SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

RAJAGIRI VISWAJYOTHI COLLEGE OF ARTS AND APPLIED SCIENCES

RAJAGIRI VISWAJYOTHI COLLEGE OF ARTS AND APPLIED SCIENCES
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajagiri Viswajyothi College of Arts and Applied Sciences (hereafter referred to as **RVCAS**), spread across a sprawling **6.175 acres campus in the rural expanse of Vengoor, Perumbavoor, was established in 2014,** under the Viswajyothi Educational and Charitable Trust of Sacred Heart Province, Kochi, and is affiliated to Mahatma Gandhi University, Kottayam. The Sacred Heart Province is one of the 15 Provinces of **Carmelites of Mary Immaculate (CMI)** Fathers, a religious congregation within the Syro-Malabar Catholic Church, founded on the vision of **St. Kuriakose Elias Chavara.**

The college had its humble beginnings with two academic programmes, and has now flourished as a renowned undergraduate HEI, **offering 7 New Generation Courses across 5 disciplines. RVCAS offers Undergraduate Programmes** in Commerce, Business Administration, English, Psychology and Computer Applications. Its growth has contributed immensely to the development of Vengoor Grama Panchayat and the surrounding areas, bolstering rural economy and trade. During the last 5 years, RVCAS has organized **81 Extension and Outreach Programmes**, and received **22 Awards and Recognitions,** ensuring upskilling its students, thereby, bridging the employability gap. **Pass percentage of 81.42%** reflects the HEI's commitment towards academic excellence.

RVCAS has **participated in NIRF and KIRF** rankings, and is Certified with **ISO 9001:2015**. The BBA and BCA programmes are **AICTE approved**. The HEI's healthy **Student-Teacher Ratio of 15.29:1, Student-Computer Ratio of 4.2:1 and Student-Book Ratio of 1:13.5** are unparalleled.

As a **Green Institution (A+ GRADE)** certified by the **Government of Kerala**, RVCAS exemplifies best practices in environmental sustainability, focusing on water security, waste management, energy conservation, and biodiversity preservation. It has joined hands with **Swachh Bharat Mission**, ensuring a **clean and plastic-free campus**. ED Club, IPR Cell and RVCAS' unique **"Think-Tank"** kick-starts an upskilled, entrepreneurial journey towards **Aatmanirbhar Bharat**. **Computer Literacy Programme** named **"Tech-Trek",** organized for local residents of Vengoor Panchayat, not only enriched the community towards digital literacy, but also bolstered the Hon. PM's **Skill India Mission**. The College ensures a **secular, inclusive outlook**, and the novel concept of **"Honesty Store"** presents the learners with a hands-on experience at **deontological ethics.**

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

Vision

"Excellence by Knowledge and Practice"

Mission

"To provide excellence in education while instilling social consciousness and human values, thereby empowering individual to face life's challenges with confidence".

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Visionary Leadership and Foresighted Management**: Inspired by the vision of the **Heavenly Patron St. Kuriakose Elias Chavara**, CMI Missionaries have established over 800 educational institutions, promoting academic excellence, cultural diversity, and holistic student development. Since its establishment in 2014, guided by the forward-thinking leadership of Sacred Heart CMI Province, Kochi, and Rajagiri Group of Institutions, RVCAS has taken impactful strides towards academic excellence.
2. **Diverse Academic Programmes and State-of-the-art Infrastructure:** RVCAS offers New-Gen academic programmes. The college enriches students' learning experiences with skill development courses, **add-on programmes and certificate courses**. RVCAS has **signed over 30 MoUs** with leading higher education institutions and industries, giving hands-on industry exposure to the learners. State-of-the-art infrastructure including **100% ICT-enabled classrooms**, computer lab, internet, reprographic facilities, library, hostels, sports amenities, and eco-friendly infrastructure, like gardens and water bodies, ensure holistic education. It also boasts a **healthy student-teacher ratio of 15.29:1.**
3. **Bolstering the Vengoor Neighbourhood**: Rooted in the vision of St. Chavara, RVCAS prioritizes social outreach initiatives. During COVID-19, RVCAS served as a **First Line Treatment Centre**, provided **Flood Relief Services,** and supported those affected by the outbreak of **Hepatitis B**. HEI collaborates with Vengoor Grama Panchayat, to support the **"Digital India"** campaign, bridging the digital-divide. The "**Madhu**" **free meals programme** (carrying forward St. Chavara's vision of *"Pidiyari"*) provides sustenance to the derelicts. Under **R-Vikas,** homes are constructed for the homeless. RVCAS was a forerunner in making Vengoor Grama Panchayat a waste-free zone through *"Valichariyal Vimuktha Vengoor",* which preceded the *"Valichariyal Vimuktha Keralam"* project of the **Government of Kerala**. It showcases the institution's commitment to environmental stewardship and community well-being.
4. **Green Campus Initiatives and Practices**: The HEI has woven **sustainable practices** into every facet of campus life, creating a model of ecological responsibility that extends beyond the institution's boundaries. T**he institution adheres to green protocols on its campus,** by implementing rainwater harvesting, waste segregation using coluor-coded bins, waste composting, fish farming, animal husbandry including hen, rabbit, and goat farming. The HEI is recognized by the **Kerala Government's** *Haritha Kerala Mission* as a certified **Green Campus** with an **A Plus GRADE.**
5. **Wisdom Path -** RVCAS's unique **Garden Library**

Institutional Weakness

1. **Constraints in Curriculum Design:** Being an affiliated institution, the HEI has limited say in designing or altering courses. The college does not have a representation in university academic bodies like Academic Council, Board of Studies, Senate and Syndicate.
2. **Financial Constraints**: As a self-financing, affiliated institution, the college lacks proper funding. The financial needs of RVCAS are typically met through internal sources, such as the College Management, PTA, and Alumni.
3. **Lack of Adequate Research Facilities**: The college's limited research facilities and insufficient funding hamper opportunities for the students and faculty to engage in extensive and impactful research practices.
4. **Low Enrollment Ratio**: As the HEI is in a rural area, the lack of frequent transport has been a major hindrance. This has inadvertently resulted in low admission rates. However, this has simultaneously

been a blessing in disguise, as the college has used this as an opportunity to provide optimal attention to the enrolled learners.

Institutional Opportunity

1. **Potential for Expansion:** With **6.175 acres** of available land for future development activities, the college **possesses substantial potential** to introduce new programmes and facilities, positioning it for significant growth and expansion.
2. **Internationalization and Student Diversity:** Currently, The HEI has **students from other districts and states of the country and some of them are NRIs.** Expanding the base, with intake from more international countries would offer a potential scope for expansion.
3. **Collaboration and Placement Opportunities**: The college **enhances placement opportunities and career prospects** for students, in collaboration with its sister institutions such as Rajagiri College of Social Sciences (Autonomous), Kalamassery and Rajagiri College of Management and Applied Sciences, Kakkanad.
4. **Industry Exposure**: The nearby industries and research institutes provide **ample opportunities for internships and academic projects**. RVCAS collaborates closely with these organizations to enhance placement and internship opportunities for students.
5. **Part-time Job Opportunities**: The **introduction of add-on programmes** like Digital Marketing and Certificate Courses in "Share Trading", helps students gain part-time employment while studying, which is particularly advantageous for those residing in hostels.

Institutional Challenge

1. **Geographical and Transportation Issues**: The college faces limitations in student enrolment due to its rural location, undeveloped roads, and inadequate public transportation. To mitigate these issues, **the HEI arranges College Bus Services for students.**
2. **Academic Flexibility**: The limited academic flexibility due to its affiliated status is mitigated by implementing **employable add-on programmes and certificate courses.**
3. **Natural Calamities**: Local holidays disrupted by heavy rain, floods, and other natural calamities often affect the academic schedule. **To mitigate this, RVCAS adjusts its academic plans by using online Google Classrooms,** ensuring the continuity of both curricular and extracurricular activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

RVCAS is an **affiliated institution under Mahatma Gandhi University, Kottayam**, and thus follows the curriculum prescribed by the university.

The IQAC of RVCAS oversees planning and implementation, adhering to the University's Academic Calendar and Examination Calendar, College's Annual Plan and Departmental Action Plan. The institution conducts formative and summative assessments, including internal examinations, assignments, seminars and attendance monitoring, all in line with university norms.

Aligning to the CMI Vision, RVCAS excels in addressing **cross-cutting issues** such as Professional Ethics, Gender, Human Values and Environmental Sustainability. The curriculum is designed to incorporate these vital themes, offering **Certificate Courses** like **"Business Ethics"** and **MOOC courses** on **"Organic Farming."** Students actively engage in projects that address these issues, applying their knowledge to real-world challenges. Additionally, RVCAS conducts various programmes to raise awareness and celebrate these values, including events on Environment Day, Women's Day and International Ethical Hacker's Day. Through these initiatives, RVCAS is dedicated to fostering a holistic education that cultivates responsible, ethical, and socially conscious individuals.

As a semi-residential campus, RVCAS promotes close interactions between students and faculty, enhancing the overall educational experience. The **"Tech Trek",** a technological literacy initiative to minimize the digital divide, by the staff and students of RVCAS, encourages community engagement and technological empowerment in the Vengoor Panchayat. This programme aims to develop the remote area, both educationally and socially.

During the assessment period 2019-2024

- **931 students** successfully completed **57 Certificate/Value-added courses/MOOCs**.
- **55.34%** of students attended **Project/Internship/Industrial Visit** during the Academic Year 2023-24
  - Project – 85
  - Internship – 29
  - Industrial Visit – 31

- RVCAS has a transparent system for collecting and analysing feedback from its stakeholders, and the reports of responsive action taken on this basis is made available on the college website.
- RVCAS is registered as **SWAYAM/NPTEL** local chapter.

- RVCAS conducts two **Internal Examinations** in each semester along with assignments/ seminars/project/viva, accordingly.
- Class-wise **PTA meetings** are conducted to monitor student advancement.

Teaching-learning and Evaluation

RVCAS is committed to fostering holistic development of youth through a robust educational framework. It **fosters a student-centric learning environment, aligning to the CMI Vision of social service, nurturing innovation and entrepreneurship.** RVCAS follows a transparent admission process through the **Centralized Allotment Process (CAP)**, strictly adhering to the reservation policies established by the Government of Kerala and M.G. University.

The teaching-learning ecosystem of RVCAS is fuelled by the **3S - *Siksa* (Experiential Learning), *Samjna* (Participatory Learning), and *Samavaya* (Problem-solving),** along with an excellent **ICT Infrastructure.** The needs of advanced and slow learners are taken care of through personal mentoring, peer tutoring, etc. and **remedial examination**s are conducted. **Capacity building programmes** and **placement support** bolster employability.

RVCAS ensures that academic standards are met, with **96.47 %** of sanctioned posts filled with a **15.29:1** Student-Teacher Ratio. **75.6%** of its **faculty are NET/SET** qualified or has **Ph. D** and **35.29%** are **pursuing**

Ph. D.

Student progress is monitored and assessed continually, **evaluating the attainment of Learning Outcomes** (Programme Outcomes and Course Outcomes) using both **direct** and **indirect methods**. Direct methods involve in-semester and end semester assessments, while indirect methods include **exit surveys**. Grievances are addressed through a **three-tier grievance redressal mechanism.**

Research, Innovations and Extension

The educational vision envisaged by the CMI founding fathers of RVCAS is deeply rooted in community engagement. The college is committed to nurture creativity, innovation and entrepreneurship, thereby upskilling its students and staff, contributing to the development of the nation.

ED Club and IPR Cell ensure a conducive environment for the same, and RCVAS' unique Idea Lab named **"Think-Tank"** serves as an incubation for start-ups. This can be evidenced by-

- **46 workshops, seminars, and conferences** on various topics, including Research Methodology, Intellectual Property Rights and Entrepreneurship were conducted.
- Further emphasizing its commitment to academic collaboration, RVCAS engaged in **30 MoUs** and collaborations for faculty and student exchange, internships, field projects, and research.
- It actively promotes **Indian Knowledge System** via the promotion of Ayurveda, workshop on Kalarippayattu, Vedic Mathematics, Yoga, Herbarium, and linkage with VTB College, Palakkad for preservation of rare manuscripts.

The HEIs efforts at **fostering research** is underlined by

- The college received a research grant of **Rs. 22,10,490/-** from funding agencies like **SERB and Krishi Bhavan**.
- Faculty members **published 16 books/book chapters**

St. Chavara's vision of helping the underprivileged was safeguarded by the service extended to the social extension activities. The HEI was at the forefront of battling the floods. During the **COVID-19 Pandemic**, RVCAS served as **Quarantine and First Line Treatment Centre** and helped the community to survive and recuperate the crises. The institution tied up with the local residents, grama panchayat, and other leading experts, venturing into manifold activities serving the community, including food and essentials kit distribution, awareness campaigns, medical programmes, etc. RVCAS has organized **81 Extension and Outreach Programmes**, and received **22 Awards and Recognitions**, emphasizing its dedication towards rural community upliftment. NSS unit of the college organizes "**Madhu"**, **a mid-day meal programme** for the derelicts, taking forward the charitable legacy of St. Chavara's vision of *"Pidiyari".*

The institutional Best Practices – **R-Vikas** and **RELIEF**, and distinctiveness – *KISAN***,** reflects its commitment towards a holistic educational ecosystem, rooted on Innovation and Extension.

Infrastructure and Learning Resources

RVCAS is spread over **6.175** acres of land consisting of **3 blocks**. It is committed to provide state-of-the-art

facilities for its students and ensures the same by upgrading infrastructure and learning resources, by optimizing the use and deployment of current facilities.

Classrooms and ICT Facilities

- 100% well-ventilated classrooms which are ICT enabled including **13 LCD** projectors and **4 interactive panels** with adequate furniture, speakers, and a maximum **seating capacity of 60.**
- **73** computers/laptops of which **62** are available for student usage with the student-computer ratio of **4.2:1**.
- Computing facilities includes **43** computers and **2** laptops in computer lab integrated with language lab, **10** computers at browsing area and **5** computers in the Research Navigation Centre of the library.
- LMS tools like G-Suite, Google Classroom, are utilized to facilitate effective teaching and learning.
- **Linways Academic Management System** (AMS) is the software utilized for sharing course materials, assignments, and communication.
- **56 CCTV cameras** are installed across the campus.
- The **internet bandwidth is 100 Mbps and 40 Mbps** with **19 Wi-Fi Access points**.
- During the assessment period the HEI has expended **61.91% in Infrastructure Augmentation,** out of its total expenditure, is significant

Library Facilities

- Library is automated using the **Integrated Library Management Software, KOHA the "24.05.02.000" version.**
- Digital Library Facility for remote access and e-resources through **DELNET, British Council Library** and various open resources.
- Institutional membership in **American Center Library.**
- Garden Library – **Wisdom Path.**
- Research Navigation Centre.
- Over **15216** e- journals, **18975** e- books, **7** Print journal subscriptions, **3521** print books and **10** periodicals.
- 25 rare books collection.
- 5 Palm leaves and manuscripts.

Sports and cultural facilities

- Multi-Purpose Auditorium
- Multi-Purpose Open Lecture Hall
- Music Room
- *Aaranyakam*
- Chavara Square-College Portico
- Think Tank – Idea Incubation Center for students
- Yoga Center
- Centre for Physical Fitness – Gymnasium
- Basket Ball Court
- Volley Ball Court
- College Ground for Football and other athletic event
- Badminton Court
- Tug of War Field

- Indoor Games Section

Divyangjan Friendly Facilities

- Ramps with handrails
- Parking Facility
- Toilet Facility
- Wheel Chairs

Student Support and Progression

Academic excellence is key to RVCAS, and it places due emphasis on student support and progression.

Considerable financial assistance was provided to the students over the last five years (2019 to 2024), as **978** of the **1,352 students benefitted** from **scholarships and freeships** offered by government, non-government agencies, and institutions, amounting to a total percentage of **72.33%**. Additionally, the institution organized a total of **43 capacity development and skill enhancement activities**.

For bracing up the students in **competitive examinations, 43 programmes** were conducted by the HEI. Consequently, **65.39%** of outgoing students were **placed and/or progressed** to higher education. **51** students **qualified in State/ National/ International level examinations** like CAT/MAT/IELTS/PTE etc. The institution prioritizes students' co-curricular activities, with students participating in **169 sports and cultural programmes,** organized by the institution and other institutions. **21 students received Awards or Medals** for outstanding performances in sports/cultural activities.

The institution ensures a **transparent grievance redressal mechanism**. Statutory cells, including **Anti-Ragging Committee, Student Grievance Redressal Cell, Internal Complaints Committee, and SC/ST Cell,** are constituted in accordance with the UGC regulations, and are actively functioning in the campus. In addition, **Minority Cell and OBC Cell** are also functional in the campus.

RVCAS has a sturdy alumni association named **AARAV**, with **chapters in Cochin and UK.**

Alumni offer integral **placement and internship support** to the students of RVCAS, locally and abroad. **AARAV has contributed immensely,** with **financial support** towards infrastructure development and maintenance. They also **support co-curricular activities** of the college, by serving **as resource persons** for lectures, entrepreneurship training, and career counselling.

Governance, Leadership and Management

RVCAS thrives on a **participatory management system, following** a **structured** and **decentralized** organizational framework**. The college's **Governing Body, Director, College Council and Departments** are involved in regular meetings, facilitating decision-making and action plan implementation. The **College Council ensures equitable implementation of quality improvement measures and the IQAC ensures the implementation of the same.**

Student governance is ensured by a decentralized parliamentary electoral system, which elects the student

council responsible for student affairs, arts, sports, and cultural activities. The college's governing body formulates long-term and short-term plans aligning to the vision and mission of the institution.

e-Governance has been implemented in administration, finance, admission, attendance, examination and library. The HEI implements welfare measures for staff, including ESI, medical leave, maternity and paternity leave. A performance review system of the staff forms a part of the institutional culture. Feedback from various stakeholders ensures quality appraisal, enhancement and professional competency.

Faculty empowerment strategies are implemented, encouraging the faculty to participate and organize FDPs, conferences and workshops in emerging areas.

RVCAS has a robust **mechanism for mobilizing and managing financial resources. Financial auditing** of college accounts, both internal and external, by reputed chartered accountants, **guarantees transparency and accountability.** Finance committee **conducts internal financial audit, and other audits including Green Audit, Gender Audit, Energy Audit, IT Audit, and Library Audit, annually.**

The IQAC has initiated many programmes for augmenting the quality of teaching-learning process. In addition, IQAC takes steps to collaborate with accomplished institutions, keeping in lieu of accreditation processes by various national bodies. It also **plays a pivotal role in signing MoUs with various institutions and leading organizations of the industry.**

Thus, the governance, leadership, and management of RVCAS 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 RVCAS are guided by the CMI vision, along with the educational policies of the state and central governments. RVCAS demonstrates a **strong commitment to gender equity and social responsibility**. Comprehensive **gender audits ensure adherence** to gender principles, supported by the **women's cell "Sakhi,"** which organizes gender awareness programmes. Gender sensitization is woven into curricular and co-curricular activities, promoting respect and awareness. **Special facilities,** including a **She Corner**, and **girls' hostel**, ensure the safety and security of female students.

The college also **prioritizes environmental consciousness, sustainability, and inclusivity.** It utilizes alternate energy sources such as **solar panels and biogas plants,** and implements **energy conservation measures** to reduce its carbon footprint. **Integrated waste management and water conservation systems**, including rainwater harvesting, are in place. **Accessible and inclusive facilities are provided for individuals with disabilities.** Initiatives under **"KISAN"** include **various green activities and regular green and energy audits**.

Best practices at RVCAS are highlighted by **"R- Vikas,"** which focuses on community development and social responsibility, and **"RELIEF,"** which nurtures future professionals who are **industry-ready,** and is **deeply committed to contributing to a more just, equitable, and prosperous society**.

The institutional distinctiveness KISAN (*Knowledge Integrated Sustainable Agrarian Nexus),* nurtures a profound connection with mother-earth, and promotes attainment of self-sufficiency, through distinctive types

of farming. This is a commendable step towards the realization of *Aatmanirbhar Bharat.*

RVCAS' dedication to gender equity, environmental sustainability, inclusivity, and value-based education underscores its commitment to fostering a holistic and responsible academic environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJAGIRI VISWAJYOTHI COLLEGE OF ARTS AND APPLIED SCIENCES
Address	Rajagiri Viswajyothi College of Arts and Applied Sciences Vengoor P.O Perumbavoor Ernakulam (Dt)
City	Perumbavoor
State	Kerala
Pin	683546
Website	www.rajagiriviswajyothi.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Devasia M.D	484-2644777	9048056118	-	office@rajagiriviswajyothi.org
IQAC / CIQA coordinator	Solymon V.L	484-2644777	8606249056	-	solymon@rajagiriviswajyothi.org

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	No

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 Instiution/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 Viswajyothi College of Arts and Applied Sciences Vengoor P.O Perumbavoor Ernakulam (Dt)	Rural	6.175	6832.96

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,Commerce,Model II Finance and Taxation	36	PLUS TWO	English	40	0
UG	BCom,Commerce,Model II Logistics Management	36	PLUS TWO	English	40	6
UG	BCom,Commerce,Model I Finance and Taxation	36	PLUS TWO	English	40	25
UG	BBA,Management,	36	PLUS TWO	English	80	41
UG	BCA,Computer Applications,	36	PLUS TWO	English	40	36
UG	BA,English, English Literature Communication and Journalism Model III Triple Main	36	PLUS TWO	English	24	0
UG	BSc,Psychology,Model I Psychology	36	PLUS TWO	English	24	9

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				1				16			
Recruited	0	0	0	0	1	0	0	1	3	13	0	16
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				6
Recruited	2	4	0	6
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	12	0	15
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/M CH	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	1	0	1
PG	0	0	0	0	0	0	0	1	0	1
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/M CH	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	76	0	0	0	76
	Female	41	0	0	0	41
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	4	3	5	3
	Female	1	0	1	0
	Others	0	0	0	0
General	Male	51	40	73	92
	Female	32	12	28	23
	Others	0	0	0	0
Others	Male	2	2	1	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		90	57	108	118

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	RVCAS has made considerable efforts in incorporating multidisciplinary education in tune with NEP 2020 guidelines, and being an affiliate HEI, adheres to the curriculum designed by MG

	University for various programmes. However, the College takes proactive measures to meet the requirements of the dynamic Industry requirements and has been offering new opportunities to the students for holistic education. As part of the preparedness to NEP, the measures taken are (1) Offering Certificate Courses and value -added courses that provide Skill- Based Training, and the opportunity to engage with cross- cutting disciplinary subjects (2) Local Chapter for NPTEL/SWAYAM Courses encouraging asynchronous and diverse learning experiences (3) MoUs with academic institutions and corporates to promote the academic ambience and flexibility in learning (4) Inter disciplinary Conferences, talks and workshops, and (5) Yoga, meditation and value education. In addition, the University curriculum offers interdisciplinary approaches as (1) Open Courses for Undergraduates: The courses of all disciplines including physical education are open to students where they can choose any offered course of their interest from other disciplines (2) Multidisciplinary/ interdisciplinary Projects for Undergraduates: The final semester students can undertake collaborative projects with Multidisciplinary/ interdisciplinary aspects. FYUGP has been implemented from June 2024.
2. Academic bank of credits (ABC):	The College has made efforts in integrating ABC system from 2024-25 Academic Year. The College invested its efforts in sensitizing students on credit transfer and choice-based credit system, additional credits that can be scored through involvement in NSS, sports and fine arts. The institution successfully mentored an extra 4 credit MOOC. To improve the learning experience, the students are encouraged to enroll and complete MOOC and attend online courses through NPTEL/ SWAYAM platforms.
3. Skill development:	The College emphasizes on the overall development of students and pays special attention to skill development benefiting their careers. The spirit of innovation and entrepreneurship skill is inculcated through Entrepreneurship Development Club and the Innovation and Entrepreneurship Development Cell. College has a stationary shop named "Honesty Shop", which is working without a shopkeeper, completely owned and managed by the students. For the girls, hands on workshop is given for attaining

	self-defence skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since the college is an affiliated institution, the scope of integrating various components into the curriculum is limited. Despite this restriction, the college has endeavoured to incorporate the Indian knowledge system into the curricular and co-curricular activities in the best possible manner. Prominent Indian literary doyens are included in the syllabi of UG English Language and Literature. Hindi, the national language, and Malayalam, the regional language, are offered as common courses in BCom. For the BA English programme, the paper titled Indian Writing in English (EN3CR05) is offered as core courses. The course deals with the basics of Indian aesthetics and literature. The college conducts Yoga Training and yoga day is celebrated every year. The college is keen on promoting organic farming and our students undergo a course on Organic farming (MOOC) conducted by the University in the First Semester itself. In Collaboration with VTB College, the college treasures rare palm leaves. Students maintain handwritten manuscripts of rare medicinal books, The college shows keen interest to observe special days in and outside the campus with the commemoration of great people, observance of historic events and special days to disseminate knowledge on the rich heritage and the eternal Indian Knowledge System. As a part of understanding the linguistic and cultural diversity of our nation, various departments conduct study tours to historic places.
5. Focus on Outcome based education (OBE):	The College is following the syllabi framed by the affiliating university. The Course Outcome (CO), Programme Outcome (PO), and Programme Specific Outcomes (PSO) are explained well in the syllabi of all programmes and they are shared with students through the college website and the teachers handling various courses.
6. Distance education/online education:	Technology-enabled learning has become increasingly important in today's educational environment. Being an affiliated UG college, there is only limited scope for providing distance/online education. During pandemic classes were delivered only online using google platform. Students are encouraged to do online certification courses of SWAYAM/NPTEL and COURSERA.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club of Rajagiri Viswajyothi College (RVELC) was constituted on 03-10-2023.
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?	Principal appointed Ms. Anila Roshan Joy, of Department of English, and Mr. Arun V. V., of Department of Commerce, as the faculty coordinators, and Mr. Joseph Mathew, of 3rd year BBA, as the student coordinator.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	A number of innovative programmes and initiatives were undertaken by RVELC with the support of Mr. Saju Paul, Ex-MLA, Perumbavoor. A voter awareness programme was conducted on 6th October 2023, for the students, to raise awareness about their voting rights. A voter registration campaign was conducted on 12th March, 2024, at the college auditorium, to support the enrollment of students, into the voters list.
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.	The club conducted a quiz competition to enhance students' understanding of elections and election procedures. The quiz competition was coordinated by Ms. Anila Roshan Joy and Mr. Arun V. V. The team of Yedunandan S. from 2nd Year BA English, and Jeevan John Martin from 2nd Year B. Com was declared the winner.
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.	72% of the students were enrolled as voters already. Owing to the Voter Registration Campaign organized by the RVELC, it rose to 86.3%.

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
262	249	271	322	248

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: 34

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
17	16	17	17	15

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
153.05	157.04	127.61	287.78	702.42

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

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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:

Curriculum Planning

- The **IQAC** drafts the college **Academic Calendar**, incorporating **Departmental Action Plan** and the **University Academic Calendar**.
- The **College Council** reviews and approves the calendar, which is later published in Handbook.
- A **Master Timetable** is prepared at the college level, for proper curricular implementation.
- **Department Level Action Plan** is prepared at the beginning of the academic year.
- **Course Allocation** is done in the departmental meetings, based on faculty competencies and workload. Faculty prepare **Lesson Plans** at the start of each semester, based on **Course Outcomes** for effective curriculum planning and delivery.

Curriculum Delivery

- **Induction Programme (*Deeksharambham)* is conducted at the beginning of every academic year, to familiarise first-year students to the curriculum.
- Departments inform students about the **Timetable, Syllabi, Programme Outcomes, Course Outcomes**, and the weightage of **Internal and External Examinations,** at the beginning of the academic year.
- **Continuous Internal Assessment** components, such as assignments, attendance, and internal examinations, are planned and communicated to students in advance.
- **Course Allocation** is done based on the competency of faculty, and workload, by the departments. **Course Plan** is prepared by the faculty, based on Course Outcomes (COs).
- **Teacher Performance Records** ensure proper documentation, and systematic curriculum delivery.
- **Assignment Topics** are decided by the teacher, based on the nature of the course.
- **Remedial Coaching Classes** and **Mentoring Support** are provided for **Slow Learners**. Counselling sessions are also arranged.
- **Peer Teaching-Learning** experiences are given to advanced learners.
- **Bridge Courses** are conducted for first year students to facilitate **inclusiveness** of students from various streams.
- **Experiential learning** and the use of **ICT-enabled tools** enhance the effectiveness of **Curriculum Delivery** in the classrooms.
- The college uses **Blended-Learning methods**, combining traditional lectures with student-centric methods like group discussions, seminars, debates, peer learning, and outside classroom learning - *Siksa, Samjna, Samavaya*

- **Google Classroom** and **Google Meet** are used for instructional purposes.
- The college uses the **Linways-LMS** platform and is a local chapter of **SWAYAM-NPTEL**. E-resources, such as **PowerPoint Presentations** and **YouTube Videos**, are made available on Linways-LMS.
- **Certificate Courses, Add-on Courses, Value-added Courses, Skill Development Courses** under **ASAP**, and **MOOCs** are offered to enrich the **University Curriculum**.
- **Faculty Development Programme (FDP), VIDYUT** is designed to keep faculty members abreast of the latest advancements.
- **Annual Academic Planning** is done by the faculty under the guidance of IQAC before the commencement of academic year.
- The institution's library has a collection of books, print journals, and online access to **DELNET**.

Continuous Internal Assessment

- RVCAS conducts **two Internal Examinations** in each semester, along with **assignments, seminars, projects, or viva-voce**. Internal examination timetables are published before the exams.
- **Remedial Examinations** are conducted for **Slow Learners**.
- Class-wise **PTA Meetings** are held to monitor student progress.

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: 57

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: 68.86

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
196	179	206	197	153

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:

The CMI vision of education envisages nurturing a society that is comprehensive, principled, inclusive, equitable and sustainable in nature. Issues pertaining to **Gender, Environment and Sustainability, Human Values and Professional Ethics** are integrated to all programmes, as permitted by the **CBCS Matrix**. RVCAS, overcomes the limitations of being an affiliated institution, by incorporating **Certificate, Add-on** and **Value-added Courses** to enlighten the learners regarding these issues. Club activities and extension programmes also help to sensitize the learners. Two of the institution's **Best Practices** that align with these significant issues are **R-Vikas** and **RELIEF**. *KISAN* stands tall as the institutional **distinctiveness**, empowering the traditional agrarian roots of the country, involving the growing youth student population.

From 2019-2024, **38 courses** have been offered as part of the curriculum on issues pertaining to G-ES-HV-PE. Students were involved in **306 projects and internships, of which 208 was related to environment and sustainability** alone, underscoring its contemporary significance. The HEI conducted/ became part of 93 activities, underlining its commitment towards the development of a holistic society.

Integration of Professional Ethics

- Career Awareness Programmes
- Capacity Building Programmes
- Soft Skill Training
- On the Job Training
- Expert lectures, participation in Seminars, Conferences and Training programmes
- Code of Conduct and Discipline Committee
- Intellectual Property Rights

Gender Sensitivity

- **SAKHI** – The Women's Cell
- Self-Défense training for women
- Gender Audit is conducted regularly
- Internal Complaints Committee (ICC)
- **She Corner**
- Viswajyothi Girls Hostel

Human Values

- **Honesty Store** – A shopkeeper-free shop inside the campus
- **Madhu** - Mid-day meal provided to the derelicts
- Food Kit Distribution to Victims of Hepatitis B, in Vengoor Panchayath
- **School Adoption Programme (Govt. LP School, Paniyeli)**
- Public Awareness Campaign, based on Anti-Drug addiction, AIDS, Mental Health, Lifestyle diseases, and COVID-19
- **Blood Donation Camp, in association with IMA**
- Medical Camp, at neighbourhood community
- Tribal Visits and Orphanage Visits
- Commemoration of days of National importance

- Cash Vouchers for selected families in the neighbourhood, during COVID-19
- **COVID-19 Quarantine and First-Line Treatment Centre (FLTC)**

Environment and Sustainability

- Recognized by the Kerala Government's **Haritha Keralam Mission** as a certified **Green Campus** with an **A Plus Grade**
- **MOOC Course** on **Organic Farming** and **Organic Mannure Making**
- Course/topics related to Environment is mandatory for all UG programmes
- Nature Club
- Observance of **World Environment Day, World Ocean Day**, etc.
- Efficient rainwater harvesting for water conservation and ground water recharging
- Integrated Waste Management System
- Alternative Energy Sources - **Biogas Plant and Solar Panel Installation**
- Vending Machine and Incinerator
- **Green Audit conducted on a regular basis**
- Workshops, Seminars, Webinars, Nature Camps and Visit to heritage Sites to foster Green Awareness

Crosscutting Issue addressed 2019-2024	Courses in Curriculum	Certificate Courses	Projects & Internships	Activities
Professional Ethics	15	11	83	8
Gender	7	1	12	20
Human values	11	4	9	32
Environment and Sustainability	5	2	208	33

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: 55.34

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

Response: 145

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](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 41.39

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
117	90	57	108	118

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

2023-24	2022-23	2021-22	2020-21	2019-20
288	224	224	224	224

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: 9.85

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
4	7	5	7	3

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
64	50	50	50	50

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: 15.41

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:

Driven by the visionary management of CMI Fathers, RVCAS has adopted a holistic approach that aligns to the **co-existence and upliftment of the rural communities** surrounding the HEI, as a policy of education. It prioritises delivering quality education using **cutting-edge infrastructure**, fostering a **learner-centric OBE Approach**. **Creativity, Innovation, and upskilling have been three pillars of focus at RVCAS, towards "Skill India" vision of Hon. PM. Slow learners are paid due attention and Remedial Courses are provided to the learners.**

The teaching-learning ecosystem of RVCAS is fuelled by the 3S- **Siksa (Experiential Learning), Samjna (Participatory Learning), and Samavaya (Problem Solving),** along with a robust **ICT Infrastructure, bolstered by KISAN,** inculcating **Sustainable Practices** into the learning ecosystem.

Experiential Learning: Siksa

- **Student-Faculty Exchange Programme** by the Department of Psychology with SH College, Thevara and Christ College, Irinjalakuda. (based on MOUs)
- **Jijnasa -** One-to-One doubt clearance and interaction with Resource Persons from various fields
- **One month OJT** for BA English students at leading Print/Media platforms, including Red FM, Flowers, Matinee Live, Zee Keralam, Mediacity etc.
- **Internships of one month** by Commerce Students at Logistics related firms.
- **Study tours/Fieldwork and Industrial Visits,** by all departments.
- **Fieldwork** at Peace Valley Hospital, Nellikuzhi and **Field Survey** by Department of Management at Marine Drive and Lulu parking area based on Customer preference for EV Car vehicles.
- Preparation of face mask initiative by the **Craft Club (Tutorial/Educational YouTube Video)**
- **Tech-Trek**- Basic computer education for the laymen of Vengoor Panchayat
- **Organic Farming and Manure making**
- Paper pen and bag making
- **Bamboo workshop**
- Online Learning through **MOOCs-SWAYAM/NPTEL.**
- **Asanyoga**-Workshop on Yoga
- **Veggies Organic Farming: Jaivam Veggies**
- **Garden Library- Wisdom Path**

Participative Learning: Samjana

- **Quarantine Diaries-** Students actively engaged in content creation, posting more than 18 videos over a year on a weekly basis, on the college's YouTube Channel, during COVID-19.
- **GNOSIS-** Students actively participated in the Student Presentation Series, based on topics that are currently relevant.
- ED Club, established in 2019; **Honesty Store, is managed by ED Club members.**
- **Think Tank (Idea Lab)**
- The **participation of inter-collegiate sports and arts festivals, dramas, debates and role-plays.**
- **Students' representation** on the editorial board of the college magazine "Rivulet"
- **Open Classroom**

Problem Solving Strategies: Samavaya

- **Clubs and departments organize Quiz, Contests, and Debates.**
- **Games based learning/problem-solving**
- **The student representatives of the ED Club** manage the accounts of Honesty Stores, providing valuable real-time experience in accounting.
- **"Madhu"-Mid day meal distribution**

ICT-Enabled Learning Strategies:

- **The use of Linways AMS, Smart Boards, and G-suite**
- **The ILMS software**- e-resources with free access
- **The use of multimedia presentation tools** like PowerPoint and Easy Board
- **Language lab**
- **Additional Courses or Certificates in ICT** tools (Digital Marketing, SAP, AI, Tally ERP 9, Advanced Excel)
- **Blended Learning Environment:** Integrating conventional learning with online learning activities and resources. (Interactive Panel, Projector, Google Classrooms)
- **YouTube and blogs** by faculty for instructional content, support learning, and enhance academic engagement.
- **Smart classrooms** empower faculty to deliver enriched learning experiences.
- **Google Classroom and Google Meet** provides essential tools for students to engage in remote learning and collaborative activities.

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: 96.47

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
19	17	17	17	15

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: 75.61

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
12	13	13	13	11

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:

Being an affiliate HEI, RVCAS operates on an effective assessment and evaluation system that cope up with the guidelines established by the **M.G. University**. It includes **Continuous Internal Evaluation** and **External Evaluation.** The compliance ensures that assessments are conducted in a **Standardized**, **Fair** and **Transparent** manner.

Methods implemented to foster transparency in Internal Evaluation:

- **Orientation programmes,** explaining the **internal examination policy** of the institution
- **Internal Examination dates** are planned and marked in the Academic Calendar
- **Circulars** of examination containing date, timetable, and marks are circulated among the students
- **Free access to results** through Linways AMS
- Efficient **Grievance Redressal Mechanism** is in place
- **Remedial classes** and **additional tests** are offered to slow learners
- **PTA Meetings** are held regularly to ensure the involvement of the parents in student's progression

Methods implemented to foster transparency in External Evaluation

- As per the university norms, students are allowed to write semester examination only if they got a minimum of **75% attendance**.
- Share exam notification with students and facilitate the payment of fees through the **e-Payment system** of the college.
- Distribute **exam registration forms** in the class and **enter data** in the university portal as per the applications received.
- Share the **exam timetable** and **seating arrangements** via Circulars, WhatsApp group and notice board with students.
- Share the **invigilation duty list** with faculty prior to the commencement of examination.
- **Question papers** are printed at the exam center using the link provided by the University.
- **Internal squad** formed for ensuring the smooth conducting of examination.
- **External valuation** of answer scripts is done at University Centralized valuation camps.
- **The final result** of each semester is published by the university.
- Tutors conduct **result analysis** and consolidate the data.

Grievance Redressal Mechanism

Being an affiliated HEI, RVCAS follows a **three-tier grievance redressal mechanism,** easily accessible to the students to dispute any grievances related to the **assessment and evaluation.**

Tier 1: Department Level

Tier 2: College Level

Tier 3: University level

The institution follows a **standardized**, **fair** and **transparent** process for addressing the grievances related to internal examination through the **Grievance Redressal Cell.** The students can submit grievances in writing to the cell within 3 working days of the examination or publication of the result, as the case may be. Resolution is provided to the student concerned within 10 working days.

Reforms in the Examination

- To enhance the credibility, transparency and fairness, the institution constituted an **Exam cell** with an **Examination Controller** and Department Examination Coordinators from each department, in the year 2022.
- The exam cell has developed a **common question paper setting process** and collect question papers at the beginning of the semester, to eliminate discrepancies.
- Questions are prepared on the basis of **Course Outcomes (COs)** and **Programme Specific Outcomes (PSOs).**
- The exam cell has developed a policy of conducting **remedial examination** for slow learners.

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:

As the nation gears up towards a **New Education Policy**, identifying and mapping the **objectives** of the programme and its correlational **outcomes** from a **student-centred** approach, focusing on the **skills** and **knowledge** students should acquire upon completion of the course, has become indispensible. This approach involves establishing **clear learning objectives**, **designing instructional methods** to achieve these objectives, and **assessing student progress** based on the **attained outcomes**. Along with offering educators a **framework** to evaluate **student progress,** OBE enables the **educators** to **reflect**, and **measure** the **effectiveness** of their **teaching strategies.**

Process of Defining Intended Learning Outcome

Higher Education underwent a significant pedagogical shift in Kerala, by adopting the **Outcome-Based Education (OBE)** paradigm. This transition aligned all curricular processes to emphasize **measurable learning outcomes** and provided clear guidance for both educators and students toward **specific goals** and **purposes**.

- In the academic year 2023-2024, the Internal Quality Assurance Cell (IQAC), in collaboration with the College Council, took the initiative to implement OBE, aiming to deliver **student-centred education** that equips learners with the essential knowledge, skills, and competencies needed to excel in their chosen fields.
- The IQAC organized **seminars** and **in-depth discussions** on OBE and Bloom's Taxonomy. The

primary objective of these initiatives was to **empower** all faculty members to **design Programme Specific Outcomes (PSOs), Programme Outcomes (POs),** and **Course Outcomes (COs)** aligned with their respective programs and courses.

- The College Council established a committee of experts, who developed POs in alignment with the institution's **Vision and Mission**. Faculty members of each department collaborated with external subject experts to create and refine the PSOs and COs. COs were defined based on **Bloom's Taxonomy**, in alignment with the **curriculum of MG University.** These outcomes were then **reviewed** and **approved** by the **IQAC** to ensure their alignment with the curriculum and educational objectives.

Diverse Pathways for Communicating Learning Outcomes to Students

The learning outcomes are communicated to students through various channels as follows:

- Induction Programme
- Orientation Sessions
- Website
- Programme file shared with students
- Instructions of tutors in class
- PO display boards in every block of the HEI
- PSO display boards in every Department

Students are well-informed in advance about the assessment process of Outcome-Based Education (OBE). Teachers **proactively map in-semester assessment components with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) using Excel worksheet. Each course has its respective COs defined and linked to the corresponding POs and PSOs.**

Internal Examination questions are thoughtfully crafted to align with Bloom's Taxonomy and **are appropriately mapped to the COs**. **Student marks are diligently recorded** and **entered into the Excel** . Additionally, assignments, seminars, attendance, and other **activities are carefully designed to align with the intended learning outcomes through meticulous mapping.**

The evaluation of the attainments of POs, PSOs, and COs is conducted using both **direct** and **indirect methods**, including an **Exit Survey**. **Timely communication** of this information is facilitated through various communication channels with students.

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:

The implementation of Outcome Based Education (OBE), including the calculation of Programme Outcomes (POs) attainment levels and their alignment with Programme Specific Outcomes (PSOs) and Course Outcomes (COs), ensures that students acquire the **targeted knowledge** and **skills** in their chosen programmes. By consistently evaluating **course attainment** and gathering **feedback** from students, the college can continuously improve its educational offerings, fostering a **dynamic** and **responsive** learning environment.

Calculation Method

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are clearly defined for every course offered. Each course's COs are linked to the corresponding POs and PSOs. The evaluation of learning outcomes is conducted using both **direct** and **indirect methods**. **Direct assessment carries a weightage of 80%, while indirect assessment contributes 20% to the overall evaluation.**

- Direct Assessment includes **end semester examinations** and **continuous internal evaluations**. Continuous internal evaluations consist of two internal examinations, assignments, seminars conducted and monitored by the HEI. The end semester examinations are conducted by the University.
- Indirect Assessment is based on **exit surveys** conducted at the end of each course, where students provide **feedback** on their learning experiences, understanding of course material, and overall satisfaction with instructional approaches.

End semester assessment results are equally mapped to each Course Outcome (CO). For in-semester assessments, **four components** are defined **in alignment with university rules.** Internal examination questions are thoughtfully crafted to **align with Bloom's Taxonomy and appropriately map to COs.** Student marks are diligently recorded and entered. Assignments, seminars and other activities are carefully designed to align with the intended learning outcomes through meticulous mapping.

To determine the examination attainment levels of the courses, a threshold value system is followed

The students are categorized into three groups: those scoring between 40-49 percent (weighted as 1), 50-59 percent (weighted as 2) and 60 percent and above (weighted as 3) for Continuous Internal Assessments and Summative Examinations. Continuous Internal Assessments and Summative Examinations carry equal weightage, each valued at 0.5. **The examination attainment of Course Outcomes is then calculated** as the sum of the Continuous Internal Assessment weightage multiplied by the CIA threshold value and the Summative weightage multiplied by the Summative Examinations' threshold value (0.5 x CIA threshold value + 0.5 x Summative Examinations' threshold value).

HEI evaluates the direct attainment of each Course Outcome (CO) concerning Programme Outcomes (PO) and Programme Specific Outcomes (PSOs) using a formula:

Direct Attainment = Course Attainment Level * Mean value of the Concerned PO or PSO

In the indirect method, the alignment of Course Outcomes is validated with Programme Outcomes and Programme Specific Outcomes through Course Exit survey.

Finally, the overall attainment is calculated using the formula:

Overall Attainment = [(Assumed Test Weightage * Direct Attainment Value) + (Assumed Feedback Weightage * Feedback Value)].

With a clear framework for assessing student performance and a commitment to transparency through shared results, **HEI ensures continuous improvement in its educational programmes. The proactive efforts of Internal Quality Assurance Cell (IQAC) further strengthen the college's dedication to excellence in education.**

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: 81.42

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
39	76	96	87	22

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
59	95	109	102	28

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:

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: 22.75

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
0	22.1049090	0	0	0.65000

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:

Pursuit for **Academic Excellence** is the key ingredient that drives the Rajagiri ecosystem forward. Hence, the HEI lays great emphasis on creating a conducive space that fosters **creativity and innovation** among the learners.

As RVCAS prepares to embrace NEP, it is committed to join hands to provide (up)skilled, employable youth, bolstering the work force and economy of the country, aligning to national policies and missions like **Skill India,** *Aatmanirbhar* **Bharat, Make in India,** *Saksham***, Digital India** etc. **Platforms like, Entrepreneurship Development Club (ED Club), Intellectual Property Right (IPR) Cell,** ensure a conducive environment for the same, and **RCVAS' unique "Think-Tank" serves as an incubation "Idea Lab" for start-ups.** RVCAS' intercollegiate fest *"Kalopsia"* **contains a Business Plan Competition (Best Manager),** focused on Innovation.

It also lays great emphasis in preserving and promoting **Indian Knowledge System**, through indigenous farming, archiving manuscripts, MOOC Courses, encouraging Yoga etc.

One of the Best Practices of the HEI, **RELIEF**, is rooted on **Fostering Innovation and Ethical Leadership.**

Entrepreneurship Development Club

- **ED Club was started in the year 2019**
- ED Club is registered under **District Industries Center,** in 2024.

Key initiatives of the Club

- Entrepreneurship Workshop
- Honesty Store
- Jaivam Veggies
- KIED Flagship Training Programme
- Creative Tech Workshop
- Food Stalls and Craft Exhibitions

Idea Lab: **"Think-Tank"** as Innovative Space for student startups, like *Sister's Flavors*, *Digital Portraits* etc.

RVCAS was able to create two entrepreneurs- Ajay K. Mathew and K.M. Mathew Kattikaran. These two Alumni willingly engaged in 2 startup programmes, sharing their entrepreneurial experiences with current students, offering mentorship, investment opportunities, and practical advice.

During the assessment period HEI has received **Certificate of Appreciation from Kerala Institute for Entrepreneurship Development (2023).**

Intellectual Property Right Cell

The **IPR Cell at RVCAS** plays a crucial role in promoting **awareness of IPR and patenting**.

Key initiatives:

Conducted **Six Seminars and Workshops** on **IPR** during the assessment period:

1. Navigating Online Copyrights in Fictional Works
2. Seminar on "Copyright in Film: Navigating Legal Challenges and Opportunities"
3. Seminar on "IP Rights in the Digital Age: Challenges and Opportunities"
4. Workshop on "Intellectual Property Rights for Start-Ups"
5. Seminar on "Plants Breeders Rights"
6. Seminar on "Software Quality Assurance in Entrepreneurial Success"

Indian Knowledge System (IKS)

RVCAS promotes Indian Knowledge Systems, ethical practices, and traditions through diverse programs

such as MOOC Course in **Organic Farming**, Certificate Course in *Nadan Pattukal* etc., and workshops on **Yoga** and **Vedic Mathematics**. The HEI has consistently observed **Yoga Divas for** the past five years, giving impetus to **PM's vision of Yoga**.

RVCAS utilizes **Jaivam Veggies** to impart traditional farming techniques. Its **Herbal Garden** is a treasure trove of indigenous herbs, which are on the verge of extinction. It houses and preserves rare **palm-leaf manuscripts**, in tie-up with VTB College, Srikrishnapuram. **Handwritten manuscripts** pertaining to Ayurveda, named *Aayurgandha*, are compiled by the students, based on vocal lores, and they form unique records, fostering IKS.

Under the auspices of the **Folklore Club**, the HEI ensured **transfer of knowledge** through

- *Nadaka Kalari***,** folklore theater workshop
- Bamboo Crafting **-** Training in **traditional basket making**
- Sessions on *Kalaripayattu, Thiruvathira, Margamkali,* and *Nadodi Nirtham* were offered

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: 46

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
21	12	8	0	5

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

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[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: 0.47

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
12	0	2	1	1

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:

Ever since its inception, RVCAS has joined hands with the local self-governing bodies, and engaged in **meaningful community service**, bolstering the Vengoor Panchayat, along with providing a **real-life experience** to its learners. The roles played by the HEI during the **Kerala Floods of 2018**, and during pandemic **COVID-19,** as **Quarantine and First Line Treatment Center** were instrumental in the **recuperation** of the entire neighbourhood. Also, the **Extension and Outreach Activities** of the college has helped in addressing, tackling and creating awareness about pressing issues. **Rajagiri Vikas (R-Vikas)**, the **Campus Social Responsibility Initiative**, in collaboration with **NSS Unit No. 221,** oversees all outreach and extension programmes of the institution.

The college's dedication is reflected in its remarkable achievements. It has been honoured with **22 Awards and Recognitions** from various government and non-government agencies, highlighting its continuous commitment to community service and engagement. This included the flood relief activities, as well as the contributions during the corona virus pandemic.

The HEI has engaged in **educational support initiatives**, such as the following:

- Provided essential resources, including books, to **tribal students from the schools and libraries of Pinavoorkudy, Mannamkandam and Kuttampuzha**
- **Computer literacy** programmes named **"Tech-Trek"** for the members of Vengoor Panchayat
- Donated books to nearby orphanages **(Agape, St.Thomas Orphange)**
- Adopted school **(Govt. LPS Paniyeli)**
- **Self-defence programmes for residents (women) of Vengoor Panchayat**

The college spearheaded the following events sensitizing **health and wellness:**

- Medical camps
- **Blood donation camps**
- The college served as the **Quarantine and First-Line Treatment Centre** (FLTC), during **COVID-19 Pandemic**
- NSS came up with **stem cell collection** initiatives which were successfully initiated and continued.
- **Mask and sanitizer making**
- **Distributed masks and hygiene kits**
- NSS conducted **awareness programmes against AIDS**
- The college conducted a **survey related to Hepatitis B** in the affected area, near the college
- **Dengue fever awareness programme,** in the area, as the disease spread throughout Vengoor Panchayat

- Mid-day meal programme **"Madhu"**

Sustainable environment has always been a prime focus of RVCAS. In-house-practices including **Jaivam Veggies, Oxygen Zone, Wisdom Path etc., the HEI is also involved in ensuring healthy ecosystem in its neighbourhood**

- **NSS distributed saplings, organic mannuer, seeds and sapling pots to the local Anganwadis and schools.**
- The students of RVCAS have been regularly involved in **cleaning the panchayat streets** and helping waste management efforts *promoting Swachh Bharat Mission*
- Regular **awareness programmes against plastic,** while promoting sustainable products
- **Cleaning of neighbouring schools at Paniyeli and Krariyely**

Under the "**Snehaveedu Housing Project" (SHP),** the HEI constructs homes to provide for the homeless families. **During the assessment period HEI has constructed two houses expending Rs. 8,85,270/- under SHP in Vengoor Panchayat.** The students regularly visit the residents of old age homes (**Snehatheeram, Deivadan Centre**) and orphanages (**Agape, St.Thomas Orphange**) as an effort for social inclusivity.

Hands-on involvement in these **extension activities in the neighbourhood community creates a deep impact among the learners, and helps in sensitizing the students to social issues, thereby ensuring their holistic development.**

During the assessment period, the HEI has organised 81 impactful extension and outreach programmes.

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:

A decade into its existence, RVCAS has always prioritized academic excellence rooted in **Community Service and Development.** The extension and outreach programmes have played a pivotal role in helping the learners gain **clarity in perspectives**, shape their behaviours and hone their **skills**, thereby making **impactful contributions** to the neighbouring communities. **During the assessment period, the HEI has organised 81 impactful extension and outreach programmes.**The HEI has received **22 Awards and Recognitions** for its extension activities from both government and non-government bodies. This underlines the **unwavering dedication** of the HEI and its students in creating a **deep and**

meaningful impact towards its holistic vision of *Rajagiri Viswajyothi Vikas.*

During the assessment period from 2019-2024, the institution received the following awards for various extension and outreach activities:

Awards for Extension Received by the Institution

1. Certificate for Green Institution **(2024)**.
2. Letter of Appreciation from **Maithri Suicide Prevention Organization (2024)**.
3. Letter of Appreciation from **Cochin University of Science and Technology (2023).**
4. Letter of Appreciation from **CCPLM Anglo Indian High School (2023).**
5. Letter of Appreciation from **Indian Postal Department, Vengoor (2023).**
6. Letter of Appreciation from **Health Service Centre, Vengoor (2023).**
7. Letter of Appreciation from office of **Asamannoor Gramapanchayath (2023).**
8. Letter of Appreciation from office of **Govt. L.P. School, Mekkapala (2023).**
9. Letter of Appreciation from office of **Govt. High School, Mannamkandom (2023).**
10. Letter of Appreciation from **NIMS Hospital (2023).**
11. Letter of Appreciation from **St. Stephen's Higher Secondary School, Keerampara (2023)**.
12. Certificate of Appreciation from **DKMS BMST (2024)**
13. Letter of Appreciation from **Teresa Spinelli Public School, Kaloor (2024)**
14. Letter of Appreciation from **Office of Vengoor Grama Panchayath (2024)**
15. Letter of Appreciation from **Office of Edamalayar Tribal extension (2024)**
16. Letter of Appreciation from **Office of Kuttampuzha Grama Panchayat (2024)**
17. Letter of Appreciation from **Little Flower Mercy Home Welfare Association (2024)**
18. Certificate of Appreciation from **Kerala Institute for Entrepreneurship Development (2023).**
19. Letter of Appreciation from office of **Kerala State Road Transport Corporation (2023)**
20. Certificate of Appreciation from **Kerala State Blood Transfusion Council (2022)**
21. Letter of Appreciation from office of **Grama panchayat, Vengoor (2021)**
22. Letter of Appreciation from **Health Centre Service, Vengoor (2020)**

Awards for Extension Received by the Faculty and Students

Students and faculty were also recognized for their contributions to extension activities, which **demonstrate their dedication to community development.** Awards presented to faculty and students of RVCAS is a testimony of Academic Excellence rooted in **Community Service and Development** aligned with the mantra **" Lokah Samastah Sukhino Bhavantu".**

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: 81

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
34	20	13	2	12

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: 30

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:

RVCAS places utmost importance on the **continuous refinement** and **modernization** of infrastructure, striving to create an atmosphere that inspires and facilitates academic excellence in all endeavors. The entire land area of the institution is **6.175 acres**. The Building Infrastructure is divided into **3 blocks**. They are **St. Chavara Block, Fr. Jose Padayatty Block and Viswajyothi Block.**

As a **semi-residential rural HEI**, RVCAS lays immense stress on the **emotional and physical well-being** of the students. Rooted in the Indian tradition, and in solidarity to the **PM's vision of yoga**, RVCAS **Yoga Centre** helps learners live and promote a healthy way of life. The HEI gives immense significance to sports and physical activities, as envisioned by the **PM's "Fit India Movement"**, and has dedicated **playgrounds** and a fully equipped **gymnasium**.

Facilities for Teaching & Learning

14 spacious well ventilated **100% ICT-enabled classrooms**

62 Computers, including 2 laptops for students' usage.

LMS- Linways AMS, G-suite, Google Classroom, Zoom, etc.

Linways ERP Software is used for the smooth functioning of academic activities.

1 ICT enabled Multi-Purpose Open Lecture Hall

Facilities for Research

1. **Library**

- Institutional Membership: **British Council, American Centre Library, DELNET**
- **7 Print Journals**
- Periodicals: 10
- e-Journals: 15,216
- e- Books: 18,957

- **Book – Student Ratio- 1:13.5**
- Integrated Library Management Software- **Koha Version 24.05.02.000**

Computing Equipment and Facilities

- **73 Computers, 13 Projectors, 3 Interactive Panels, 7 Printers and 19 Access Points, 1 Reprographic Facility**
- **Internet Connection with a bandwidth of 100 Mbps, 40 Mbps NMEICT Connection**
- **Free Wi-Fi Campus**

Facilities for Cultural Activities

- Multi-Purpose Auditorium (Capacity 350)
- Multi-Purpose Open Lecture Hall (Capacity 80)
- Music Room (Seating Capacity 40)
- Aranyakam
- Chavara Square- College Portico

Facilities for the Promotion of Sports

- College Ground for Football and other Athletic events- 54*35mts
- Volleyball Court
- Basketball Court
- Health and Fitness Centre (Gymnasium) - 80 sq.mts
- Badminton Court
- Tug of War Field
- Indoor Games Section -6 sq.mts

Divyangjan Friendly Facility

- Ramps with Handrails
- Parking Facility
- Toilet Facilities for Boys and Girls
- Wheel Chairs

Facilities for Promotion of Mental Well-Being

- **Chapel** - Centre for spiritual consciosness
- Counselling Room
- **Waterscape**
- **Pet's Corner**
- Yoga Centre
- Garden and Recreational Area
- **Think Tank** – idea incubation centre for Students

Students' Welfare Facilities

- **30 KV on grid Solar Panels and 40 KV Generator,** for uninterrupted electricity

- College Mess-Cum-Canteen
- **Boys Hostel**
- **Viswajyothi Girl's Hostel**
- Girls Waiting Room/ Sick Room
- Boys Waiting Room/ Sick Room
- Parking Facility
- Sanitary Napkin Vending Machine
- Garden and Recreation Area
- **She Corner**
- **Honesty Store** (Shopkeeper Free Store)
- Cafeteria
- Reprographic Facility (Toshiba e-studio 2523 AD)

Other Facilities

- Board Room
- IQAC Room
- 3 Incinerators
- 6 Water Purifiers
- Generator Room
- 2 Biometric Punching Systems
- Examination Office
- Server Room
- Store Room
- **Staff Quarters**
- **1 Open Kitchen**
- 2 Wells

Security Measures

- 56 CCTV Cameras
- Fire Extinguishers
- Security Staff

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: 61.91

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
36.64	30.42	20.53	202.17	594.26

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:

RVCAS library **opens windows to the world** for its rural student clientele, as well as its enthusiastic faculty base. It is **rooted digitally** in accord to the need of the times, and houses thousands of **e-resources** through **DELNET, and British Council Library**. It also promotes **Open Educational Resources** like DOAJ, DOAB, Shodhganga, e-PG Pathshala etc. in its NEP Preparedness.

The college library initiated its automation journey in 2018, with partial implementation of the Linways software, and subsequently achieved full automation with the adoption of **KOHA library software, version 21.05.05.003, and upgraded to the version 24.05.02.000, in 2024.**

The RVCAS Library is not merely a repository of books and resources; It transcends the stereotypical definition of "a dark interior stocked with books" by opening to possibilities like **Wisdom Path (Garden Library),** and strives to be a **modern hub of exploration**, by exploring the possibilities of the **digital era**, and embracing the **modern advancements** in library technology.

Features of KOHA

- **Library automated using KOHA** library software, version 24.05.02.000.
- Supports more than 10 Lakh Records
- Fully integrated High Data Security
- Advanced Information Retrieval
- Offers Simple and Advanced Search Options
- Generates Customizable Reports
- Barcode Facility
- Manages User Accounts and Permissions

Services Provided by the Library:

- **Collection:** The college library currently houses 3521 books, subscription to 7 print journals and 10 periodicals including 6 magazines and 4 newspapers, 15,216 e- journals and 18,957 e- books
- Total number of students is 262 and the **Book-Student ratio is 1:13.5**
- Access to library resources, including both print and e-resources, Plagiarism Checking Software facility, as well as various articles upon request, through a **linkage** with Fr.Moses Library, Rajagiri College of Social Sciences, Kalamassery
- **Remote access service by the library:**

1. **DELNET**
2. Institutional Membership with **British Council Library**
3. **Web OPAC**
4. Open Educational Resources: DOAJ, DOAB, Shodhganga, NDLI, Project Gutenberg, National Digital Library, e-PG Pathshala, e-GyanKosh

- ·Institutional Membership with the **American Center Library**
- **Automated Book Issue and Return:** All books are barcoded, and is used for the issue and return of books.
- **Library Orientation Programme**
- **Question Paper Repository-** Since 2021, the institutional library maintains a comprehensive previous year question papers collection.
- **Internet Facility**: Bandwidth of 100 Mbps
- **Research Navigation Centre**
- **Manuscripts and rare books collection**
- **Wisdom Path** serves as a **Garden Library** with a serene environment and recreational space, where students can relax, and access a variety of books.
- **Library Extension Programmes**: Book donation drives in orphanages and tribal villages to expand access to library resources and services there by enhancing community engagement, and learning opportunities.
- **Library Blog-** Provides updates about library services, events, and academic support to keep students and staff informed and engaged. It provides the **complete list of Open Access e-Resources and Subscribed Periodicals**. It has an exhaustive list of **archived question papers**. It also has a **"Suggestions and Comments"** tab, encouraging democratic inputs for its betterment and upgradation.

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:

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

As the nation envisions a giant leap in enhancing quality of education through **Digital India,** RVCAS lays greater prominence in staying upgraded and ahead in its IT infrastructure, so as to **bolster its rural youth** in Vengoor.

The **visionary management** is always keen to build up **a strong IT infrastructure** containing **cutting edge technology** that inspires active participation of all its **rural stakeholders**, stimulating **optimal use of IT** in teaching-learning process, as well as in bolstering the **day-to-day functioning** of the college.

The college has **2 dedicated servers** for **ICT enabled** learning facility as well as **free Wi-Fi** connectivity with sufficient bandwidth of **40 mbps and 100 Mbps.**·

- 14 spacious well ventilated **100% ICT enabled Classrooms**
- All Staffrooms and Classrooms have LAN ports through Internal Networking, which ensures Uninterrupted Network.
- **10 KV Online Modular UPS** is also provided
- The well-equipped and automated Library follows the **Open Access System** and have access to Digital Resources, previous year's question papers, e-books, e-journals, **DELNET, British Council** and Open Educational Resources.
- The Library is automated using **KOHA** Integrated Library Management Software, and is equipped with **5 computers** in **Research Navigation Centre.**
- **All departments** have Computers with Wi-Fi connectivity.
- **Reprographic Facility** for Students and Staff is available.
- There are **13 Projectors**, **3 Interactive Panels**, **71 Computers**, **2 Laptops**, **7 Printers** and **19 Wi-Fi Access Points**
- **Computer Lab**, integrated with the Language Lab, has **43 Computers** and **2 Laptops**
- **Browsing Area** in the College has 10 Computers

- **High Speed Printers** are used in College like BROTHER 2520 D and 2321; L-Duplex
- Staff and Students are provided with mail ids with Institutional Domain through **G-suite**.
- Provisions for **Cashless/Digital Transactions** is made available for fee payments
- A new Academic Management system **Linways** is used for Academic Purposes.

Updation of General Campus facility

- **56 CCTV** facility was installed to ensure centralized and uniform coverage of the entire Campus.
- The Institutional Website is **Updated Regularly**.

Updation of Computing Facility

- In 2018, there were only **22** Computers.
- In 2023, upgraded to **45 Computers**
- In 2024, RVCAS has **73 Computers**, of which 71 Computers and 2 Laptops are for Students' usage.

Updation Of Internet Connectivity

- In 2019, Internet Bandwidth was 10 Mbps
- In 2020-2022, Internet Bandwidth was 20 Mbps
- In 2022-2023, upgraded to **40 Mbps optical fibre** dedicated lease line, BSNL NMEICT connection and
- In 2023-2024, upgraded to **100Mbps** Stampede, along with the BSNL NMEICT Connection and Broadband.

Updation of LMS

- **Linways AMS** is used for managing the Learning System of RVCAS.
- In 2020, only **Attendance Marking** was done using Linways.
- From 2023, the software was used for generation of **A2 and B2 forms** and **Internal Mark Entry too**.
- From 2024, Linways is also used for the submission of student assignments.

During the assessment period HEI has expended Rs. 31,84,000/- for IT infrastructure development and upgradation.

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: 4.23

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

Response: 62

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: 30.14

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
96.17	112.44	72.95	66.50	82.38

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: 72.34

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
261	246	224	42	205

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](#)
Institutional data in the prescribed format	[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: 75.3

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
228	240	189	131	230

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: 65.39

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
28	62	75	74	18

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
59	95	109	102	28

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: 37.5

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
11	23	7	10	0

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

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: 22

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
9	3	1	0	9

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: 33.8

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
39	36	35	25	34

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:

AARAV(Alumni Association of Rajagiri Viswajyothi)

Alumni Association of Rajagiri Viswajyothi was registered in **2023 (Reg.No.EKM/TC/225/2023),** under the Travancore-Cochin Literary Scientific and Charitable Organisation, with chapters in **Cochin and UK**. Ever since the graduation of its first batch in **2017**, AARAV has played a pivotal role in maintaining the alumni connected to the alma-mater, bolstering **Academic, Cultural and Holistic growth**, ensuring preservation of the rich **Rajagirian Tradition and Ethos**. All outgoing students are members of AARAV. The annual alumnae gathering is organized on **26 January**, every year.

AARAV has contributed immensely, with **financial support** towards infrastructure development and maintenance, as well as for other purposes. They also **bolster co-curricular activities of the college**, by serving as resource persons for lectures, entrepreneurship training, career counselling and talks. Alumni involvement was instrumental during the **Kerala floods** and **COVID-19 Pandemic**.

RVCAS also ensures due representation of its Alumni in college IQAC. There is a **dedicated page** for them in the **college website**. **Guest house facility** is provided for alumni while visiting the college, as resource persons. An **Alumni Directory** is in place. There are dedicated **WhatsApp groups** for alumni and online meetings are organized often. **Alumni Souvenirs** (Keychain, Cup, etc.) are made available during the annual meet, **to kindle their warm college memories.**

Alumni Engagement and Contributions-

1. **Financial Support:** Alumni fund an event in **Kalopsia. Merit (Cash) Awards for Best Outgoing student** (Male and female) is also provided by them. **Rs.77000/- was contributed to** *Kalopsia* **by the Alumni in 2023-24 alone.**
2. **Athul Memorial Award**: In-order to commemorate the untimely demise of Athul B., of B.A. English (2019-2022 batch), an endowment award has been constituted by the alumni. It is provided to the batch topper, every year.
3. **Book Donations**: AARAV has **contributed 100+ books during the assessment period (2019-24)**, enriching the RVCAS Library.
4. **Infrastructure Support**: Alumni has contributed to RVCAS infrastructure, by donating essential items like stationery, chairs, and electrical equipment. Bolstering the institutional efforts **towards**

solar upgradation (30 KV), AARAV contributed 3 solar lamps.

5. **Ed-Talks:** AARAV played a significant role in capacity development, by organizing **7 Ed-talks** (educational and informative interactions) by the former students, who shared their professional experiences, insights, and advice with current students. They covered a wide range of topics, including, career development, industry trends, personal growth, and leadership, providing motivation and guidance, training the students to be industry-ready.

6. **Job Assistance**: By leveraging their professional networks, AARAV played an instrumental role in **3 placement drives**, creating job opportunities, for final year students.

Startups, Entrepreneurship, and Incubation support: Within a decade since its inception, and 7 years since its first batch graduated, RVCAS was able to create two entrepreneurs- **Ajay K. Mathew and K.M. Mathew Kattikaran. These two Alumni willingly engaged in 2 startup programmes, sharing their entrepreneurial experiences with current students, offering mentorship, investment opportunities, and practical advice.** RVCAS' "Think Tank" was bolstered by their inputs.

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:

RVCAS, envisages to build a **socially responsible generation, by instilling human values,** aligning to the CMI vision.

Vision:

"Excellence by Knowledge and Practice"

Mission

"To provide excellence in education while instilling social consciousness and human values, thereby empowering individuals to face life's challenges with confidence."

Core Values (MILES)

Mutual Respect

Integrity

Learning

Excellence

Social Commitment

NEP Implementation:

Being an affiliated and un-aided institution, RVCAS has taken sufficient measures to embrace **NEP**. It has always emphasized experiential learning practices, giving emphasis to inter/multi-disciplinary approaches. Students are encouraged to take **MOOC Courses** as well as online certification courses of **SWAYAM/NPTEL** and **COURSERA**, permitting credit accumulation/transfer. The HEI places due emphasis on skill development, ensuring **OBE mapping**, and **has conducted FDPs on OBE and MDCs** in its **NEP/FYUGP Preparedness.**

Decentralisation and Participation in the Institutional governance

RVCAS has a well-operational **participatory and decentralized management system,** ensuring **top-bottom involvement (Governing Body to stakeholders)** in **decision-making.** This decentralization is further strengthened by the formation and regular meetings of various committees, including the IQAC, College Council, Staff Council, Departments, Finance Committee, Planning Board, Discipline Committee, **ICC, Grievance Redressal Committee, Anti-Ragging Committee, Minority Committee, and Sexual Harassment Prevention Committee.** These nominated members actively participate in decision-making processes, and the development of policies and procedures. **Short-term and long-term plans** are deployed following its vision and mission.

Case Study – Construction of Viswajyothi Girls' Hostel as part of Decentralization and Participatory Governance

Planning Process

- The requirement was put forward by the girl students of the college, due to the constraints in day-to-day commutation, owing to the rurality of HEI.
- The request was escalated to the Governing Body for final approval.
- The requirement was analysed by the management and the necessity for the same was realized.
- The decentralized approach involved a governance structure with the Principal, Hostel Warden alongside regular meetings, student representatives, and structured feedback systems.

2019:

- Management, allocated plot to build the girls' hostel
- Layout and plan of the Hostel Building prepared and Submitted
- Foundation Stone for the girls' hostel was laid

2020:

- Construction works of the girls' hostel began
- Construction of the girls' hostel completed, and opened for girl students

Outcomes

The adoption of this model has led to several positive outcomes:

1. **Enhanced Safety**
2. **Increased Student Satisfaction**
3. **Empowered Students**: By involving students in decision-making processes, they have been given a greater sense of ownership and involvement in their living conditions.

Conclusion

The experience at **RVCAS's girls' hostel underscores the transformative power of participatory governance and decentralized management.** By creating a collaborative governance structure, this setup has enhanced **safety** with upgraded security measures, increased student satisfaction through **responsive management**, and empowered students by involving them in **decision-making**.

Challenges such as uneven participation and resource constraints have been addressed by implementing **inclusivity measures**, and enhancing capacity building.

The positive outcomes from these practices include a **safer, more supportive living environment** and **greater student engagement**, with ongoing plans for facility upgrades and continued improvements based on feedback.

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 governance of RVCAS is **efficient, dynamic, and proactive**, reflecting the **CMI vision and mission**. It has a robust system to plan and execute its policies, and follows a **decentralized mode of governance**, safeguarding operational autonomy, through the following bodies:

The **Governing Body**, is the apex body of the institution, concerned with policy making, setting framework for implementation of the proposed goals, and finalizing the strategic plan. The **Director** supervises the ultimate decisions taken by the associate director and principal, regarding administration and finance. He provides guidance and support to the Principal and Superintendent in all administrative, academic and financial matters**. The Principal**, the executive Head of the Institution, is entrusted with the responsibility of managing the day-to-day affairs of the college, with the help of college council, statutory bodies, administrative office and Alumni Association. **The College Council**, spearheaded by the Principal, HoD's, representatives from the Faculty, Administrative Superintend and IQAC coordinator, functions as the Academic decision-making body. **The IQAC** initiates, organizes and monitors quality practices.

 Participation of teachers in decision making bodies:

- Teachers' **participation in all decision-making statutory and non-statutory bodies is ensured.**
- Each department has a **Department Council chaired by HoD and a staff as the secretary and the rest of the staff as members to plan all the activities of the department.**
- Teachers' participation is ensured in NSS and **statutory bodies like Internal Complaints Committee (ICC), Anti-ragging Committee, Student Grievance Redressal Cell, SC/ ST Cell, OBC Cell and Minority Cell.**

Faculty members are in charge of clubs and cells like, Career Guidance and Placement Cell, Women Cell, etc.

Policies

RVCAS has **well-defined policies addressing key areas such as IT, infrastructure development and maintenance, human resources and staff welfare, student support, environmental sustainability, research and publication, equity, gender, and anti-ragging.** These policies are **meticulously designed** to **align with the institution's vision and mission** and are **publicly available on the HEI's website.** The college follows a **Zero-tolerance policy towards ragging, and safeguards minority rights.** This is ensured through **statutory bodies like Internal Complaints Committee (ICC), Anti-ragging Committee, Student Grievance Redressal Cell, SC/ ST Cell, OBC Cell and Minority Cell**

Strategic Plan :

The strategic plan for RVCAS for the upcoming decade is both **ambitious** and **transformative.** By leveraging the established strengths such as a strong institutional brand identity, comprehensive infrastructure, and robust academic offerings, the **HEI is well-positioned to enhance its status as a leading institution in higher education.**

The **Short-term Plan** includes developing more **Value-added Courses** and **Add-ons** as part of **curriculum enrichment**. Promotion of **Green Campus is also one among them.**

As part of a Long-term plan, **RVCAS envisages to become a (NEP envisaged) Degree Awarding Institute.**

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:

RVCAS has established a comprehensive performance appraisal system, **offering effective welfare measures** for both teaching and non-teaching staff, dwelling on its motto **"LEARN, SERVE AND EXCEL."** This system aims to enhance staff satisfaction, motivation, and overall well- being.

Performance Appraisal Mechanisms

Teaching Staff

- **Management** Review on Teaching-Learning, Research and Publications
- **Principal**'s Confidential Report on Teacher Feedback
- **HoD**'s Confidential Report about Feedback
- **Self -Appraisal** for Teaching Staff
- **Semester Feedback,** by students on Teaching-Learning process
- **Exit Feedback** by students
- **Rajagiri Happiness Survey**

Non-Teaching Staff

- Manager's Review Letter
- Superintendent's Confidential Report
- Self -Appraisal of Non-Teaching Staff

Teaching Staff is evaluated on the following aspects:

- Teaching-Learning Methodologies
- Teaching Effectiveness
- Content Delivery
- Timely Delivery
- Upgradation in Academic Qualifications
- Research Oriented Activities
- Extension Activities
- Institutional Responsibilities Undertaken
- Feedback from Students
- PTA Meetings
- Feedback collected from Students for each subject
- Overall Performance

Welfare Measures

1. Monetary Measures

- Financial support for the medical treatment of the family members of non-teaching staff
- Advance payment of salary for teaching and non-teaching staff, on request
- Financial help given by the Management in case of emergencies
- Soft Loan Facilities
- Festival Allowance
- Financial Assistance for House building-voucher
- Rajagiri Health Card
- Employee State Insurance
- Provident Fund
- Staff Welfare Fund
- Facility for purchase of e-gadgets such as Laptop, Collar Mike etc. at discounted rate
- Free Uniform for Teaching and Non-teaching Staff

2. Non-Monetary Measures

- Staff Welfare Association
- Medical Leave
- Maternity Leave for 4 months and Paternity Leave for 5 days
- 15 days of Casual Leave in a Calendar Year
- Duty Leave
- Rent-free Hostel Accommodation Facility for the Staff
- Food at Concessional Rate
- Free Food and Accommodation for Staff
- Gymnasium
- Staff Tour
- Canteen
- Sick Room
- Reservation of Admission to any course for the children of the employees
- Annual Staff Tour
- Celebration of important days/occasion of the Teaching and Non-teaching community
- Gifts are distributed to the Staff, on special occasions.

- Staff Lunch is organized during festivals, like Onam.
- Free College Bus Facility for Staff
- Scholarship to Staff Ward

3. Other Facilities

- Sanitary-pad Vending Machine
- Guest House Facility, on request
- Free Computer Lab Facility for all, 24*7
- Free Wi-Fi and e-mail addresses, using the Institutional Domain Name, for the Staff
- Library Facility

Avenues for Career Progression

- Financial aid for attending Seminars, Conferences, Workshops and FDPs
- Participation in a Collaborative Learning Ecosystem and Professional Development Opportunities
- Funding for Professional Body Memberships
- Leave granted to Teaching and Non-teaching Staff, to attend Professional Development Programmes, and to participate/present papers in Seminars/Conferences

The institution has **implemented a robust performance appraisal system, effective welfare measures, and opportunities for career development and growth**. These initiatives **collectively promote staff well-being, satisfaction, and motivation, ensuring that the staff can thrive both personally and professionally within the institution**.

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: 84.15

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
17	13	12	15	12

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](#)
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: 60.55

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
24	16	8	8	10

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
8	5	5	5	4

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View 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:

RVCAS has a **well-defined Financial Policy**, clearly outlining strategies and protocols, **for securing the necessary funds and optimally utilizing it for developmental initiatives**. The institution diligently conducts **Audits,** both **Internal** and **External**, **to guarantee the optimal utilization of the secured funds, ensuring transparency and accountability in financial management**.

Being a self-financing college, the HEI was successful in mobilizing **SERB Research Grant**, **worth Rs. 22,00,000/-**.

Major Sources of Fund:

Central Government

- NSS
- SERB

State Government

- SC/ST Grant

- Krishi Bhavan, Government of Kerala

Non-Government

- Contribution from Management
- Contribution from Sister Concerns
- Administrative Income
- Fees Collection and Allied Income
- Research and Development Income
- Funds from Banks (Borrowings)
- Contributions from Alumni
- PTA Contribution
- Donations Received
- Contribution from Philanthropes
- Other Income

Mechanisms for Optimum Utilization of Resources

1. Finance Committee
2. Budget Mechanism
3. Finance Policy
4. Infrastructure Policy
5. Internal Audit
6. Library Audit
7. AAA Audit
8. Statutory Audit

The **Financial Management Strategies of RVCAS** are overseen and guided by the **Governing Body**. The management representatives identify infrastructure augmentation and maintenance needs, and submit proposals to the Governing Body, based on the **Rajagiri Happiness Surveys, Recommendations of IQAC** and **Infrastructure Audit Reports**. With the approval of the Governing Body, the resources are allocated on a priority basis.

- **The Director** and **Finance Manager** oversee all payments and receipts, as well as the internal and external audits.
- **Annual Budget** is prepared and reviewed.
- The **Scholarship Committee** is tasked with ensuring maximum student inclusion in various scholarships and grants.
- **The Purchase Committee** administers all purchases for the institution.
- Financial transactions are subject to **Finance Policy.**
- **Central government fund is mainly used for academic and NSS related purposes.**
- State Government fund is used for the specific purposes like organic farming and SC/ST grant.
- Utilizations of central and state government funds are subject to central and state government norms.

Financial Audit:

- **Internal Audits** are conducted at regular intervals, to **ensure transparency in financial affairs**.

- **Internal Reviews** are conducted by an **Internal Financial Review Committee on a monthly basis**, duly constituted by the finance committee, to **foster transparency in finance**.
- 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, ensuring immediate remedial action.
- The objections are rectified by the accounts department.
- 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 (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes at RVCAS. It reviews Teaching-Learning Process, structures and methodologies of operations and learning outcomes, at periodic intervals. Some of the key initiatives initiated by IQAC during the assessment period include:

1. **Teaching-Learning**

RVCAS gives due significance to the enrichment of teaching-learning scenario, as evidenced through 57 Value Added and Certification programmes, MOOCs and Internships, resulting in Placements and Progressed to Higher Studies (65.39%). 43 Capacity Building Programmes were organized to make the learners industry-ready. Implementation of technology-enabled teaching and learning fuelled the learning ecosystem. The HEI introduced Mentoring and Remedial Coaching, and conducted entry-level

tests and remedial examinations to brace-up slow learners. Reviewing appraisal and feedback reports from both teachers and students regularly, helped in timely updating, and the Rajagiri Student Happiness Survey served as another pointer of evaluation.

2. Implementation of Policy Framework:

- 24 policy frameworks were introduced to strengthen governance and decision-making

3. Implementation of ERP:

- Implementation of e-governance, through LINWAYS ERP, ensuring the smooth and efficient functioning of administrative processes
    1. Participation in National and State Level Rankings:

4. Participated in

- NIRF
- AISHE (C51977)
- KIRF

Certification:

- ISO 9001:2015

5. R-Vikas Social Sensitization Initiatives:

- Extension/Outreach programme of RVCAS, fostering community engagement and social responsibility among students and staff
- 22 awards and recognitions from various government and non-government agencies, as evidence of success

6. Implementation of Outcome Based Education (OBE) was initiated at the institution, ensuring the following:

- OBE Committee was constituted by IQAC
- Mapping of CO, with PSO and POs
- Calculation of Learning Outcomes
- Compilation of OBE Report
- Live Projects

7. Avenues for Career Progression:

- Financial aid for attending Seminars, Conferences, Workshops/FDPs and towards Professional Body Memberships

8. Performance Appraisal System:

- Financial assistance for attending seminars, conferences, workshops, and towards professional

membership fee (79 FDP's and 85 Conferences/ Seminars/ Webinars) was provided.

- Implementation of a robust **360-degree Performance Appraisal System and Profound Feedback Collection Mechanism**
- Self -Appraisal by Staff
- Peer-evaluation by Staff
- Confidential report by HoD and Principal
- Teacher evaluation by students
- Management Review
- PTA and Stakeholders
- Implementation of new infrastructure facilities for the betterment of staff like IT upgradation, Sports facilities, Library, Hostel, Gym etc.

9. Strategic Planning Exercise

- *Vidyut -* **FDP** is organized every year before the commencement of Academic Year by IQAC for RVCAS Faculty.

10. AARAV- Rajagiri Viswajyothi Alumni Association:

- Alumni Association of Rajagiri Viswajyothi was registered in 2023, with chapters in Cochin and London. Alumni involvement was instrumental during the Kerala floods and COVID pandemic.

11. Implementation of Quality Audits:

- AAA Audit
- Library Audit
- IT Audit
- Gender Audit
- Green Audit
- Energy Audit
- Environment Audit

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:

Founded on the principles of **Holistic Education** upheld by the CMI, RVCAS is deeply dedicated to cultivating an **inclusive and equitable environment** for all its students. Central to this commitment is the institution's comprehensive gender policy, **meticulously designed to safeguard the rights, dignity, and equal opportunities of every individual. Majority of the students in RVCAS were boys (2019-24), and is now marching towards an equal/balanced ratio.** Hence, RVCAS' **gender policy is fluid**, adopting to the changing gender ratios.

Since its inception as a **semi-residential college modelled on Gurukala System,** the HEI prioritized **Equitable Representation** to its male students, **as evidenced by the construction of Boys' Hostel, Gymnasium, Sports Facilities etc.** To further promote **Gender Inclusivity**, the college engages students in gender-specific projects that facilitate experiential learning, and deepen understanding of gender dynamics. It also **organizes a range of programmes including gender equity initiatives, mentorship programmes**, ally **training sessions, and empowerment workshops**.

Meanwhile, support structures like the **Women's Cell**, known as **Sakhi**, provide **crucial platforms for female students, offering a safe space and advocacy.** An **Internal Complaints Committee (ICC),** was constituted, for considering complaints of sexual harassment against women. The HEI conducts annual **Gender Audits** through its IQAC, to continuously evaluate and enhance **Gender Related Policies and Practices**. The MGU curriculum integrates **Gender Specific Content**, and the HEI also ensures adequate representation of the same, through its certificate/value-added courses, **fostering gender sensitization among students.**

Empowerment initiatives are central to the college's mission, including **Self-Defence Classes: Kalaripayattu (Indian Martial Art**) and **"Her Own Hero "** for **female students to equip them with essential skills for personal safety.** Upon growing demands from the girl students, institution ventured into the setting-up of a girl's hostel inside the campus.

Mentorship Programmes pair students with faculty or alumni mentors, offering guidance and support for academic and personal growth. Training sessions under the title -**KANAL** educate students and staff on promoting gender equality and combating discrimination.

Robust safety measures such as **CCTV Surveillance**, **round-the-clock security personnel,** and **dedicated facilities like the** "She Corner" ensure the **holistic well-being and safety of female students.**

RVCAS has a well-defined **Gender Policy,** which includes intentional efforts such as **appointing women heads for all departments, demonstrating the institution's commitment to diversity and inclusive leadership. Women hold pivotal roles such as IQAC Coordinators, Academic Coordinators, and Staff Secretaries, enriching the administrative and academic landscapes with diverse perspectives and expertise.** The college prides itself on a predominantly female staff, underscoring its efforts to create a balanced and harmonious campus environment, that values gender diversity and inclusivity.

Maithri Suicide Prevention Organization, in 2024, has extended a heartfelt Letter of Appreciation to RVCAS. This recognition stands as a testament to RVCAS's remarkable efforts towards **Mental Wellbeing.**

Through its unwavering commitment to championing Gender Equality and Empowerment, RVCAS continues to lead by examples, fostering a culture of resilience, leadership, and advocacy among its students. By nurturing awareness, support structures, and fostering inclusive practices, **HEI aims to empower students as agents of positive change.**

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:

RVCAS is committed to **fostering an inclusive environment that embraces diversity in all its forms**. Its commitment to education goes beyond academics; it extends to nurturing holistic development and societal relevance among the students and staff. The **HEI takes constant efforts to raise awareness about constitutional values, rights and civic responsibilities/duties of a citizen, among its learners and faculty.**

- The college promotes **Communal Harmony** by celebrating festivals like Onam, Vishu, Easter, Eid, and Christmas with equal fervour, creating a **sense of unity** and bonding among students from different backgrounds, promoting a deeper understanding and appreciation of the **Cultural Richness and Diversity of India**.
- **Linguistic diversity** is upheld through initiatives like Reading Day celebrations and reading drives. These activities encourage a deep appreciation for literature across languages, fostering mutual respect and understanding among students from different linguistic backgrounds. **Multiculturalism** is promoted within the curriculum, offering Hindi and French, as second languages, along with the vernacular- Malayalam.
- **National and Regional Days,** alongside cultural festivals like Arts Day, College Day, and Ethnic Day are observed. These events not only celebrate the regional diversity, but also strengthen a sense of belonging and cultural pride among the diverse student body.

The **Rajagiri Vikas (R-Vikas)** initiatives **ensure engagement in community-driven projects such as cleaning drives, visits to palliative care centres, construction of homes for the homeless (called** *Snehaveedu)*, and **adoption of school.** These efforts **aim to bridge socio-economic disparities, and foster a spirit of empathy and solidarity among the students and employees.**

Central to the educational ethos of RVCAS is the **cultivation of human values through practical, hands-on initiatives.** Blood donation drives, visits to old age homes, and campaigns to distribute food kits to the underprivileged, under the initiative **"Asraya",** are organized. Additionally, awareness programmes against tobacco use, promoting health and well-being within the community, are conducted.

The HEI lays great emphasis in raising awareness regarding **Constitutional Obligations** and **Upholding Democratic Values:**

- Democratic values are upheld through the proper conduct of **elections in the parliamentary mode to the students' council,** every year.
- **"Electoral Literacy Club" (RVELC)** conducts **Awareness of voting rights** and **Registration drive** for new voters
- Days of National significance, such as Republic Day, Independence Day, and Gandhi Jayanti are observed. These celebrations **instil Patriotism, Civic Consciousness and Unity among the students**, reinforcing their role as responsible citizens, contributing to the nation's progress.
- Participatory and decentralized management system facilitates functional autonomy, from top to bottom, **ensuring democratic governance.**

At RVCAS, the efforts towards **creating an inclusive and harmonious environment are deeply rooted**

in the educational philosophy and vision laid by the founding CMI Fathers. The HEI strives to **uphold values of integrity, respect, and responsibility, empowering its students** and staff to **embrace diversity and contribute positively to the society.**

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: R-Vikas

Objectives of the Practice

R-Vikas aims to foster **community engagement and social responsibility** among students and staff. It focuses on providing **relief and support to marginalized groups through various initiatives, including food distribution, health awareness, housing projects, and environmental sustainability efforts.**

The Context

St. Chavara's educational vision and the motto of Rajagiri institutions **envisage excellence not merely as a by-product of learning,** but as a result corroborated by self/end-less service rendered to the society. Vikas, in Sanskrit, means **development**, and here it is **two-fold:** the **holistic development of the learner** through grassroot experiences, and the **development of the underprivileged/marginalized** rural neighbourhood.

The Practice

1. Health and Wellbeing: 26 Initiatives

Reach	**1,456 beneficiaries, 300+ student volunteers, a budget of 1.5 lakhs**
Focus Groups	Residents of Vengoor Panchayath, Local communities, Families of the Neighbourhood
Diversity of Impact	Blood donations, Anti-drug campaigns, Food donation, Medical camp, Hygiene awareness, Kerala

	Flood & Covid donations etc.

2. Education: 18 Initiatives

Reach	**6 schools, 513 beneficiaries, 250+ student volunteers, a budget of 1 lakh**
Focus Groups	Underprivileged Schools, Government Schools and Children's Homes
Diversity of Impact	Resource Donation, Skill Development, Awareness Programmes

3. Environment ad Sustainability: 16 Initiatives

Reach	**377 beneficiaries, 250+ student volunteers, a budget of 30,000.**
Focus Groups	Neighbouring Families, Community, Government Schools, Kudumbasree Unit Members
Diversity of Impact	Cleaning Drives, Waste Management Efforts, Promotion of Sustainable Products, Green Initiatives and Awareness to Art.

4. Community Enhancement: 21 Initiatives

Reach	**Over 250+ beneficiaries, with 150 student volunteers, a budget of 35,000.**
Focus Groups	General Public, Underprivileged Communities.
Diversity of Impact	Computer Literacy Efforts, Social Support and Safety Awareness

Evidence of Success:

- Collaborations with various **Governmental and Non-governmental bodies**
- **22 recognition and appreciation letters** from stakeholders
- Involvement of the **Alumni** in sustaining and expanding initiatives
- **Student testimonials** reflecting personal growth and empathy
- **Positive cultural shift** within the college

Problems Encountered and Resources Required

- Logistical coordination required for organizing large-scale community events and initiatives
- Ensuring and sustaining active participation for longer period is challenging
- Securing sufficient resources, such as funding for food kits, construction materials for housing projects, and supplies for educational support, is crucial for the success of these initiatives

Best Practice 2-

Rajagiri Ecosystem of Learning for India's Efficient Future (RELIEF)

Objectives of the Practice

1. To cultivate employable, **skilled youth** prepared to meet the demands of a dynamic job market
2. To emerge as a **Centre of Excellence** in rural India

3. To foster **holistic education**, rooted in **Indian values**
4. To promote **innovation and ethical leadership**

The Context

The vision of RVCAS is to nurture a generation of students who possess the skills, values, and knowledge essential for advancing India's industrial and social progress. In alignment with the goals of *Aatmanirbhar Bharat*, this shift is a reflection of CMI institutions' dedication to the *Viswajyothi Vision*—**creating self-reliant individuals who are globally competitive, yet firmly grounded in Indian values and traditions. RELIEF** empowers students to become **catalysts of positive change, promoting innovation, ethical leadership, and social responsibility**. Through **GYAN, NITI, SAKSHAM, GRAMA and SRISTI, RVCAS** nurtures future professionals who are **industry-ready,** and is deeply committed to contributing to a more **just, equitable, and prosperous society**.

The Practice

1. GYAN

Reach	**1000+ beneficiaries**
Initiatives	Students of RVCAS, 100% ICT Enabled Classrooms, 11 ICT skill enhancement activities, *Siksa* (Experiential Learning), *Samjna* (Participatory Learning), and *Samavaya* (Problem-solving), 75% of teaching faculty holding NET, SET, or PhD
Diversity of Impact	Outstanding pass percentage of over 81%, more than 60% of students progressing to further studies or securing employment, over 80% have successfully qualified for competitive exams. RVCAS scholarships and financial aid to 73% of its students.

2. NITI

Reach	**500+ beneficiaries**
Initiatives	Value education classes, Honesty Store, RVCAS Organic farming, MOOC on organic farming
Diversity of Impact	Ethical development and sustainable practices, a culture of trust.

3. SAKSHAM

Reach	**600+ beneficiaries, 50+ student volunteers**
Initiatives	Capacity development and skill enhancement programmes, preparation for competitive exams, Harvard Tea, Vengoor Tech Trek
Diversity of Impact	Benefited more than 1,100 students by enhancing their skills, fosters networking and professional growth, digital skills training to Vengoor Panchayath residents, improved community digital literacy, provided students with valuable teaching

	experience.

4. GRAMA

Reach	**100+ beneficiaries, 50+ student volunteers**
Initiatives	Vengoor Tech Trek, LED Clinic
Diversity of Impact	Digital literacy in the Vengoor Panchayath, reducing electronic waste, Bridging the digital-divide, creating a paperless society, honing entrepreneurial skills, training in waste management

5.SRISTI

Reach	**800+ beneficiaries, 100+ student volunteers**
Initiatives	Think Tank, Honesty Store, Manure making, She Entrepreneur
Diversity of Impact	Entrepreneurial capabilities, opportunities to earn income, bridging the gap between theoretical knowledge and practical application, eco-friendly solutions, potential for entrepreneurial success.

Evidence of Success:

- An **impressive pass rate of over 81.42%**
- **Percentage of placement and students progressing to higher education :65.39 %**
- **Percentage of students qualifying in state/national/ international level examinations:35 %**

Industry readyness ensured with

- **New Generation Progarmmes** ensuring **Global Employability**
- **59 certificate courses** have been **completed by 931 students**
- Over **1,100 students have benefitted from 43 skill enhancement events**
- An **impressive pass rate of over 81.42%**
- The **Harvard Tea** has provided valuable networking opportunities
- The **Tech Trek** has successfully increased **Digital Literacy** among local residents, while providing students with practical teaching experience, **aligning with Digital India**

Rajagiri Ecosystem of Learning for India's Efficient Future (RELIEF) is testified by students getting placed in **Ernst & Young, Infosys, Deloitte (India), Sutherland,Yes Bank, ICICI Bank, etc.**

Students admitted to **Indian Institute of Management (Rohtak), Manipal, Anglia Ruskin University(UK)**, **La Trobe University (Australia), University of Birmingham (UK), etc.** exemplifies the quality of **Learning Ecosystem (Rajagiri Ecosystem of Learning for India's Efficient Future).**

RVCAS was able to create two entrepreneurs- Ajay K. Mathew and K.M. Mathew Kattikaran. These two Alumni willingly engaged in 2 startup programmes, sharing their entrepreneurial experiences with current students, offering mentorship, investment opportunities, and practical advice.

Problems Encountered and Resources Required

- Financial Limitations

- Shortage of Manpower
- Resource Mobilization
- Finding time amidst the hectic Academic Schedule
- Occasional Equipment Malfunctions and Operational Issues

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:

Rajagiri Viswajyothi *KISAN (Knowledge Integrated Sustainable Agrarian Nexus)*

The CMI founding fathers have been immensely foresightful in establishing the HEIs. They laid **impetus in starting educational institutions in rural centres**, which, gradually expanded and linked with city centres. The **prescience of CMI Vision** is **not in trying to adopt village(s), but to provide a "Sustainable Growing Ecosystem"** rooted with the vison of **Aatma Nirbhar Bharat** . The Rajagiri Group of Institutions, are perfect epitomes of St. Chavara's vision of *besrauma* (a Syriac term literally meaning "a house on the hilltop"), and **RVCAS** fits as the latest progeny in this legacy and lineage.

Situated in the verdant locale of Perumbavoor, **RVCAS campus was strategically chosen**, as it benefits from its natural surroundings. The **pristine beauty and lush greenery of the campus offer an ideal backdrop for fostering an educational environment that values and protects nature**. Vengoor is one of the most fertile lands in Ernakulam district for cultivation. This context provides a unique opportunity for students to engage with their surroundings in meaningful ways, exploring their roots, in pursuit of self-sustenance, reinforcing the institution's commitment to environmental sustainability.

At the heart of its sustainability efforts, **KISAN** embodies its commitment to nurturing a profound connection with the earth and advancing self-sufficiency through **distinctive types of farming**.

Objectives

1. To provide hands-on experience in different types of farming
2. To attain self-sustenance in cultivation
3. Bringing students back to the roots
4. Optimal utilization of the fertile land

5. Boost local economy

KISAN (Knowledge Integrated Sustainable Agrarian Nexus/Nucleus) Practices

1. **Tree Planting:** RVCAS campus is **spread across a massive 6.3 acres, nesting diverse flora and fauna, nurturing a Biophilic belt**. More than **50 clusters of Bamboo varieties containing Buddha, Lathi, Milky, Painting and Golden Bamboo form an L-belt, providing shade, oxygen as well as forming a protective layer, and letting Rajagirians to embellish in rustle and hustle of nature.** This is used as a demonstrative example to sensitize learners about the role of bamboo groves in preventing soil erosion and preventing landslides. Regular tree-planting events are organized to enhance the campus's green cover, and contribute to local ecological health. **Over 300 trees were planted by the students and staff during the assessment period, enriching the biodiversity.**

2. **Jaivam Veggies:** Jaivam Veggies initiative is a **collaborative effort by the NSS Unit, Nature Club, and ED Club,** dedicated to cultivating a diverse range of **organic vegetables** on campus. Being prominently a **residential campus**, RVCAS cultivates major vegetables required for daily consumption. **2 acres of land was set apart for this. Organic Vegetables and plants are cultivated seasonally.** This includes, Plantains, Ginger, Turmeric, Tapioca, Snake-gourd, Coccacio, Pumpkin, Ash Guard, **fruits** like Seethaphal, Pappaya, Guava, Mangosteen etc. **Herbal Garden**, which hosts over **71 species of medicinal herbs,** preserving traditional knowledge and promoting ecological and health awareness. This atmosphere pre-anticipates and necessitates the **MOOC course on Organic Farming**, as part of the MG University Curriculum, and **its success is evidenced by 100% participation and pass percentage among the students, further testified by their project reports narrating the same.**

3. **Animal Husbandry:** The sustainability goals of the **HEI extend to its animal husbandry programme, which includes rearing Poultry, Duck, Rabbits, Cattle, Guinea Pigs and Goat.** The learners are sensitized in rearing, hatching and feeding the animals, ensuring a cordial bonding among them. These are extremely rewarding, and can be evidenced in the following-

- Poultry farming results in the **production of approx. 400 eggs per month.**
- Goats and Cows are used for grazing the lawns of RVCAS, ensuring maintenance of its ecosystem. It **reduces carbon emissions, saves energy and produces manure.**
- The **meat of the same is utilized by the college canteen**
- The manure from these animals is repurposed as **organic fertilizer, enriching our gardens and enhancing soil fertility.**
- Food **scraps are used to feed the poultry and fish,** while **liquid and vegetable waste is converted into biogas.** Any remaining waste is processed through food **waste pipe composting and aerobic composting, transforming it into nutrient-rich organic manure.**

1. **Fish Farm**: RVCAS eco system is facilitated by **two fish tanks, with 500 L and 1000 L capacity each, and a pond (Waterscape) with a capacity of 9,60,000 cubic litres.** Initially, **approx. 750+ fishes** are reared in the two tanks for four months, and they are transferred to **Waterscape for pisciculture.** The **Waterscape is rich in resources, with more than 5200 fishes, including, Black-Shark, White-Shark, Tilapia (Red and Black varieties), Giant Gourami (Black and White Varieties), Grass Harp etc.** The learners of the HEI are involved in feeding the fishes and ducks, immersed in the exotic natural **participatory learning experiences**. **Angling tournaments** are organized within the HEI and **Fishing Derbies** are conducted, involving other HEIs. The **canteen enriches the tastebuds of the students and the**

staff by serving fish from the pond. Waterscape provides almost 12kg fish per month.

2. **The Wisdom Path** is a **green canopy on parallel to the Bamboo (L) belt of mindfulness and reflection,** guiding toward inner peace. **The Oxygen Zone**, is a dedicated green space, **with lesser carbon footprint**, encompassing the wisdom path, and the bamboo belt. Along the way, a unique **garden library** is set up, where **students select and read books from nest-shaped holders** and **immerse themselves in serene reading.** Here, the simple act of **walking becomes a pathway to knowledge and enlightenment.**

Evidence of Success of KISAN:

- Students **gain practical experience in organic farming**
- Cultivation of diverse range of **organic vegetables** on campus
  - The produce grown is **used in the college canteen**
  - Excess **vegetables and eggs are sold at stalls organized by the ED Club**
  - Promotes a **healthy and sustainable lifestyle**
  - **Dependence on external food sources is reduced**
  - **Consumer society to a productive society**
- The **manure from animal husbandry is repurposed as organic fertilizer**

At RVCAS, **environmental sustainability is not just a Goal, "It's a Way of Life".** Through **KISAN, RVCAS has woven sustainable practices into every facet of campus life, creating a model of ecological responsibility, that extends beyond its boundaries.**

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

5. CONCLUSION

Additional Information :

Since its inception in 2014, RVCAS has taken forward steps toward progress, ably led by a visionary management and supported by its sister institutions. During the last five years, the HEI was passing through a **transitional period**. The concerted efforts of the Management, the Staff and the Students, combined with the wholehearted support from the alumni, the parents and the local community, helped the College to scale new heights.

The college implemented and moved to **FYUGP** (from CBCS), from June 2024, bolstering the NEP efforts towards **Outcome Based Education**. The HEI is hopeful of making the best out of it, by overcoming the lacuna of being an affiliate institution, by generating industry-relevant value-added/add-on/certificate courses. A long-term, ambitious goal of attaining autonomy, drives its commitment with further momentum.

The HEI has left no stone unturned when it comes to infrastructure development. The implementation of **e-governance**, through LINWAYS ERP, was a giant leap in day-to-day administration. Construction of a new independent auditorium, as well as new block for the boys' hostel, is in progress, and is expected to be completed soon.

Community service and bolstering **young national workforce** has always been the essence of the CMI Vision. Moving forward, the HEI envisions to take its existing outreach activities to new vistas. **LED Clinic**, for example, is set to take a leap forward. The college intends to adopt a ward in the panchayat, and, in collaboration with the *Harithakarma Sena* (the waste-collection department of the panchayat), aims to collect fuse-bulbs from all the households, and recycle them. This, is expected to be another crucial intervention toward protecting the environment and reducing energy wastage.

As RVCAS marches forward past its decennial, it is committed to strive and ensure a journey towards greater heights, in pursuit of excellence.

Concluding Remarks :

RVCAS is founded on the vision of **St. Kuriakose Elias Chavara**, the visionary founder of the congregation of **Carmelites of Mary Immaculate (CMI). I**n recognition of the contribution of **St. Kuriakose Elias Chavara, a postal stamp** was released by the Government of India in 1987. **Viswajyothi is "the lamp of God", which brings light to the whole world**. Rooted in the CMI Vision, RVCAS is committed to its educational mission of spreading the radiance of knowledge, training its students to be the **torchbearers of the future.**

Set in a rural landscape, RVCAS has championed an educational and commercial revolution, helping the development of Vengoor Grama Panchayat. Its distinctiveness is unparalleled, as it aligns with the rural layout, and facilitates its learners in **sustainable farming practices** through *KISAN*. This commendable practice is not limited to agriculture alone; it involves **different types of farming**, including, poultry, animal husbandry, Fish farming etc. The HEI also ensures an environment for the aesthetic appreciation of **Biophilic Belt, consisting the Bamboo Belt, Garden Library - Wisdom Path, and the Oxygen Zone.** The optimal use of land and resources is also strengthened by a robust **waste management system** put into effect.

RVCAS aligns with the CMI mission of putting **community development** into practice. **R-Vikas,** one of its Best Practices, serves as a classic testimonial of selfless, unbound service toward its underprivileged neighbourhood. During the COVID-19 pandemic, RVCAS served as a **Quarantine and First Line Treatment Centre**, provided **flood relief** services, and supported those affected by the regional **jaundice outbreak**. Following the mission of its founder, it has always focused on community engagement and enrichment, as testified by the **22 Awards/Recognitions.**

Despite being an affiliated institution, the HEI is robust in its **NEP-Preparedness**, well-aided by its sister institutions. The college contributes immensely to national development, by aligning to every exciting programmes, including **Digital/Skill India, Fit India**, **Aatmanirbhar Bharat, Saksham, Swachh Bharat,** *etc.*

RVCAS is steadfast in its commitment to shape generations of youth into intellectually competent, professionally skilled, socially responsible and ethically upright Indian citizens and to spread Indian culture and knowledge throughout the world.