissions received.** The College became a **case study of the Commission for Reforms in Higher Education, 2022, Chaired by Dr. Shyam B. Menon**, former Vice-Chancellor, Dr B. R. Ambedkar University Delhi**.** Despite its limitations of an un-aided institution, RCMAS remains committed to the educational mission of its founders, producing **excellent results**, **placements** and **societal service**.

The College implements initiatives to address all 17 **Sustainable Development Goals (SDGs) envisioned by the UN.** It stays updated with sustainability, service and national interests. RCMAS is the **only BBA Institute from Kerala** to have received the **ATAL FDP Support with Grant-in-Aid** in 2024. An **ICSSR Research Proposal** on Fabric Waste Management in Kerala, **aligned with Vision Viksit Bharat@2047** has been shortlisted. Its **NSS unit has earned the prestigious Special Recognition Award from** the Office of the NSS, **Government of Kerala**, for its outstanding contributions during the year 2022-23.

RCMAS has created an ecosystem that serves as a precursor to **Outcome Based Education**. The HEI uses LEMAN and EXMAN **softwares generated by its own students**. The Screw Pine Training Workshop "Ezha", imparted training to students who in turn gave **new designs to the local artisans**. The English students **published an anthology of poems and short stories**, as an output of their Creative Writing course. A student of Animation and Design received the CM's award for **logo design** for Seafood Restaurants of Fisherwomen. BCA Students created the **QR Scanning system** to access the Biodiversity Register. **The proposal submitted by the College's Innovation and Entrepreneurship Development Centre (IEDC) to the State Transport Minister for making KSRTC profitable has been approved**. These testimonials are evidence of success of the envisioned **Outcome Based Education** by **NEP.**

The upward career mobility of the **RCMAS alumni**, establishing themselves in key positions in society and especially in **RCMAS** including **13% serving as faculty in various academic departments** becomes an inspiration to the upcoming generations.

RCMAS forges ahead continually transforming achievements into milestones that inspire innovation, elevate education and leave a lasting impact on society.

Concluding Remarks :

Spread across the 85-acre Rajagiri Valley campus, beautifully situated along the Chitrapuzha and Kadambrayar rivers in the industrial hub of Kakkanad, Kerala, RCMAS is committed to provide holistic education, using cutting-edge technology, steering its students toward sustainable practices rooted in community service as envisaged by its **CMI Founders**.

Though CMI educational institutions are established as **minority rights institutions** of the Syrian Catholic Community based on minority rights constitutionally granted in India, they are committed to an **inclusive secular mindset**, contributing to a **pluralistic outlook** and promoting **national integration** and **harmony** through holistic education. The educational vision of the Rajagiri Group of Institutions is driven by **pursuit of academic excellence**, compounded by **dedicated community service**, that equips the learner to be **skilled** and

future-ready, contributing towards a **sustainable environment** and committed to **nation building**.

RCMAS aligns with the new **National Education Policy (NEP)** and to the tenets of **Indian Knowledge System, Outcome Based Education, Sustainable Practices, Equity and inclusivity, and Online/Digital Learning.**

Set amidst an urban landscape, the College has succeeded in creating a **Biophilic eco system and sustainable practices** through *Rajeevani*. As marked in the Biodiversity Register, 284 varieties of plants of which 20 are endemic and indigenous including the "*Rudraksham*" tree, embellishes the campus, bolstering the **Indian Natural Heritage .** Responsible **water management** is ensured through **Mazhakkuzhi** (open wells for collecting rainwater**), Rainwater Harvesting Unit and Water Canal with Bund**. RCMAS campus is a **plastic-free zone,** and joins hands with the PM's **Swachh Bharat Mission**, through a comprehensive waste management and e-waste management system.

The HEI aligns to the PM's call for **"Yoga as a healthy way of life"** and **"Fit India"** movement, by promoting **Yoga and Physical wellness**. It boasts of a dedicated **"Yoga Library",** as well as a **Yoga Centre**. **SPORTICO** and **Open Gym** ensures sports and physical wellness.

Staying abreast to the needs of the **digital era**, as well as in alignment to the national policy on education, RCMAS promotes both **online and distance learning**, by being the **local chapter for SWAYAM and NPTEL.**

RCMAS is committed to continuing this journey towards further excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	     Answer before DVV Verification :
	     Answer After DVV Verification :42
	   Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*
	
	   1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
	
	Answer before DVV Verification:
	
	see table below
	
	Answer After DVV Verification :
	
	see table below
	
	   Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: _see table below_ Answer After DVV Verification : _see table below_

1.2.2.1 Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1929	1552	1047	1132	820

1.2.2.1 Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1840	1552	1047	1132	820

2.1.2.1 Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
87	101	102	109	97

2.1.2.1 Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
86	97	100	107	95

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
172	172	172	172	125

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
172	172	172	172	125

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 2.6.3 | **Pass percentage of Students during last five years (excluding backlog students)** |

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
481	540	548	536	536

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
488	507	526	514	484

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
600	613	605	570	578

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
600	613	605	570	578

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
29	15	9	2	9

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
29	14	9	2	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.2

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

3.3.2.1. 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:

2023-24	2022-23	2021-22	2020-21	2019-20
14	6	2	3	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	0	3	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
95.26	95.33	94.68	310.211	152.57

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

93.55	93.54	91.67	306.06	147.10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* **4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
406.2	306.53	220.07	209.78	219.63 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
22.27	32.79	25.8	76.69	61.05 | Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
---	---

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* **5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
1802	1859	1800	225	1027 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
1783	1803	1773	225	1026 | Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
---	---

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
290	457	445	368	364

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
290	457	445	368	364

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
481	540	548	536	536

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
488	507	526	514	484

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
33	5	5	8	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
14	3	3	4	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.2	**Average number of sports and cultural programs in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
84	47	30	10	43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	16	10	5	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.2 — **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:

2023-24	2022-23	2021-22	2020-21	2019-20
60	49	36	27	42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
07	42	32	25	38

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 — *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
76	49	39	32	30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
75	48	39	30	29

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	17	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	17	17

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 94 Answer after DVV Verification : 90
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
---------	---------	---------	---------	---------
520.81	440.29	362.86	664.38	469.14 | Answer After DVV Verification: | 2023-24	2022-23	2021-22	2020-21	2019-20
---------	---------	---------	---------	---------
520.90	440.29	364.86	666.79	473.01	