SELF STUDY REPORT

FOR

4ᵗʰ CYCLE OF ACCREDITATION

ST. THOMAS COLLEGE

ST. THOMAS COLLEGE, KOZHENCHERRY, KOZHENCHERRY P O
PATHANAMTHITTA DISTRICT
689641
www.stthomascollege.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Thomas College, Kozhencherry, established in 1953 by the Mar Thoma Syrian Church , is one of the first higher education institutions in Kerala. From a humble beginning with 12 faculty members and 296 students, the college has grown to become a special grade College in Kerala. The Institution currently offers 15 undergraduate, 10 postgraduate. and 5 research degree programmes in Aided and Unaided streams. The college has 108 faculty members and 1625 students on roll now. First NAAC accreditation was in 2000 and second in 2007. The college was awarded A Grade in the Third cycle of accreditation in 2015. The college regularly participates in NIRF Ranking and has been placed in the 101 to 150 bandwidth. The college is administered by a Governing Council with one of the Bishops as the Manager and the Principal as Secretary. Set amid the serene hills of Pathanamthitta district, with its 16 acres of eco-friendly campus, the college offers a conducive environment for learning. The college could disseminate the light of higher education to more than one lakh students for the last seventy years. The socio-cultural and economic development of the region has been fostered by the college. A substantial number of migrants from Kerala seeking employment in Gulf countries, Europe, Australia and America hail from this region. Alumni chapters of the college in these countries hold testimony to this phenomenon. The college has a legacy of producing luminaries in myriad spheres of life : Principal Secretary to the Prime Minister of India, Deputy Chairman in the Rajya Sabha and Arjuna Award winning Indian Volleyball team Captain are a few among them.

As the march of history leaves its footprints on the sands of time, the college, standing high and proud, has fruitfully played the role of an active maker of history. It has created not just intelligent minds, but also compassionate hearts and serving hands. It has moulded generations of "whole" persons, transforming the life-world of the land around and that of nations beyond. It has always risen to the occasion and answered faithfully to the call of duty.

Vision

?To foster academic excellence, moral integrity and social commitment in young men and women.

Mission

To mould intellectually well-trained young men and women by providing a conducive academic environment.

?To equip the faculty and students to meet the challenges of modern trends in the educational field by encouraging research and development.

?To provide quality higher education to rural population in the eastern region of Central Travancore in Kerala.

?To impart sound Christian liberal education and promote the holistic development of individuals.

?To undertake community-related research studies and extension programmes beneficial to the community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located on top of an elevated terrain, the campus offers a serene conducive ambience for learning.
- The noble vision and mission of the college entails richer and sublime vistas for its stakeholders.
- Highly supportive and financially stable Management.
- Decision making process is democratic and participatory.
- Student Enrolment ratio of the institution is 89.57 percent.
- Highly qualified and committed teaching staff.
- A genial and strong teacher-student relationship.
- Vibrant elected College Union for students.
- Committed supporting staff.
- Vacancy positions of teaching and non-teaching staff are completely filled.
- Active participation of faculty in academic and administrative bodies of Kerala State Higher Education Council and Mahatma Gandhi University.
- Wide range of UG, PG and Doctoral Degree Programmes.
- Certificate Courses for skill acquisition and enhancement.
- Central and State sponsored schemes like ASAP, WWS, SSP, YIP etc. are effectively implemented in the college.
- Robust mechanism for curriculum delivery monitoring.
- Remedial, academic and moral support for socially underprivileged and for slow learners.
- Challenging works given to advanced learners for calibrating their academic skills.
- A consistent system of mentoring and tutorial.
- Effective coaching for NET/SLET, UPSC and other competitive examinations.
- State of the art Library providing online and offline resources.
- Faculty achievers and student achievers are duly honoured.
- More than 58 percent of the students are awarded scholarships/freeships.
- A seminal research culture pervades the academic ecosystem of the campus.
- Sports and cultural activities of students are accorded greater impetus.
- Vibrant and impact generating community extension activities.
- Noon meal scheme for needy students.
- Safe and secure environment particularly for female faculty and students.
- DIVYANGAN friendly campus.
- Eco-friendly and Green Campus.
- The campus is equipped with two ladies' hostels, a Sports hostel, ICT and wifi connectivity.
- Common Computer Facility (CCF) for digital literacy, and Centre for Women's Studies (CWS) for empowering women.
- The student-computer ratio is 9.06:1.
- Strong PTA and supportive alumni .
- Service of a professionally trained Counsellor.
- DST-FIST and RUSA funded campus.
- Effective, organized and functional Internal Quality Assurance Cell (IQAC).
- The college is ISO Certified.
- The college is a regular participant in NIRF ranking and All India Survey of Higher Education

(AISHE).
- Supportive local community.

Institutional Weakness

- The college lacks academic autonomy owing to its affiliated status.
- Knowledge base of the students of the college bear shortcomings since majority of the students hail from economically and socially underprivileged sections.
- A general trend of decline in the academic standards of students has affected the learning outcomes.
- Academic calendar cannot be strictly complied with on account of unforeseen events and delayed schedules of exams.
- Limited residential facility for male faculty and students.
- MoU linkages with premier academic and research institutions are comparatively lesser.
- The college could not initiate New Generation Courses since Government as part of its policy matter is not sanctioning such courses.
- The University's delay in the publication of the results affects the higher education possibilities of students.

Institutional Opportunity

- Learner friendly campus for academic progression.
- Proactive Management: maximum facilities are provided to students.
- Soft skill programmes to suit the requirements of the job market.
- Assistance and platforms for career placement.
- Access to higher education for students from the hilly and remote regions of Pathanamthitta district.
- Student support schemes for the successful completion of the academic programmes and career planning.
- Guidance and infrastructural support for startups and incubation centre.
- Greater scope for research and vertical progression in academics.
- Students are able to experience community life through community extension programmes of the college.
- Access to digital library resources.
- Students can achieve a spirit of nationalism through various programmes of commemoration, Ek-Bharat Shrest-Bharat and other activities.
- Opportunities to be involved in bio-diversity research and promotion programmes.
- Opportunities to learn green farming methods and waste management systems.
- Training programmes in mushroom cultivation, ornamental fishing and entrepreneurial development.
- Centre for Sanskrit Studies instituted to promote Indian Culture and Literature

Institutional Challenge

- Choice Based Credit and Semester System (CBCSS) has its own merits but at the stage of implementation it faces certain constraints.
- Bridging gaps between the learning levels of Higher Secondary and University.
- Generation of better learning outcomes.
- Effective implementation of Academic Bank of Credits (ABC).
- Limited possibilities to incorporate Skill-Development courses as a part of the current UG, PG courses.
- To set up more research centres.
- Starting of more job oriented programmes.
- Increasing the number of MoUs for institution-industry linkage and collaborative research/programmes.
- Increasing the number and amount of scholarships/freeships.
- Overseas registration of alumni chapters and tapping the full potential of alumni.
- Bringing high-profile companies for placement drive.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution adheres to the curriculum designed by the affiliated University for its UG, PG and Ph. D. Programmes. The college practises a structured transactional mechanism. The Credit and Choice Based Semester System offers interdisciplinary education, allowing for academic flexibility. One PG Programme and twenty Certificate Courses were added during the post-assessment period. The academic calendar, comprising important dates and the schedule of internal examinations in accordance with the University calendar, is published in the college handbook and the website.

Planning and time-bound implementation of curriculum delivery and evaluation process are monitored by the Heads of Departments, Staff Council, and the IQAC. The Internal Examination Committee of the college supervises the conduct of internal examinations to ensure continuous and objective evaluation. The Staff Council evaluates institutional academic progress. PTA meetings enable appraisal of student performance and teaching learning process, leading to the implementation of appropriate remedial measures. Active faculty involvement in Curriculum Design and Restructuring Process, Board of Studies, Academic Council, Evaluation Boards and Question Bank Setting have equipped the academic environment to address the accelerating alterations in the educational scenario.

5260 students benefitted from the Certificate courses designed by the institution and courses offered in collaboration with Coursera Campus Response Initiative, SWAYAM, and ASAP. The curricula of all the programmes have cross-cutting issues relevant to ethics, gender, and environment. Any lacuna is filled with additional activities to connect students with current global developments and everyday experiences. Academic enhancement is ensured through workshops/conferences. A structured, multi-level feedback mechanism ensures accountability.

Teaching-learning and Evaluation

The foundational vision of providing accessibility and equity to the underprivileged for higher education is reflected in the high representation of female, minority, socially and economically backward communities etc. in student enrolment statistics. The admission procedure, transparent and well-administered through Centralised Allotment Process (CAP), complies with the norms and reservation policies of the regulatory

bodies. The student enrolment ratio of the college is 89.57.

Post admission, the Institution caters to diverse learner categories, identified through entry level assessment and continuous evaluation. Induction, bridge course, and orientation programmes are offered at the commencement of the programmes. Walk with the Scholar (WWS) and Peer Group Leadership for advanced learners, and Remedial and Scholar Support Programmes are extended to the academically disadvantaged learners respectively. Mentoring helps teachers to know students more and maintain a deeper meaningful relation for academic betterment.

The Institution follows a well-organized teaching-learning process, with periodical monitoring and evaluation through online and offline modes. Learner-centred education is practised through participative, experiential, and collaborative methodologies. ICT tools facilitate effective transactions. Necessitated by the COVID-Pandemic, the Institution switched over to digital teaching modes using G-Suite and Moodle Learning Management System with training support to teachers.

The student-teacher ratio of 16:1 facilitates a healthy mentoring relationship. Academic quality enhancement is ensured in the appointment of teachers with academic calibre and research potential. Fifty percent of the faculty have research degrees. The Institution has initiated significant steps for shifting towards Outcome Based Education. Faculty training programmes are conducted on OBE and Mapping of Outcomes to improve the quality of teaching strategies and methods for better learning experiences and to achieve outstanding learning outcomes.

The evaluation process is transparent and grievances are judiciously redressed. Exit surveys are conducted to measure the graduate attributes. Programme Outcomes and Course Outcomes are evaluated at the staff meetings. The average pass percentage of the past five years is 73. Student Satisfaction Survey is conducted annually to evaluate the teaching-learning process and appropriate rectification measures are adopted.

Research, Innovations and Extension

The institution provides a conducive environment for research, innovation and extension, by implementing policies and practices favourable for attaining the desired outcomes. The institution has a vibrant research culture with five Research Centres, 18 guides, 30 scholars and Research Advisory Committees functioning at departmental and institutional levels. In the assessment period, seventeen Research Scholars were awarded Ph.Ds. Faculty members are actively involved in research through research projects and publications. A "Best Research Paper Award" for teachers was instituted in 2018. Multi-Disciplinary Research Centre, Centre for Literary Studies, and Research Forum are unique research promoting features of the Institution. The institution encourages its staff and students to engage in interdisciplinary, interdepartmental and intercollegiate research activities and resource sharing**.** Publication of REYONO-Journal of Interdisciplinary Studies (ISSN No. 2277-7652) with RNI registration, is a significant academic contribution.

The Institution provides opportunities for innovation, skill development and entrepreneurship among the students. Entrepreneurial Training Programme for Scheduled Caste Communities, Vegetos-Agrifest, National Life Science Entrepreneurship Awareness Programme, LED Bulb making etc. are some of the programmes in this regard. Young Innovators Programme and Entrepreneurship Development Club motivate interest in becoming entrepreneurs in the future by imparting theoretical and experiential knowledge in the field of business. The institution has MoUs, collaborations or linkages with government and non-government organisations, prestigious institutes and Trusts.

The campus-community initiatives of the college are rooted in the curriculum-extension interface to enrich the community life of the local community. Off-campus extension programmes of the college come under the umbrella of Ardram projects while all in-house programmes come under the Anpu-Koodeyundu St Thomas programme. Noteworthy ventures under these initiatives include, Home for Homeless, Tribal Colony Projects, Village Adoption, providing mobile phones to reduce the digital divide, community living programmes, donation of books to libraries, volunteering assistance to aged pilgrims during Sabarimala Pilgrimage etc. The Institution responded compassionately to the victims of natural disasters in Kerala. Services were rendered at the time of the Kerala Floods-2018, landslides in Malappuram and Wayanad districts and during COVID-2019. Institution has received awards, appreciation letters and mementos for its service to the community.

Infrastructure and Learning Resources

The Institution has adequate and optimal infrastructure facilities available for effective and efficient conduct of curricular, co-curricular and administrative activities. Among the available 76 classrooms, 65 are used for regular teaching out of which 34 are ICT enabled. In addition to these, there are 15 laboratories. Infrastructure facilities for co-curricular activities include auditoriums, volleyball and basketball courts, playground and seminar halls. Office rooms for NSS, NCC, counselling and the Multidisciplinary Research Centre are also functional. Women's Hostels; Co-operative Store and Society; Health and Fitness/Yoga Centre; Dhyanakendram; Biogas plants; Solar photovoltaic systems; A/C seminar halls; Administrative Block; Rainwater Harvesting Units; English Language Lab; Common Computer Lab; toilets for boys and girls; Ladies' Waiting Room, Canteen, Public Address System and night vision cameras are other infrastructure facilities. The Institution has taken initiatives to make the campus Divyangan friendly, with ramps and special toilets.

The library has an area of 14,400 sq. ft. and is well-equipped with all modern amenities required for collecting and collating information and knowledge bases required at the student and research levels. The details of all books in the library are entered into KOHA-ILMS software. The ICT and other tools deployed to provide maximum access to the library collection are OPAC (Online Public Access Catalogue), INFLIBNET and MGU E-Resources with Remote Access. Total number of Books is 54659, E-journals is 6293, and E-books is 195809.

Several seminar halls are ICT enabled. All departments have Computer Labs with access to wi-fi. Bandwith of internet connection has been increased from 15 Mbps to 200 Mbps and now to 1 Gbps. G-Suite and Moodle Classes are the digital platforms utilized for online teaching. Sufficient number of computers, several duplex printers, xerox machines and scanners are also available. The student-to-computer ratio is 9.06:1.

Infrastructure and equipment are maintained and augmented with funds from the PTA, Alumni, Management, Central and State Governments. New constructions are designed to meet the emergent requirements of the time. Construction of the RUSA Building and renovation of the sports hostel and the canteen were some of the infrastructure augmentation efforts realized during the post-accreditation period.

Student Support and Progression

The institution ensures necessary assistance to students to gain a meaningful learning experience, leading to

their holistic development and progression. Induction, counselling sessions, orientation classes, career guidance and leadership training programmes are important components of the student support activities of the Institution. Grievance Redressal Cell, Anti-Ragging Cell, and Cell to Combat Sexual/Mental Harassment function in the college to address the grievances of students.

Welfare programmes for students include the noon-meal scheme and the "Connecting the Unconnected" initiative to reduce the digital divide. The co-operative store facilitates the purchase of learning materials such as textbooks and stationery. Hostel facilities, including a sports hostel, are available on the campus. The institution assures 20% of admission to the socially and economically weaker sections, through the Management Quota.

A vertical progression of students to higher studies is achieved through a high pass percentage in all UG and PG programmes. Students are offered remedial coaching and further assisted through such programmes as SSP, WWS, mentoring and coaching classes for NET-JRF, UPSC/PSC etc. Percentage of students benefitting from scholarships and freeships in the assessment period is 58.56 %. Class toppers are awarded proficiency prize. University rank holders and winners of University Youth Festival are honoured with certificates and mementos. Ph.D. awardees and Research Guides are honoured with mementos.

Forums like Brains Trust, Debating Club, Best Arts, Centre for Literary Studies inculcate and improve multifaceted skills. The Students Union coordinates and conducts activities like the Annual Sports' Meet and Arts Fest, targeting the extra-curricular development of the students. Students participate in the University Youth festival every year and secure prizes in different competitions. The student Coordination Committee, comprising of two representatives from all classes plays a major role in formulating and implementing administrative and academic policies. Students also serve as members of IQAC and RUSA Committees.

The college has a registered Alumni Association with chapters across the world. The alumni have facilitated the installation of solar panels. The alumni generously supported the setting up of Smart Classrooms. They have contributed to the construction of seminar halls and to the distribution of medical aid.

Governance, Leadership and Management

The vision and mission statement of the Institution defines its distinctive characteristics. The Institution is governed by the Manager, counselled by a twelve-member Governing Council that formulates its broader policies. Teachers and students are provided opportune avenues to engage with policy matters and strategic planning. The college has a participatory form of governance functioning through various Management Committees. Operational autonomy is delegated to all constituent bodies to effectively steer their institutional responsibilities. The Principal functions as the academic and administrative head, aided by the Staff Council and the IQAC. The Institution thus implements collaborative management and decentralised approach, holding aloft its motto "Ad Majorem Dei Gloriam."

Internal Quality Assurance Cell (IQAC), buoyed by seven subcommittees, significantly contribute to the quality enhancement process. The IQAC encourages gender-equity promotion programmes, environment friendly practices, and wellness initiatives. Empowerment programmes for faculty and administrative staff are organised periodically. E-Governance has been implemented in the sphere of administration.

Reservation policies of the regulatory bodies are strictly adhered to in the admission procedures. Commendable academic and service credentials form the fundamental criteria for faculty recruitment. Faculty participation in

competency-building programmes is encouraged. Student and faculty induction programmes acquaint them with the institutional ethos. Welfare measures for students and staff create a sense of oneness.

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.

The Institution has a proficient mechanism for mobilisation and management of financial resources. Financial auditing of the college accounts, both internal and external, by chartered accountants warrants transparency and accountability. Academic Review Committees have been appointed by the Management in consultation with IQAC to review academic performance and provide suggestions.

Institutional Values and Best Practices

The Institution is committed to training up individuals who are intellectually well-trained, morally upright, socially engaged, and spiritually inspired. Gender equity promotion programmes and Divyangan-friendly initiatives like special toilets, ramps, and provision for scribes and interpreters in exam halls, are some efforts directed at promoting inclusivity in the campus. Students are made more aware of justice, equality, and civil rights through seminars, invited lectures and awareness classes on human rights and gender issues. The institution observes National and International Days of significance and celebrates regional and national festivals with great enthusiasm.

Eco-friendly initiatives have been implemented to uphold the environment sustainability polices of the Institution. Environment Audits are conducted regularly to evaluate the Institution in this regard. From 2013 onwards, the campus has aimed to generate electricity through the photovoltaic system. Rainwater harvesting is an exemplary best practice. The "Go-Green Santhome" club promotes green initiatives that go hand in hand with the activities of the NSS and NCC. Other campus features for environment sustainability include biogas plants, vermi-compost pits and an effective e-waste management system.

The Institution has a tradition of fostering moral and ethical principles in students through community service. Distinctive practices in this regard are, the in-house student support programme "Anpu" and "Ardram", the extension wing of the college. The teaching and learning process within the Institution has been made more efficient through the implementation of an effective academic delivery and monitoring system. The Teachers' Work Diary, Centralized Data Repository System, and the Moodle Platform, are all components of this initiative. The College has a Common Computer Facility (CCF) for digital literacy for all students, and a vibrant Centre for Women's Studies (CWS) for empowering women.

The excellent rapport between teachers and students and the student support activities are some of the distinguishing features of the Institution that deem it a beacon of inspiration, lighting the lives of many and upholding its motto of "Ad Majorem, Dei Gloriam", For the Greater Glory of God.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. THOMAS COLLEGE
Address	St. Thomas College, Kozhencherry, Kozhencherry P O Pathanamthitta District
City	Kozhencherry
State	Kerala
Pin	689641
Website	www.stthomascollege.info

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Roy George K	04682-214566	9497445575	04682-215543	stthomaskozhy@gmail.com
IQAC / CIQA coordinator	George K Alex	04828-211468	9745050981	-	george.k.alex@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	30-06-1996	View Document
12B of UGC	30-06-1996	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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	St. Thomas College, Kozhencherry, Kozhencherry P O Pathanamthitta District	Rural	16.4	23341

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Economics	36	Plus Two or Equivalent	English + Malayalam	60	51
UG	BA,English	36	Plus Two or Equivalent	English + Malayalam	24	18
UG	BA,Hindi	36	Plus Two or Equivalent	Hindi,English + Malayalam	24	14
UG	BA,History	36	Plus Two or Equivalent	English + Malayalam	40	39
UG	BA,Malayalam	36	Plus Two or Equivalent	English + Malayalam,Sanskrit	40	28
UG	BCom,Commerce	36	Plus Two or Equivalent	English + Malayalam	50	50
UG	BCom,Commerce	36	Plus Two or Equivalent	English + Malayalam	32	24
UG	BCom,Commerce	36	Plus Two or Equivalent	English + Malayalam	24	21
UG	BSc,Botany	36	Plus Two or Equivalent	English + Malayalam	32	17
UG	BSc,Chemistry	36	Plus Two or Equivalent	English + Malayalam	40	13
UG	BSc,Computer Science Self Financing	36	Plus Two or Equivalent	English + Malayalam	60	47
UG	BSc,Mathematics	36	Plus Two or Equivalent	English + Malayalam	60	12
UG	BSc,Physics	36	Plus Two or Equivalent	English + Malayalam	40	9
UG	BSc,Zoology	36	Plus Two or Equivalent	English + Malayalam	32	20
UG	BBA,Busine	36	Plus Two or	English +	32	30

	ss Administration Self Financing		Equivalent	Malayalam		
PG	MA,Economics	24	Undergraduate	English + Malayalam	15	12
PG	MA,English	24	Undergraduate	English	15	15
PG	MA,Malayalam	24	Undergraduate	Malayalam,Sanskrit	15	13
PG	MCom,Commerce	24	Undergraduate	English + Malayalam	15	15
PG	MSc,Botany	24	Undergraduate	English + Malayalam	12	11
PG	MSc,Chemistry	24	Undergraduate	English + Malayalam	10	9
PG	MSc,Mathematics	24	Undergraduate	English + Malayalam	15	13
PG	MSc,Physics	24	Undergraduate	English + Malayalam	10	8
PG	MSc,Zoology	24	Undergraduate	English + Malayalam	8	6
PG	MSc,Statistics	24	Undergraduate	English + Malayalam	12	10
Doctoral (Ph.D)	PhD or DPhil,English	36	Postgraduate	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	Postgraduate	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Botany	36	Postgraduate	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Physics	36	Postgraduate	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	Postgraduate	English	0	0

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				7				79
Recruited	0	0	0	0	0	7	0	7	31	48	0	79
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				5				16
Recruited	0	0	0	0	5	0	0	5	1	15	0	16
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				37
Recruited	19	4	0	23
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

    31-03-2023 09:09:53

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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	4	4	0	10	18	0	36
M.Phil.	0	0	0	0	2	0	5	6	0	13
PG	0	0	0	1	1	0	16	24	0	42
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	2	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	12	0	13
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	1	0	0	1
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	631	0	0	0	631
	Female	865	0	0	0	865
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	230	0	0	0	230
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	29	0	0	0	29
	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	70	70	73	72
	Female	207	204	191	184
	Others	0	0	0	0
ST	Male	10	7	9	5
	Female	7	8	11	7
	Others	0	0	0	0
OBC	Male	69	58	64	48
	Female	182	191	165	172
	Others	0	0	0	0
General	Male	198	265	326	318
	Female	139	211	373	288
	Others	0	0	0	0
Others	Male	340	326	247	304
	Female	706	635	486	540
	Others	0	0	0	0
Total		1928	1975	1945	1938

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution has promoted multidisciplinary education from the very beginning of its inception. The Institution envisions itself as a vibrant academic community, transcending rigid disciplinary boundaries. To promote a holistic approach to education, we provide yoga and meditation programmes to all students under the aegis of the Physical Education Department. A holistic and integrated perspective is a prerequisite in education; only such a view can ensure meaningful civic participation of the citizens in society. The institution has implemented a number of initiatives with this objective. A major step has been taken to create a link between the disciplines of science and

humanities with the introduction of interdisciplinary programmes at the UG and PG levels. This has led to the conduct of joint academic ventures for science and humanities students under various forums and associations as part of curricular as well as co-curricular activities. These include the conduct of seminars of an interdisciplinary nature, hosted by the departments and the Multidisciplinary Research Centre of the college. REYONO Journal of Interdisciplinary Studies, under the institutional wing, has overseen the publication of multidisciplinary and transdisciplinary research articles. Joint research programmes under various faculties have been initiated to promote interdisciplinary approaches in science and social science. Through the Certificate Courses, the institution offers students an opportunity to engage with multidisciplinary and interdisciplinary perspectives and thereby allow them to connect with cross-cutting disciplinary subjects. Students are encouraged to participate in extension programmes, study tours, industry visits, projects, and excursions which enable them to become aware of contemporary issues and imbibe social skills. Students are also motivated to engage in internships to gain practical knowledge and experience, to enhance their employability. Also, interdisciplinary approaches are activated under CBCSS in the teaching-learning process. The institution caters to multidisciplinary courses and programmes, following the syllabus of Mahatma Gandhi University, which offers a judicious blend of interdisciplinary topics. Open Course programmes provisioned in the syllabus by the University offer students access to maximum interdisciplinary perspectives and input. All graduate programmes, irrespective of the discipline, have interdisciplinary courses such as environment, human rights and gender-related courses as complementary and core courses.PG programmes of some disciplines include areas of study related to Gender, Environment, and Human Rights. The institution, in tune with the requirements of the NEP, promotes Citizen Research Programme (CRP) to provide a space for students and the community to present their papers and research findings before academia. This endeavour promotes multidisciplinary research ventures that help to find solutions for the most pressing issues and challenges of society. A course in Communicative Sanskrit is made available to all

	students of the college to promote a knowledge of Sanskrit at the basic level for the purpose of communication.
2. Academic bank of credits (ABC):	The Academic Bank of Credits envisioned by the Government of India in the National Education Policy (NEP) 2020 is a digital infrastructure that will store the academic credits earned by the students of various higher education institutions within the country. Presently this facility is only available for the top 100 NIRF Ranking institutions. Our primary goal is to enlist the institution among the top 100 institutions at the national level. The institution proposes to register under the ABC once the sanction to do so has been received from the affiliating University. The institution promotes long-standing collaborations with international institutions. Notably, the college is the founding member of the 4sq.km telescope development programme (SKA Project initiated in 2016). Presently the institution has no joint degree programmes. The institution provides freedom to all faculty to be involved in the selection of reading material and in deciding the assignments to be given as a part of the assessment procedure. Though the internal examinations are conducted in a centralised manner at the college, the conduct of other components of the assessment process such as seminars and viva voce is left to the decision of the faculty concerned. The institution encourages students to enrol in new courses according to their choices from the SWAYAM-NPTEL platform.
3. Skill development:	The college has launched skill development programmes as part of curricular and co-curricular activities from 2016 onwards. The programmes run as short-term courses or training programmes. The mushroom cultivation programme of the Department of Botany and the Ornamental Fish Cultivation and Aquarium Maintenance course offered by the department of Zoology are such initiatives. The Women's Cell organised classes in tailoring and driving for the girl students of the college. A short-term course in association with Gulati Institute of Finance and Taxation, offering a Postgraduate Diploma in Taxation is offered at the institution which provides participants with a Tax Practitioner Certificate on completion. Training LATEX offered by the Department of Mathematics is also a skill acquisition programme as part of mainstream

education. The Department of Physics conducted LED bulb production workshops and the Department of Chemistry, in association with the Minority Cell of the college, organised LED Thermometer making workshops. Programme on Banking and Financial Services is being conducted by the Dept. of Economics in association with Hedge School of Applied Economics, Kerala Academy of Skills Excellence (KASE)- which has proven beneficial to students in securing a career in the financial services industry. The Additional Skill Acquisition Programme (ASAP) of the Govt. of Kerala, introduced three summer school programmes in the college. The college was the only institution in Kerala that conducted more than one skill development course under ASAP Summer School Programme. The college has constituted a Placement and Training Cell in accordance with the directions and requirements of the affiliating university. Students Leadership Training Programme (SLTP) is a means to inculcate positivity among the learners that include the development of humanistic, ethical, constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), non-violence (ahimsa), scientific temper, citizenship values and life-skills. The Induction Programmes of the institution were redesigned to include the changes proposed by NEP-2020, which include initiatives such as supporting students to acclimatise to the context of new higher education, developing strong bonds with fellow students and teachers, sensitising students on pertinent social issues, and transforming students into responsible citizens. Students were made aware of the new credit transfer system and credit mobility opportunities. Students were encouraged to open the ABC Platform to access the DigiLocker facility. Industrialists were nominated to the various bodies of the institution such as PTA, IQAC etc. Teachers were provided training to handle online classes and given assistance to create Moodle platforms to conduct courses in online mode. Students and teachers were given access to Moodle through the initiatives of the IQAC. Eco-friendly farming techniques were introduced to the UG students through The Massive Open Online Course (MOOC) on Organic Farming, a novel program that aims to teach students the life skill of environment-friendly farming techniques.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As per the directions of the NEP-2020, the institution has taken the necessary steps to incorporate the study of Indian tradition and culture into the curriculum. As a part of this initiative, a syllabus for a common course, accessible to all students, in Communicative Sanskrit was prepared and started. Sanskrit was a complimentary course only for students who opted for Malayalam as a main course of study. Under the leadership of IQAC, the college has started Sanskrit studies as a special course to provide all students, irrespective of discipline, an opportunity to learn the language. The college follows the bilingual mode of teaching for all disciplines. The lectures in class are delivered bilingually in Malayalam and English. A proposal has been submitted to the affiliating university to change the medium of instruction to bilingual mode. Students are permitted to write examinations either in English or vernacular language. Details of degree courses taught is bilingually in the institution: Economics (English & Malayalam) History (English & Malayalam) Commerce (English & Malayalam) Statistics (English & Malayalam) Botany (English & Malayalam) Chemistry (English & Malayalam) Zoology (English & Malayalam) BBA (English & Malayalam) Computer Science (English & Malayalam) Physics (English & Malayalam) Mathematics (English & Malayalam) Institution preserves and promotes the study of Indian languages including Sanskrit and gives the training necessary to increase the understanding of India's ancient and traditional knowledge. As a part of this effort, the college has started a Citizen Research Programme to create awareness among students about traditional knowledge and practices of the local communities, which also serves as a venue for the teaching of traditional folk arts like Kathakali, Vanchipattu and Margam Kali. Invited lectures in the vernacular language, by experts and gurus in traditional art forms, are conducted at the college. Students are encouraged to document the history of temples, folksongs, and other traditional art forms as a part of UG coursework
5. Focus on Outcome based education (OBE):	The institution is well equipped to transform curriculum into outcome-based education. The outcomes are defined under the following levels: application of knowledge, integration of concepts,

	methods, and perspectives from multiple disciplines and promotion of interdisciplinary perspectives to understand disciplinary concepts. Program learning outcomes are linked to the goals of academic programmes. Generally, the UG/PG level expectations are, to acquire working knowledge in respective disciplines, to acquire specific skills in certain areas, to promote research interest, to improve the capabilities of the students in skilled jobs, to reduce the number of unskilled and unemployed persons and to enable students to acquire field experience at the graduation level. The institution generates research interest among the students by motivating them to take up industry-related research projects at the undergraduate level and by conducting research methodology courses and workshops for UG and PG students.
6. Distance education/online education:	Permission to conduct ODL mode of vocational courses mainly depends on the policies of the State Government and affiliating universities. With the implementation of the provisions of NEP-2020, the institution can start vocational courses. Within the limited scope, the institution has opted for integrated Model II courses, mainly vocational, for example, Computer Applications in Commerce. The institution provides training to all teachers in the ODL mode of teaching as well as training to all students to learn courses online. Classrooms for all programmes of study have been created in the Moodle Platform and teachers and students have been provided with g-suite ids to access the same. Teachers were given training in the use of Moodle Platform as well as content creation and teachers are encouraged to create e-content and to upload the same in the online repository of the college. An Online Classes Committee is functional in the college to oversee the e-content development programmes of the departments.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Election Literacy Clubs are being set up in the college to promote electoral literacy among students. The main aim of the ELC of the college is to generate democratic values among students and to help the

	target audience understand the value of their vote and instil in them the confidence to exercise their suffrage rights in an ethical manner. By harnessing the potential of its members, the ELC envisions carrying forward electoral literacy to the surrounding communities. It also intends to facilitate voter registration for eligible members who are not yet registered. Familiarizing students with EVM and VVPAT machines is also another aim of the ELC as well as educating students about the robustness and integrity of the electoral procedure using EVMs.
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?	Faculty coordinators are appointed by the Principal of the college and student coordinators are elected by the ELC Members. The Committee is generally known as the Coordination Committee, The ELC meets at regular intervals especially at the time of College Union Elections, to educate students on the electoral process.
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.	ELC serves as a space to hold healthy democratic discussions, build awareness about the democratic process, inspire students to register their votes, create awareness on the judicious use of voting rights, introduce voting machines to students and conduct classes on the electronic voting system during the time of Parliament, Legislative Assembly and Panchayat Level Elections.
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.	Students have participated in election surveys. College buildings and premises are used for election-related activities such as Polling booths, Distribution Centres and Counting Stations. Teaching and non-teaching staff of the college serve as presiding/polling /counting officers at the time of elections.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college provides information and assistance to students to register their names in the eligible voter's list.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1794	1938	1945	1975	1928

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

2 Teachers

2.1

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

Response: 185

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
107	108	112	111	107

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
82.69	156.55	88.42	70.90	39.39

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:

St Thomas College follows and implements the curriculum designed by the affiliated University for all its programmes. Curriculum delivery planning for the academic year commences with the preparation of the Academic Calendar, which includes tentative dates for commencement and end of each semester, the conduct of internal examinations, important days etc., in pact with that of the University. A Master Timetable is prepared every academic year. Semester-wise preparation of the teaching plan of each teacher is documented in the Teacher's Work Diary.

The Programme Outcomes, Programme Specific Outcomes, and assessment procedure are disseminated during the Induction Programme for first-year students organized at the institutional and department levels. Course Outcomes and syllabi are detailed at the commencement of each course. An Entry-level Assessment Test (ELAT) and Bridge courses with structured syllabi and timetables are conducted for first-year undergraduates.

The Continuous Internal Evaluation (CIE) process with two internal examinations per semester is operated through a centralised system. Seminars, assignments, and viva are major components of the internal evaluation process. Class tests also help in reviewing the level of understanding of the students. Students are classified as advanced, average or slow learners based on their performance in the ELAT, Bridge Course and the first internal examination.

Remedial classes and the Scholar Support Programme succour slow and average learners. Advanced learners are trained for competitive examinations, assigned as peer tutors, and encouraged to participate in seminars and workshops. Walk with the Scholar Programme, add-on courses like SWAYAM and Coursera supplement the learning process, while certificate courses and value-added courses transmit additional knowledge and skills to the students. Discussion of previous years' question papers familiarizes students with the examination pattern and invited lectures by eminent academicians augment the acumen of the faculty and the students. Industrial visits, study tours, and field surveys impart experiential learning.

The COVID-19 pandemic scenario necessitated the replacement of conventional classrooms with online teaching. The institution shifted to the hybrid mode of learning by employing multiple online platforms like G-Suite and Moodle LMS during the post-pandemic period. The institution provided in-house online training to the faculty to handle Moodle and other digital platforms. E-resources are judiciously employed to facilitate student-centric learning for an effective teaching-learning experience.

The teaching plan, day report and monthly report are documented by each teacher in their Work Diary. The post-COVID-19 documentation process is managed mainly using Cognito forms in a centralized manner.

The progress of curriculum delivery is discussed at Department Staff Meetings and is monitored by the

Heads of Departments, IQAC and the Principal. PTA meetings enable discussion of the holistic development of students and requisite measures are adopted to resolve the learning impediments. Tutorials, mentoring and counseling provide the required support to students. Curriculum feedback from stakeholders is forwarded to the University. Participation of teachers in the Board of Studies, Syllabus Restructuring and Curriculum Workshops help in syllabus improvisation.

The Principal, IQAC, Staff Council, Heads of Departments, and the faculty conjointly ensure the effective transaction of the curriculum and its documentation.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 51

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 51.85

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1019	1106	1877	490	475

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 into the Curriculum

Response:

Cross-cutting Issues

The foundational vision to foster academic excellence, moral integrity and social commitment in young men and women is reflected in all activities of the Institution. The curricula of all the programmes comprise contemporary topics of significance. Modules in the Common, Complementary, Core and Open courses sensitise students to critical issues like ethics, environment, gender, and human values. The Institution designs and conducts certificate/value-added courses and other activities to enable students to address challenging situations and become responsible citizens.

Environment and sustainability

Basic concepts of Environment, Sustainability, Agriculture, Nature Conservation, Pollution etc. are offered within and across disciplines. Students are encouraged to enrol for the MOOC course on Organic Farming which provides learners with an insight into sustainable agriculture. The NSS, NCC, Bhoomithrasena, UN-ASPIRE, Biodiversity, Campus Beautification, Go Green Santhome, and Eco Clubs offer platforms through which students learn the importance of ecological responsibility. This learning is furthered with the observation of such days as World Environment Day, Hiroshima Day, Wetland Conservation Day, World Energy Conservation Day, Ozone Day, Science Day, Earth Hour etc. The Departments and the IQAC organize seminars/webinars on environmental issues. Vegetos, the annual sale of home-grown agricultural products also promotes environmental awareness. Field visits to different ecosystems, and economically sensitive areas, and the promotion of eco-friendly practices offer experiential learning ambiences. Orientation for energy preservation and green auditing to understand the ecology of the campus have also been initiated as a part of the sensitisation process.

Professional Ethics

Research Methodology forms part of the curricula of many programmes. Seminars on Cyber Law and Security, Intellectual Property Rights, Research Publications, Research Methodology, and Research Ethics were organized by the IQAC, Departments, Multidisciplinary Research Centre, and Research Forum.

Gender

UG and PG programmes in English, Hindi and Malayalam offer courses on women, environment and Dalit issues. Gender budgeting, Impact of Gender on Economic and Demographic Development form a part of the syllabus of the Economics programme. Various programmes on sexual orientation, gender identity, and inclusive education are organized under the aegis of Cell for Transgender Persons' Welfare, Subject Associations etc. The Women's Cell, Centre for Women Studies, and Internal Complaints Cell organize programmes on sex education, pre-marital counselling, sexual harassment, empowerment, legal rights of women etc. Women's Day is celebrated with relevant programmes.

Human Values

Exposure to major issues of contemporary significance through the Common Course modules helps to re-orient students into concerned and conscientious human beings. Orientation, Tutorial, and Induction programmes impart human values. Programmes on Human Rights, Anti-ragging and Anti-drug instil the value of human dignity and legal awareness. Social Outreach Programmes, such as visits to asylums and tribal colonies inculcate the practice of voluntary service and enable students to become responsible humans. *Anpu* and *Aardram* projects help to extend financial and material support to students and the local community. During the Kerala Floods 2018 and Covid-19 pandemic, the Institution extended service to deserving students and people in need. Faculty training programmes are conducted to hone academic skills and promote ethical values.

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: 39.41

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

Response: 707

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 89.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
593	701	691	728	719

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

2021-22	2020-21	2019-20	2018-19	2017-18
774	774	762	762	762

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 84.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
317	347	344	381	372

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

2021-22	2020-21	2019-20	2018-19	2017-18
420	420	415	415	415

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

2.2 Student Teacher Ratio

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

Response: 16.77

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 using ICT tools

Response:

The institution strongly believes in imparting education through student-centric methods. The College aims to transform students from passive to active learners. The Orientation Programmes and Bridge Courses help to identify advanced, average, and slow learners.

Advanced learners are encouraged to optimise their knowledge using E-resources and advanced learning materials. They are also encouraged to participate in inter-college competitions and webinars, publication of papers, and choose challenging project topics. Orientation regarding higher learning opportunities and research is also provided. Best performers are honoured with appreciation certificates or scholarships and are incentivised to secure distinction in University examinations. Advanced learners are also encouraged to enrol in various MOOC programmes and participate in the Walk With the Scholar(WWS), Student Leadership programmes, and Young Innovators Programme(YIP). They are also provided with training and classes for competitive exams.

The practice of peer learning with Advanced Learners as Tutors(ALT) empowers average and slow learners to progress and develop team spirit and interpersonal skills. Weekly tutorials, Scholars Support Programme (SSP), remedial classes and mentoring, assist both slow learners and average learners. The problems of slow learners are identified and further buoyed by remedial teaching with academic counselling, additional study materials, book banks and bilingual explanations.

Seminars, peer-group learning, group assignments, and quizzing are used as tools to promote participative learning among students. Project works, extension activities and club activities enable experiential learning.

While question banks help in the process of assessment of learning progress, flip classrooms, debates, open textbook examinations, and brainstorming sessions effect interest in the subject. Participation and presentation of papers in national and international seminars expand student potential. Publication of papers in journals and books boosts their profile.

Screening of films and documentaries, role plays, interdepartmental competitions, training in LED Bulb Making, industrial visits, virtual industrial visits, study tours, field visits, hands-on training, exhibitions by the departments and production of the short film opened new vistas of experiential learning.

The institution has taken steps to adapt itself to the altering concepts regarding pedagogy with the onset of the COVID-19 pandemic. The faculty have equipped themselves with online training to manage ICT-enabled teaching-learning efficiently. The college has a Moodle-based Learner Management System with G-suite IDs for all faculty and students whereby tutorial videos, audio clips, and learning materials are shared. Google Meet and Zoom are being used for online interaction. MOOC platforms such as NPTEL SWAYAM, COURSERA and E-Resources like e-PG Pathashala, INFLIBNET, Shodhganga, MGU-Thesis.in, e-Flora, and e-Herbarium are accessible to students. Software and E-Tools like SPSS, Mendeley, Grammarly, turbo C++, TeX Maker, Python and Tally Prime are used for teaching-learning and research. The Plagiarism checking software 'Urkund' is available to research scholars. Teachers use various types of technology from traditional PowerPoint presentations to custom-made YouTube videos. Student–teacher Whatsapp groups are created to share information, learning materials, syllabus, e- notes, audio notes, videos of lectures etc. Internal examinations are also conducted online. Students are equipped to use online platforms for examinations, quizzes, assignment submissions etc.

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: 99.27

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
107	108	112	111	111

File Description	Document
Upload supporting document	View Document

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

Response: 62.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	74	66	65	64

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

The Internal Evaluation system of the college functions in a transparent and efficient manner. The evaluation process is conveyed to parents and students at the initial PTA meeting to ensure awareness among the stakeholders. For UG programmes, Internal Evaluation constitutes 20% of the total score and for PG Programmes, it is 25 %. Attendance, assignment/seminar/viva, and two test papers form the components of the internal evaluation of theory papers. Attendance, test paper and practical record form the components of the internal evaluation of practical papers.

An Internal Examination Committee is constituted for the management of the process, schedules the examinations in consultation with the Staff Council and is responsible for the conduct of two internal examinations per semester. The Committee ensures the publication of the timetable well in advance, the preparation of question papers, and the evaluation of the answer scripts within the stipulated time. The answer sheets are returned to the students for scrutiny and the marks of the same are communicated to parents via PTA meetings organised at the department level. Students who fail to attend the examinations due to valid reasons are given a supplementary chance. Additional tests help in keeping a consistent performance record of the students. During the Pandemic, the internal assessment process was conducted online and the attendance component was replaced by an additional assignment as per University guidelines.

The institution follows the mandate of the University for the time-bound and transparent redressal of any grievance related to internal assessment. Any grievances relating to the conduct of examinations or evaluation of answer scripts may be reported to the Grievance Redressal Committees. It is a three-tier mechanism commencing with the return of the evaluated answer scripts to the students, followed by discussions of question papers in the classes which allows redressal of any complaints at the teacher level itself. The issue will be addressed by the Department Level Committee if any student reports any grievance. If it remains unresolved, the same can be brought to the College Level Committee. Students can approach the University when their grievances are not settled at the College level. Students can raise grievances directly to their teachers, class teachers and HODs or indirectly through the complaint boxes kept at each department.

Internal assessment mark sheets of all the courses are consolidated in a standardised format titled 'A' Form and the consolidated scores of all the courses of the semester are then published in Form 'B', which is published for student verification. Internal Examination Marks Verification Committees for UG and PG programmes ensure verification of the internal marks of each student before the marks are forwarded to the University.

Interactions with the parents and individual student-level feedback enable productive analysis of the learning progress of the students and recommendation of appropriate remedial measures. Students are also motivated to explore various learning resources which augment their learning capacity.

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 and attainment of POs and COs are evaluated

Response:

The institution adheres to the syllabus, designed by the M.G University, which has well-defined objectives, identifying the skills/concepts/knowledge or graduate attributes expected to be acquired by the student by the end of each course. The institution has adopted several mechanisms to communicate Programme Outcomes, Programme Specific Outcomes and Course Outcomes to its stakeholders. Faculty training programmes are conducted on Outcome Based Education and Mapping of Outcomes. The POs, PSOs and COs, are published on the college website. In addition to this, the outcomes are explained to the students during the Induction Programmes as well as Department Orientation Programmes held at the commencement of the academic year, to familiarise students with the syllabus and its proposed outcomes. The expected COs are also conveyed at the commencement of each course. The college prospectus provides the basic details of the syllabus and assessment procedure. POs and PSOs are displayed on

department notice boards, in the college handbook and are also uploaded in the Moodle-based Learner Management System (LMS).

The implementation of the syllabi and the process of evaluation are monitored by the respective departments, IQAC, Staff Council, the Principal and Governing Council. The IQAC has organised Faculty Development Programmes in association with Kerala State Higher Education Council (KSHE) on Outcome Based Education and encourages faculty participation in workshops to afford a profound understanding of learning outcomes.

Direct and indirect methods are employed to assess the attainment of outcomes. Direct methods include internal examinations, end-semester examinations, assignments, seminars/comprehensive viva-voce for PG students and project viva for UG students and lab assessments. The knowledge and skills described by the course outcomes are mapped through specific questions in internal examinations and home assignments. Assignments and seminar topics necessitate exposure to additional learning sources. These topics are chosen in such a way that students will find their answers from good learning resources and understand the expected objective of the given problem. Internal examinations and class tests are conducted to ensure the attainment of the anticipated level of skills and competencies at the Module level and corresponding Course level. University question banks have been set up according to Bloom's taxonomy and the college has encouraged the use of Bloom's Taxonomy in the setting of question papers for internal examinations to evaluate whether corresponding COs are achieved or not.

Indirect methods include discussions, exit surveys of final-year students, and feedback from alumni and employers. This will reflect the comprehensive response on the quality of the teaching-learning process and feedback for the PO and PSO assessment. Multi-level discussion of student performance in the examinations enables the identification of the strengths and weaknesses as well as the development of rectification strategies.

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

2.6.2 Pass percentage of Students during last five years

Response: 73.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
449	503	485	477	432

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

2021-22	2020-21	2019-20	2018-19	2017-18
668	654	664	614	593

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.47

File Description	Document
Upload database of all students on roll	[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: 358.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.10	0	0.20	0.60	357.639

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 and has initiatives for creation and transfer of knowledge

Response:

The challenges of emerging trends in education have motivated the college to foster development through research, with emphasis on community related research, adhering to the vision and mission statement of the college. For this purpose, there exists a vibrant ecosystem for innovation, creation and transfer of knowledge, through research centres, laboratories, library, auditorium and seminar halls. Additionally, through the curriculum, students are familiarized with Research Methodology via theory, practical and project work.

1. Approved Research Centres:

- Five PG Departments : Botany, Commerce, English, Physics, Zoology, recognized as Research Centres by Mahatma Gandhi University.
- Basic facilities and infrastructure.
- Eighteen research guides and three from external institutions.
- Four faculty members are research guides in external centres.
- Seventeen Research Scholars were awarded Ph.Ds.
- Currently, 30 Research Scholars are pursuing research

2. Research Advisory Committee (RAC):

- Well-structured RAC committees at institutional and department levels to properly coordinate research activities.

3. Promoting Multidisciplinary Research:

- **The Multidisciplinary Research Centre** stands apart from other Research Centres of the college.
- Registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act, 1955.
- Provides awareness on interdisciplinary research areas and enables interdisciplinary research.
- In-house research publication- **Journal of Interdisciplinary Studies- Reyono (ISSN: 2277-7652)**.
- Supports "The Centre for Literary Studies" which promotes research in literature and humanities

4. Research Ecosystem

- Faculty motivated for research and faculty development programmes.
- Honoured eight faculty members who were awarded PhDs.
- Research recognitions: "INSA Visiting Scientist Programme 2019-2020"-Award, identified new fungal species and Prize in International Paper Presentation Competition.
- Active researchers are honoured with Awards for their contributions, by the Management.
- Research Forum provides guidance and orientation in research methodology and inculcates research attitude, aptitude in students.
- Registered with INFLIBNET from 2013
- 'DigiCol', helped in digital enhancement of the college.
- Digital ecosystem facilitates e-resources. Common Computer Facility (CCF) conducts a short-term course, "Basics in Computer" for UG I students, disseminating computer literacy.

   Other Activities:

- Paper presentation
- Participation in national and international events
- PG students are motivated for research.
- Student publications

5. Collaborative Research:

- Encourages interdisciplinary, interdepartmental and intercollegiate collaborative research activities and resource sharing.
- Industry-Academia Innovative practices by collaborating with government and non-government agencies : International Skill Development Corporation, UK ; Tropical Institute of Ecological Sciences (TIES); Gulati Institute; Centre for Cellular and Molecular Platforms, Bangalore(C-CAMP) ; Spices Board (Kochi) , etc.

6. Innovation, Skill Development and Entrepreneurship:

- National Life Science Entrepreneurship Awareness Programme.
- Transferred the knowledge of LED bulb making to students.

- Entrepreneurial Training Programme for Scheduled Caste Communities to produce Digital Thermometers organised by Minority Cell of the college.
- Two-day workshop on Type Setting in LaTeX. Regular workshops on statistical tools and data analysis.
- Students trained in skills like bamboo craft, seed-pen-making, cloth-mask-making, mushroom cultivation, Agri-based Enterprises for Rural Youth, Vegetos-Agrifest etc. to initiate startups.
- Young Innovators Programme
- Community Related Research Studies /Community Extension Initiatives:
    - Promotes community-oriented research.
    - Research outcomes are utilized for the benefit of the community.

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: 131

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**

2021-22	2020-21	2019-20	2018-19	2017-18
52	37	20	11	11

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: 0.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	20	16	20	14

File Description	Document
Upload supporting document	[View 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: 0.28

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	16	13	6

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The college has conducted 202 programmes over the last five years on Swatch Baharat Abhiyan, Aids, Anti-Narcotics, Community-Village Engagement etc.
MODES OF SENSITISING STUDENTS

- Observance of Days, Seminars, Campus-Community Initiatives and Onsite Visits
- Extension activities
- Collaborating with government organizations
- Associating with NGOs

CAMPUS-COMMUNITY PARTNERSHIP:

The campus-community initiatives of the college are rooted in the curriculum-extension interface.

A. *Ardram Projects* **(A compassion hub of St. Thomas College, Kozhencherry)**

1. Home for homeless
2. Village Adoption

A.2.1. Kurungumala village

- Rs.2 lakhs for the library
- Eduhome-Saksharatha Bhavanamm- Classes and Balavedi programmes.
- Toilet of Rs. 1 lakh
- Study materials
- Chlorinated wells

A.2.2. Melukara Lekshamveed Colony

- Community living programme- Koottukubumbam
- Anganawadi adoption and renovation
- Toilet maintenance
- Library renovation and Pusthakavanchi
- Awareness against monsoon diseases.
- Free Grocery
- Support for senior citizens
- Protein kits to pregnant ladies

A.3. ARYA-KVK Agri Project training for students and farmers on agricultural practices.

B. **Anpu-Koodeyundu Programme (Together with you)**

1. Providing mobile phones to students
2. COVID pandemic awareness videos.
3. 1000 masks in the examination hall
4. Sewing machine to an unemployed woman.

C. Help the Needy:

1. Angamuzhi-a tribal colony Project
2. Adivasi Ooru Visit- 'Help the Needy'
3. Differently-abled children at Asha Bhavan, Pathanapuram
4. Financial support to Sabari Balika Sadanam in Konni
5. Stationary items to students of various schools

D. *Response to Crises:*

1. **Floods:**

- College ground as army/navy helipad.
- College auditorium as collection and distribution centre of relief materials.
- Rescue officers stayed in the campus.
- Students and faculty as volunteers.
- The college pooled money, provisional items, dress, and drinking water.
- *Uchakku oru pothi*- 150 Lunch packets in two flood relief camps.
- NCC cadets in rescue operations in Wayanadu District.
- Food kits for the families of Kurunthar, Aranmula
- Planted 1500 Bamboo plants on the Pamba river bank.

2. **Covid Pandemic:**

- Sanitizer preparation.
- Collected money, provisional items and medicines for the neighbourhood.
- Distribution of facial masks.
- *'Locks of Hope' -* Hair donation to cancer patients.
- *Sudershanam –Sabarimala'* helped differently-abled people, senior citizens and kids in their pilgrimage to Sabarimala.
- *Karshakamithra*- Community extension programme for farmers.

E. Santhome-Karshika Award instituted by the Department of Botany for the best farmer.

F. Science Exhibition - SCI-SCAPE 2019, Biospark-2018 and Science exhibition at St. Mary's school.

G. Vegetos-Annual agricultural fest

H. NCC cadets assisted Kerala Police in checking traffic

I. Medical and Eye camp by NSS at Ericadu Colony, Chengannur

J. Outreach Programmes:

- Toilet construction in Ambalappara region.
- A Life Enrichment Training Programme for the school students.
- Department of English: donated benches and desk to Mar Thoma LP School, Kozhenchery
- Distribution of free LED bulbs manufactured by Physics students.
- Illumina-Action for Education: Academic enrichment programmes for students in Model Residential School for tribals, Vadasserikkara.
- Doubt clearing and tuition classes for school students.
- One week of Yoga training for YWCA, Kozhenchery
- Health and sanitary class for LP School, Kozhenchery by NSS
- Cleaning programme by NSS and NCC units in the neighbourhood
- Visit to old age home, Kozhenchery

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:

1. **Mrithasanjeevani Award:**

   - Kerala Network of Organ Sharing honoured the institution for participation in the Organ Sharing campaign.

2. **Citation from Government of Kerala**

   - For contributing to CMDRF (Chief Minister's Distress Relief Fund) during 2018-2019.

3. **Certificate of appreciation from Kozhencherry Grama Panchayat for the green initiatives for the year 2019-2020.**
4. **Best NSS Unit No. - 42:**

   1. Best NSS Unit Award from Mahatma Gandhi University, Kottayam, for 2019-2020.
   2. Prof. Arun John was awarded the Best NSS Programme Officer prize by Mahatma Gandhi University, Kottayam, for 2019-2020.
   3. Amal Sundar was awarded a certificate of appreciation for his outstanding performance as an NSS volunteer during 2019-2020.

5. **Bhoomitrasena Award-Govt. of Kerala:**
The State Level Environmental Awareness Evaluation Committee sanctioned the formation of Bhoomithrasena Club, under the 'Environmental Awareness and Incentives' scheme of the Directorate of Environment and Climate Change, Govt. of Kerala. In this regard, the institution received a grant-in-aid of Rs.25, 000/-(Rupees Twenty-five Thousand only).

6. **Hair Donation for Cancer Patients:**
 Hair Donation Campaign – 'Locks of Hope,' conducted by NSS unit on 05 February, 2021, in association with Chethana Integrated Development Society, Kayamkulam. Twenty-nine people (students/individuals from all colleges) donated their hair. The Society handed over the donated hair to Amala Cancer Centre, Thrissur.

7. **Other Recognitions:**
Certificates of Appreciations were awarded for the following services:

   1. General Election to Kerala Legislative Assembly:

   - District Administration, Pathanamthitta to eleven NSS volunteers for actively involving in the

Election.

- Elanthoor Block Panchayath to the college for providing infrastructure facilities for the smooth conduct of Kerala Local Body Election 2020. The college functioned as distribution, polling, collection and counting centres.

ii.   Toilet Construction:

"Anjappam Charitable Trust" to the Department of Commerce for partnering in the Anjappam-SCM Community Development Project- "Together Towards Life". Under this project the Department constructed toilet facilities for two economically and socially backward families in Ambalappara region, Ranny, Pathanamthitta district.

iii.   Training Session for Students:

"Anjappam Charitable Trust" to the Department of Commerce for partnering in the Anjappam-SCM Community Development Project-"Together Towards Life". Under the project the Department facilitated training session for the students in Ambalappara region, Ranny, Pathanamthitta district, as part of the Life Enrichment Training Programmes.

iv.   Food for the Hungry:

"Anjappam Charitable Trust" to the NSS Unit for generous donation to the "Food for Hungry Project" of the Trust.

v.   Blood Donation Certificate:

Awarded by Kerala State Blood Transfusion Council, to the NSS Unit for voluntary donation of blood by 54 donors.

vi.   Pandemic:

- Elanthoor Block Panchayath to the institution for the spirit of voluntary community service and social responsibility demonstrated during COVID-19 Pandemic. The institution had wholeheartedly permitted the use of the college hostel as a Domicile Care Centre for COVID-affected migrant labourers.
- Awarded by St. Mary's Girls High School to the NSS Unit for school sanitization and cleaning campaign.

vii.   Infrastructure Facilities:

Elanthoor Block Panchayath for permitting the use of the sports facilities of the institution, including football ground for the conduct of "Keralotsavam 2022".

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

NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 202

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	30	80	17	34

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 46

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The college has sufficient infrastructural facilities such as a library, classrooms, laboratories, seminar halls, computers, auditoriums, and other academic resources to sustain and enhance teaching-learning. At the beginning of every academic year, requirements are identified, and initiatives are made for the upgradation, adding, modifying and replacing resources for curricular and non-curricular programmes.

The college has 76 classrooms out of which 65 are being used for regular classes. Out of these 34 are ICT enabled. The classrooms are well-ventilated and in accordance with the needs and requirements of the programmes of study. There are 6 ICT-enabled seminar halls. The college has 22 labs including 4 labs for physics, 3 for chemistry, 3 for Botany and 4 for Zoology. Departments have separate rooms for HoD & faculty. All teaching Departments have at least one ICT-enabled classroom or seminar hall to integrate technology into pedagogy. The auditorium, air-conditioned conference hall and examination hall are utilised for conducting academic and related programmes. Internet facility is ensured in all the Departments. The college has a separate block for administering Self-Financing programmes ("Dr Joseph Mar Thoma Metropolitan Block") with a seminar hall, staff rooms, classrooms, libraries, restroom and computer lab. The newly constructed RUSA block comprises a seminar hall and additional classrooms. The library, housed in the Golden Jubilee Library Block with a reading room, reference area, and stack room, has numerous domain-related books, journals etc. The institution has a Common Computer Facility Centre (CCF) for conducting short-term computer programmes. The centre also houses INFLIBNET with 30 computers. A reprographic facility is also available in the centre. Computer labs are also available in Physics, Mathematics, Botany, Commerce, Statistics, Computer Science and Life-Science Blocks. Language lab, digital theatre, herbarium, medicinal garden, Zoology Museum etc. complement academic learning. There are facilities for promoting cultural activities, sports, games, and yoga. One multi-purpose auditorium, one mini auditorium and an open quadrangle are available to stage cultural programmes. A football court of 8500 square metres, one volleyball court of 375 square metres, a basketball court of 576 square metres and a badminton court of 150 square metres are the main facilities for sports and games. Facilities for athletics, cricket, throwball, tug of war and Kabadi are there. Besides the inter-house programmes, there are annual athletic meets and inter-collegiate volleyball tournaments. The College has a Gymnasium with a treadmill, barbells, stationary cycles, inclined bench press stand and weightlifting facilities. The College has a Yoga Centre with a trained yoga instructor. The campus uses cameras with night vision for CCTV surveillance.

The institution has a campus of 16.4 acres with;

1. **Heritage Block**

2. **Administrative Block**

3. **Library**

4. **Commerce Block**

5. **Life Science Block**

6. **Chemical Science Block**

7. **Canteen**

8. **Auditorium**

9. **Women's Restroom**

10. **Men's Toilet Block**

11. **Juhanon Mar Thoma Hall**

12. **Digital Library**

13. **FIST Lab**

14. **Common Computer Facility**

15. **Physical Science Department**

16. **Gymnasium**

17. **Yoga Centre**

18. **Sports Hostel**

19. **Women's Hostel**

20. **UPSC/PSC Coaching Centre**

21. **Play Ground**

22. **Water Harvesting Facility**

23. **E-waste Management Facility**

24. **Volleyball Court**

25. **Basketball Court**

26. **Counselling Room**

27. **IQAC Office**

28. **Chapel**

29. **Multidisciplinary Research Centre**

30. **Public Address System**

31. **Water Purifiers**

32. **Ramps**

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 85.69

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
82.36	80.48	91.62	87.31	33.49

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

St. Thomas College, Kozhencherry has a spacious library housed in a two-storied building

constructed in 2006. The library has ICT facilities with Inflibnet. The college library is fully automated with fibre optic and Wi-Fi. The Library automation was started with SOUL software for creating a database of holdings and Barcoding. In order to upgrade the library facility a new software KOHA was installed in 2018. Koha has a customised web-based interface in MARC21 Format.It enables to serve the users in a better and more efficient manner and provides facilities for browser-based access. It also offers facilities such as Cataloguing, Classification, Identification of books etc. The college library currently uses version of 21.05.02.000 KOHA. The E-gate has been installed for the entry to the library. Online Public Access Catalogue is accessible within the library with the optimum use of library resources.

A collection of over 54600 books makes the college library a rich source of academic information. The library provides access to more than 6200 e-journals and 195000 e-books through N-LIST. 5 computers with net connectivity are provided in the library for students and researchers. Separate sections such as references, periodicals, research, rare books, newspapers, doctoral thesis of college research centres, journals, career guidance, lending etc are available in the library. Reprographic facilities, audio-visual facility, CCTV for security and a tie-up with the University for checking plagiarism at reduced rates are also available in the library.

In order to make the library management system more meaningful and effective, separate wings such as Reference, Reading Room and Stack Room have been provided. Library orientation programmes are conducted every year for students and research scholars. Training of INFLIBNET, book review competition etc are organised. Book donation and consultancy for the setting up of libraries in nearby villages are part of library extension activities. The library facilities are also made available to students and scholars of other institutions on demand.

A video has also been created and uploaded to the college YouTube Channel regarding the rules and regulations and usage of library resources. Ramp and wheelChair facilities are available for physically challenged students in addition to reading software for visually impaired students. Radio Frequency Identifier (RFID) is implemented as a part of ILMS. The Periodic upgradation of software and hardware is initiated for optimum use.

The institution has a gate register to record per-day usage of the library. In 2018-19 the number of footfalls was 24675. In 2019-20 it was 15121. Per-day usage of the library was substantially low in 20-21 and 21-22 on account of the covid pandemic.

The Library functions from 8.30 to 5.00 PM on all working days and extended hours on special occasions. The guidelines for library functions and services are made by the library committee, appointed by the college.

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

Response:

IT facilities have a pivotal role in the effective administration of academic programmes and related activities. The Institution consistently augments its IT facilities to address the changing trends in the academic scenario and equip faculty and students to engage in learning efficiently. The college has registered phenomenal growth and improvement in the IT facilities over the last 5 years.

- The institution has an IT Augmentation Policy
- The Common Computer Facility Centre (CCF) operates as a hub facilitating academic and professional requirements. Serving as a computer training centre for UG students, the Centre offers a basic course in MS Office Management and provides facilities like browsing, scanning, printing, photocopying etc.
- All the Departments and administrative offices have Wi-Fi connectivity and necessary computational facilities including printer cum photocopier.
- Language Lab under the Department of English provides an opportunity for students to study languages with the help of "Orell Talk Language Lab Smart Online Version".
- Institutional e-mail ids are provided to all students and faculty.
- A duplex high-speed printer and a photocopy machine are available for the use of students on campus.
- The institution uses emails and WhatsApp group facilities for internal communication.
- The bandwidth of the internet connection using BSNL has been enhanced from 10 MBPS to 200 MBPS.
- Asianet internet connection has been installed and steps have been initiated to enhance bandwidth to 1 GBPS from 200 MBPS.
- Network infrastructure has been upgraded to Gigatype
- New solar power panels and generators were commissioned.
- The Institution has 205 computers, 40 LCD projectors and 5 ICT-enabled seminar/conference halls.
- The number of surveillance cameras has been increased from 16 to 45.
- Library information KIOSK has been installed.

The institution has a well-defined mechanism for frequent upgradation of IT facilities. The Website Committee, the Online Class Committee, the IT and Network Infrastructure Development Committee and the Library Automation Committee have been constituted to plan and execute IT facilities in the college. Efforts were made to enhance IT facilities in the context of the Covid-19 pandemic which transformed classes from offline to online mode. At the beginning of every academic year, requirements regarding IT and Internet connectivity are estimated. Procuring and installation processes are initiated by the respective

committees. The college has a Network Resource Centre and a Common Computer Facility offering IT-related programmes and services. Wi-Fi routers and switches have been set up throughout the campus. The college has an AMC for IT facilities and a qualified technician is available for the frequent calibration of IT facilities.

Software upgradation has also been affected in the context of introducing e-governance and launching online classes. A full-fledged Learning Management System (LMS) based on Moodle is available in the college from 2021 onwards. The College has also acquired a Google workplace. Students have been

provided with Radio Frequency Identification Cards (RFID) for library access. Educloud has also been procured for effective academic administration.

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: 9.06

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

Response: 198

File Description	Document
Upload supporting document	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 49.31

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
56.49	79.64	43.94	29.62	6.28

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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 Government and Non-Government agencies during last five years

Response: 58.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
972	1051	1138	1236	1223

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

5.1.2 *Capacity building and skills enhancement initiatives taken by the institution include the following*

    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
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 50.24

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1720	1430	693	650	320

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

5.1.4 The Institution has a transparent mechanism for timely 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: C. Any 2 of the above

File Description	Document
Upload supporting document	[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: 31.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
179	248	264	222	106

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

2021-22	2020-21	2019-20	2018-19	2017-18
614	664	654	668	670

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 58.65

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
12	14	37	43	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	42	56	58	31

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 333

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	54	80	56	54

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 52.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	30	65	62	52

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:

The Institution has a registered Alumni Association, St. Thomas College Alumni Association, under the Travancore-Cochin Literary, Scientific and Charitable Societies Act-1955, with Register No.: PTM/TC/63/2022. The institutional alumni have chapters in India and overseas.

Major overseas chapters are the United States, Abu Dhabi, Dubai, Sharjah, Kuwait, Bahrain, Doha and Saudi Arabia. In addition to General Alumni, we have two different registered alumni associations under

the wings of the Departments of Mathematics (PTM/TC/44/2022) and Botany(P-441/05). College has more than 10 lakhs of funded projects including the solar panel installed in the Commerce and Economics Department. Alumni chapters have contributed to and supported the institution's activities in various capacities.

1. Academic Support

The alumni in their various capacities as academicians, researchers, corporate managers, and political and administrative leaders offer their expertise in their respective areas as resource persons for seminars and other enrichment programmes. They often visit their alma mater, interact with the student community, and motivate themselves to avail themselves of the opportunities to excel. The joint meetings of the alumni and the faculty provide a platform for sharing teaching and learning experiences and an opportunity for collecting feedback to improve the institution's curricular and co-curricular programmes.

 2. Scholarships

The Alumni chapters as well as Department Alumni Associations have instituted various scholarships which are distributed every year to encourage the meritorious and to assist the disadvantaged. Over the years there has been a steady increase in the endowments. During the time of the COVID-19 pandemic, former NSS members and alumni of some Departments extended financial support and donated smartphones to mitigate the digital divide.

3. Support for co-curricular activities

 The alumni generously support their respective Departments to conduct various programmes including social outreach initiatives. The Department of Physical Education organised an exhibition volleyball match between volleyball alumni players and the college team on 3/09/2019.

 4. Infrastructural development

 The alumni extend substantial support for institutional development. Solar photovoltaic systems were installed in the Departments of Commerce and Economics by their respective alumni. Economics and Botany alumni were instrumental in providing smart classroom facilities for their departments.

St Thomas College is proud of its alumni who hold out their ignited candle to light the world as academicians, literary figures, scientists, artists, sports figures, entrepreneurs, politicians, activists, community workers, home managers and responsible citizens. We build our future together.

Besides St Thomas College Alumni Association's annual get-together, most Departments also organize annual meetings. Meetings of the Executive Committees are held periodically. Former faculty and distinguished alumni are honoured for their stellar professional excellence and contributions to society. Networking opportunities are provided through various initiatives that foster relationships between alumni, students, and faculty.

 The alumni enthusiastically support the Institution in all her endeavours.

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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

St. Thomas College, Kozhencherry has a tradition of translating its vision and mission to its students as well as to the society as a whole, in a meaningful manner. From its very inception, the institution has been imparting quality higher education to the rural population, especially those in the hilly tracts of the Central Travancore region of Kerala.

The vision of the college is "to foster academic excellence, moral integrity, and social commitment in young men and women". The mission statement of the college is "to mould intellectually well-trained, morally upright, socially committed, and spiritually inspired young men and women. The institution aims at the holistic development of both students and faculty so as to meet the emerging challenges of the time by encouraging research and providing a conducive academic environment.

The institution believes in collective responsibility and decentralised and participatory governance which is evident from the functioning of various statutory bodies such as Governing Council, Sub-committees, Staff Council, IQAC, Departments, Clubs and Associations of the college.

The Governing Council ensures the proper implementation of the vision and mission of the college, takes administrative decisions, deals with staff matters and provides funds for the maintenance and development of the institution. An elected faculty representative has also been included in the Council. The Council constitutes different Sub-Committees for the effective and participatory form of administration.

The Principal, as the Head of the Academic and Administrative wings of the college, exercises effective leadership for the functioning of the college. As the head of the Staff Council, the statutory body of the college, the Principal consults with the Council at regular intervals to review the progress of curricular and co-curricular activities and discusses the corrective measures to be initiated for the progress of the institution.

The IQAC seeks to ensure quality enhancement in the areas of Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, and Student Support. The Planning board and RUSA committee deal with the funds and grants from the various government bodies.

Discussions and decisions on various matters relevant to the proper functioning of the college are taken at the General meetings of teaching and non-teaching staff, conducted at regular intervals. The Heads of the departments manage the daily matters in consultation with the teachers of the department. Each class has a teacher-in-charge, who acts as a bridge between the department and the students.

The Students' Coordination Committee, consisting of two students from each class and nominated faculty members, serves as a platform for discussing the needs and concerns of students and functions as a venue for the planning and implementation of all activities and for ensuring discipline in campus. The suggestions made by the Coordination Committee are duly considered by the Governing Council, Staff Council and IQAC. Various clubs and associations function with the leadership and participation of students.

PTA, Alumni and Students' Union are also part of the institutional mechanism for sustaining and improving the academic environment and quality of the institution.

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 functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The College has a well-organised structure for good governance and decision-making that has evolved through active collaboration among the statutory bodies, various associations and councils of students, as well as the faculty and parents. The organogram is as follows:

Governing Council: The Manager, who is nominated by the Mar Thoma Syrian Church of Malabar, is the highest authority in the institutional structure. He discharges functions in consultation with the Governing Council, which has a tenure of three years and consists of 12 members comprising educational experts, administrators and public functionaries. The Principal acts as the Secretary and the Council is entrusted with the nomination of the Treasurer of the College. The Council advises the Manager on all matters of administration.

Principal and Staff Council: Staff Council is a statutory body consisting of the Principal, Heads of the departments, Librarian, IQAC Coordinator, Office Superintendent and five elected members of the faculty. The staff council takes decisions in all internal matters of the college such as, admission of students, discipline, implementation of academic matters, internal assessments, research and extension programmes etc. In order to make the administration of the institution more effective and efficient, the Staff Council constitutes various Sub-Committees. There are a number of forums, clubs and associations to coordinate the numerous co-curricular activities of the College. A significant role is played by IQAC, Planning Board, and other functional committees by assisting the Principal in college administration.

College Office: The College Office consisting of Administrative and Support Staff realises the

administrative functions under the supervision of the Office Superintendent as per the directions of the Principal.

Head and Department Staff Council: The HoDs coordinate the administrative and academic activities of the respective departments. Heads of the departments coordinate the assigning of workload, teaching plans, mentoring, remedial classes etc. Teachers-in-charge are assigned to each class and entrusted with the task of consolidating attendance, preparing internal marks, continuous evaluation reports and convening class PTA.

Committees, Clubs and Associations: The Staff Council and the elected Students' Union coordinate various co-curricular activities. Extracurricular and extension activities are organised by different committees, clubs, and subject associations along with NSS and NCC. Faculty members serve as conveners or coordinators of the various clubs.

Grievance Redressal Mechanism

The grievance redressal mechanisms for both students and staff members are constituted according to the guidelines and regulations of the UGC and the University. Anti-ragging Cell, Discipline Committee, Grievance Redressal Cell and Internal Complaints Committee for the prevention of sexual harassment of women at the workplace have been constituted in the institution as per the statutory norms and procedures for the timely redressal of the grievances. The grievances of the teaching and the non-teaching staff are redressed through Management committees and University tribunals.

Service Rules, Procedures, Recruitment and Promotional Policies

The appointment and promotion of staff are governed by the rules and regulations of UGC, affiliated University and Kerala Service Rules (KSR), and other relevant orders issued by the authorities.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Our College has a multiple mechanism to promote the welfare of both teaching and non-teaching staff and has also a precise system for the appraisal of the performance.

1. **The institution provides a congenial atmosphere for the holistic development of staff members through a constant interaction between the Management and staff. The institution offers special consideration in the admission of their wards under Management quota.**

2. **The College has a Staff Association which acts as a platform for the welfare of the staff. The Staff Association organises recreational programmes, staff tours and also offers financial support in the hour of need.**

3. **The institution arranges a felicitation function to honour the services of the retiring staff members.**

4. **The institution has an Employees' Cooperative Society registered with the Registrar of Society, Government of Kerala. Banking and Credit facilities are made available by the society to all staff members. It is a practice of the Society to honour toppers in the 10th and 12th standards, of the children of the staff members with cash awards.**

5. **The institution has a Cooperative Store which supplies textbooks and stationery items to staff members at discount rates. The services offered by the store include reprographic facilities, credit purchase, etc.**

6. **The facilities such as Fitness centre, hostel for staff, Canteen facility with separate dining room for staff, furnished room for Heads and Faculties, Rest Rooms, Counselling facility and also parking area for vehicles. The institution also provides space for postal services on the campus.**

Performance Appraisal System

The institution follows the statutory mechanism for the appraisal of performance of faculty members, primarily for promotion of teachers under career advancement scheme. Besides this, an internal system has been devised by the institution to evaluate the performance of both teaching staff on the basis of a self-appraisal system. Every faculty member provides a filled in proforma to the Management containing details of academic and non-academic accomplishments.

Implementation of the Teachers' Workbook facilitates effective planning and completion of the syllabus within the stipulated time, which can be used as a tool for performance appraisal.

The college has instituted Best Research Paper Awards for faculty members under the disciplinary categories such as Science and Social Science on the basis of research output of the publication. Doctoral degree holders are also honoured by evaluating their research.

Feedback on evaluation of teachers by students is collected and applied as a tool for performance appraisal. PTA meetings are conducted to evaluate the teaching-learning process, infrastructure necessities and to address other concerns of parents and students.

The representatives of the Management visit the college and have open interactions with the Heads of the Departments as well as the teaching and non-teaching staff, where the strengths, weaknesses, opportunities and challenges of each Department/Office are specifically addressed.

Academic and administrative audits are organised by the IQAC and Governing Council every year. The reports of each audit are thoroughly examined and corrective measures are initiated for the better performance and effective implementation of curricular and co-curricular programmes.

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: 0.55

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	0	0

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

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

years

Response: 28.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	86	36	19	19

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

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

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

The college has devised a mechanism for effective fund mobilisation and meaningful utilisation through the formulation of a specific policy for FINANCIAL MANAGEMENT AND RESOURCE MOBILISATION. The Governing Council monitors the financial matters of the institution and ensures the transparency and accountability in the administration of the resources. In addition to the grant-in-aid received from the Government as salary of the aided stream and financial assistance through PD accounts, the college channels funds from various other sources also.

1. **A major share of resources is mobilised from Endowments, Scholarships and Sponsorships instituted by well wishers and philanthropists.**

2. **The financial resources collected from students include the tuition fees collected from the self-financing departments and hostel fees.**

3. **The institution has a good relationship with Alumni and PTA. Institution has a strategic plan to establish a rapport with Alumni. General Alumni and departmental level meetings are convened every year and sharing future endeavours with them is a major event. Fund for installation of solar projects, construction of library complex are the examples of funds mobilised by the college from the Alumni. As a major stakeholder, PTA also makes liberal contributions to the development of the project.**

4. **The institution has a specific mechanism to tap financial resources from funding agencies like UGC and RUSA. An amount of rupees two crores has been sanctioned to the college by RUSA.**

5. **Faculty members are encouraged to submit proposals for research grants.**

6. **Sports council funds are also available for the institution.**

The college has a transparent mechanism for the utilisation of the fund. The Planning Board, RUSA Committee, Purchase Committee and Finance Committee oversees the effective utilisation of funds.

Internal and External Financial Audits

The institution has a robust system for effective financial administration. A two tier mechanism has been applied by the college for ensuring transparency and accountability of financial matters. Annual audits are conducted by internal and external agencies. The institution makes appointments of registered chartered accountants to conduct internal audits for every financial year. The report submitted to the Governing Council is examined, and appropriate actions are initiated thereon. The Church, the parent body of the institution, initiates an external audit of annual income and expenditure statements by duly appointed auditors. The report of the external audit is published in the Annual Assembly of Church for debate and discussion. It ensures a proper system for the financial utilisation of the institution and to see that financial transactions are in order.

The Government funds are scrutinised by the Deputy Directorate of Collegiate Education, Directorate of Collegiate Education and Accountant General Office, Kerala. The audit conducted by the The Deputy Directorate of Collegiate Education usually takes place at the time of retirement of the Principal or Office Superintendent. Two audits were conducted by Deputy DCE during the last five years, which also helped to ensure proper mobilisation and utilisation of funds.

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:

The IQAC plays a major role in ensuring the quality of higher education through innovative initiatives to sustain and improve teaching-learning, research and extension. The IQAC has introduced the Teachers' Diary which would help teachers to plan and document their lessons. It allows teachers to engage in content delivery and academic deliberations in a prompt and comprehensive manner so as to benefit the students. The IQAC also helps to generate quality consciousness among the students in different areas of the academic functioning of the College through remedial teaching, mentoring, and academic counselling.

IQAC acts as a catalyst in publishing a multidisciplinary peer-reviewed journal-REYONO, to publish quality research articles. IQAC motivates departments and students to undertake interdisciplinary projects. It encourages the publication of project reports of postgraduate students in accredited books and journals.

The academic calendar of the institution is prepared by IQAC which contains details of semester classes, internal examinations, end-semester examinations, etc.. The academic delivery is monitored by IQAC through Teachers' Work Diary and COGNITO software.

Periodic assessment of class engagements, syllabus completion, continuous internal evaluation, etc. are made by IQAC to rationalise academic delivery. The institution organises two internal examinations in a centralised manner. It also ensures that results are communicated with parents through PTA meetings, and relevant measures for effective administration of programmes are also initiated. Feedback collected from students and other stakeholders are reviewed by IQAC and suggestions are provided to strengthen the teaching-learning process. IQAC also organises seminars for faculty on emerging trends in higher education in the context of NEP. It also arranges training for non-teaching staff in administrative matters.

IQAC supervises the implementation of certificate courses by the departments. A Common Computer Certificate course is also offered to all first year degree students.

Induction programmes are organised for first-year undergraduate students in which they are given a bird's eye view about the vision and mission of the college and all available amenities of the college. All students are informed about the programme outcome in the initial classes of first semester, and course outcome is discussed at the beginning of each semester. ICT-enabled classes are always an impactful initiative for better teaching-learning experience.

In order to develop an ambience for providing a meaningful and systematic development of students, academic enrichment programmes like WWS, SSP, ASAP, ED club are introduced under the guidance of IQAC. Mentoring, counselling and tutorial programmes help students to develop their soft skills and to face the real challenges of the world. Job fairs and PSC training are also organised.

EDUCLOUD 360 is installed to initiate the e-governance process in the administrative section.

Library automation is completed and KOHA software is installed.

IQAC encourages faculty participation in all FDP programmes. All teachers are motivated to submit their proposal for major and minor research funding from various agencies.

Academic audits by external agencies are initiated by the institution under the guidance of IQAC. Through the various initiatives, IQAC oversees the attainment of programme outcomes.

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); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

St. Thomas College, Kozhencherry, has initiated a 360-degree approach to gender sensitisation. One of the essential objectives of St Thomas College is to provide education to students considering the requirements of various sections of society with a special focus on gender sensitivity and gender equality. Students from both genders have an equal chance to reach their full potential. The following highlights a few of the institute's initiatives to support women's empowerment such as the institute arranges special programs, especially during **International Women's Day**, wherein female students and staff take part in large numbers, Associations like **Women Cell** and **Centre for Women studies** in the College established with the objectives of providing training to female students, developing their talents, and also for highlighting issues of concern to women students. The **NSS, NCC, Subject Associations, and Parent-Teacher Association (PTA)** have also taken a keen interest in conducting special programmes on gender awareness. The college has opted for "**Gender in Indian Perspectives**" as an elective paper for the B.A. History Programme, The IQAC of the college has also published a book on **Gender history** in Malayalam to develop gender awareness among the students.The college has appointed an experienced **Lady counsellor** to meet students conveniently.The institute has **Internal Complaints Committee** (ICC) which resolves any issues related to sexual harassment within the campus. The institution has **ladies' common rooms** with facilities like cots, beds, tables, chairs etc.Safety measures are strictly followed by our college, as a part of that **CCTVs** have been installed throughout the campus to ensure 24 X 7 surveillance and **ID cards** are issued to the students and staff to prevent the entry of outsiders into the college premises. The College provides **hostel facilities** for women students**.**   In order to ensure the college's 24-hour security, the college has hired **security Staff**, including a female security staff member. Few Activities initiated by the college to promote gender equality are the Celebration of Women's Equality Day**,** Tailoring class for girls**,** Pre-Marital Counselling Classes organised for Postgraduate students in association with the Kerala Women's Commission**,** self-defence classes for both undergraduate and postgraduate students, Two-day residential camp for girl students, Driving classes for the girl students, Women empowerment programme & women's day Celebration

Institutional initiatives to celebrate/organize national and international commemorative days, events and festivals.

The college helps students to relate to the cultural heritage and connect with their roots, by inculcating the importance of the protection, preservation and propagation of Indian culture. The institution organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with great enthusiasm. The college organizes activities on these days of national importance to recall the events or contributions of our leaders. Few selected events celebrated in the recent past are Republic Day, International Women's Day, International Yoga Day, Independence Day, Teachers Day and Gandhi Jayanti.

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
Upload supporting document	[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: B. Any 3 of the above

File Description	Document
Upload supporting document	[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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Our college is founded on the noble vision of imparting quality education in an equitable, rational, fair and inspiring environment, for students to achieve their full potential. The college administration and teaching staff make it a point to motivate students to fully imbibe the tenets of inclusive growth.

Inclusive efforts

1. Admission Procedure

The college provides admission to students from various parts of the state as well as to those hailing from outside of Kerala irrespective of caste, creed, religion etc.

2. Staff Recruitment

Considering the administrative realm of the institution, the college management gives much importance to promoting people from various communities to the academic and non-academic posts on the basis of the merits and skills of the person. The institution opens its positions to all communities irrespective of caste, creed and religion. Christian, Hindu and Muslim community members are accommodated among the staff of the college.

3. Efforts on harmony, tolerance and human values

The college students are involved in several social extension activities in different capacities. The Sabarimala pilgrims are provided help, and our NSS volunteers clean the river banks and the premises of the temple every year. The volunteers offer support to pilgrims who are in need of assistance to reach the temple. NSS volunteers had participated in the Save Pamba Project by planting 1500 bamboo saplings on the banks of the river for its protection and preservation. The college has always promoted the values of tolerance and harmony to cultivate feelings of togetherness.

4. Student Support Schemes

The institution offers its student support programmes to all students without considering their cultural, linguistic or social status. Through NSS and NCC activities, students are made aware of social work and they imbibe the values of togetherness, amity and teamwork. The respective differences are removed while working together in different group tasks. Home for the Homeless, educational support, medical assistance etc. are offered through the collective efforts of students and teachers.

5. Celebration of festivals

Cultural and regional festivals like Onam, Christmas, Diwali, Holi, and Kerala Day are celebrated enthusiastically. College Day, Youth Festival offer venues to showcase the talents of students. The collection and documentation of data on the history of the regional festivals and art forms as part of the student project work is promoted.

6. Constitutional Obligations

Lectures on Human Rights and Gender Issues sensitize students on justice, equality and civil rights. Republic Day, Independence Day, and Gandhi Jayanthi are celebrated with due reverence. The institutional code of conduct reflects its organizational values and sociocultural ethos. Elections to the College Union, Staff Council, PTA, Staff Cooperative Society etc. are held based on the democratic principles of equality and fraternity

Thus, our college functions with a profound sense of harmony, and the faculty and administration collaborate with the students to foster an environment that promotes inclusive growth for everyone.

File Description	Document
Upload 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 -I

Title : Academic Delivery and Monitoring System

Objectives

- To create micro-level documentation for individual teachers to record the daily academic activities in the college.
- To track academic activity regularly and efficiently to make the teachers more focussed and duty bound and also to measure the attainment of the program outcomes.
- To monitor course delivery continuously during the progress of the semester for the smooth and timely completion of syllabus.
- To record all activities which teachers performed as duties beyond their stipulated teaching hours.
- To streamline the teaching-learning process in a more meaningful and effective manner to ensure academic excellence.

Context

Academic activity is the most vital aspect of any educational institution. Teachers engage in the content delivery process through curricular as well as co-curricular activities. Maintaining a record of the academic contributions of each teacher is absolutely necessary. Further activities such as, serving on various college committees, offering counselling, holding remedial classes, conducting tutorials etc. are also documented. It is essential to map the activities assumed by teachers and a proper system for data collection and monitoring of these aspects is essential in the course of effective academic delivery. Additionally, monitoring of the timely completion of the syllabus is also necessary. Thus, to ensure that the academic delivery system is effective, meaningful and time bound, our college has well-established mechanisms, like Teacher's Work Diary, Centralized Data Repository System and Digital Learning Management System to monitor the same.

Practice

Teacher's Work Diary: As a part of this initiative, the college has in place an academic delivery and monitoring system using methods such as, Teacher's Work Diary, a centralized data repository system known as 'Cognito' and a Moodle platform. At the commencement of the academic year, the IQAC provides all teachers with a Teacher's Work Diary. The Work Diary is used in the following manner as per the directions of the IQAC, which includes the documenting of subject-specific teaching plans for each semester, daily teaching hour reports, individual timetables, faculty leaves availed, and a remarks section to note down anything of significance. Heads of the departments can periodically keep track of and analyse the work done by each faculty, by monitoring the plan of work, syllabus completion and delivery mechanism of individual teachers. The IQAC regularly reviews and evaluates the mechanism to ensure its success and effectiveness

Centralized Data Repository system-COGNITO: The *COVID*-19 *pandemic led to a* transition from *traditional* classroom teaching to *digital mode. In this context,* our college has created a centralized Data Repository system, namely Cognito for the digital documentation process. The Cognito forms includes:

- Curriculum Delivery Details - Data Repository Form No. STC/10 for collecting hour-based curriculum delivery data and hour-wise students' attendance.
- Teaching Plan - Data Repository Form No. STC/11 is used to collect monthly teaching plan.
- Teacher's Work Diary - Data Repository Form No. STC/12, as an online teacher's work diary.
- UG Student Profile - Data Repository Form No. STC/13 as the student profile data entry portal for undergraduate students
- PG Student Profile - Data Repository Form No. STC/14 as the student profile data entry portal for postgraduate students.

Digital learning management system- MOODLE: Blended learning is the way of the future for education, and the Moodle Learning Management System serves as its base. As a result, in the academic year 2021–2022, our institution introduced a digital LMS built on the open-source Moodle platform. This was made feasible by "Digicol" as a part of "Let Us Go Digital Program." The Moodle platform serves as a site that enables blended learning through such provisions as flipped-classrooms, video and audio lectures, uploading of course material, monitoring of assignments, administering tests, keeping track of attendance, providing feedback and is also helpful in conceptualising different courses and course structures. Training on the Moodle platform was provided for teachers.

Evidence of Success

- The academic delivery and monitoring system monitors the ongoing academic activity in the college and also gives a micro-representation of the work in process at the institution. It aids the faculty in keeping accurate records of the work done and in maintaining the details of curricular, co-curricular and extra-curricular activities.
- The system helps each faculty in undertaking a self-evaluation of academic duties and activities.
- This system made it possible for the Principal, IQAC and the HoD to monitor the work of each faculty such as plan of work, syllabus completion and other additional tasks.
- The daily attendance reflects the academic involvement of both students and teachers and ensures timely completion of the work.
- The system improved the effectiveness of the teaching-learning process since tests and assignments are administered on time.
- The data from the depository enabled the college to discuss the academic progress of the students with their parents in PTA meetings.

Problems Encountered and Resources Required

- The system is in an evolving stage, hence new input and advances are needed.
- The system still requires improvement and upgradation on many different levels.
- Delayed admission and hectic academic activities can hinder the smooth functioning of the system
- Online platforms may be hampered by technical drawbacks

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

Portray the performance of the institution in one area distinctive to its priority and thrust

TITLE: STUDENT SUPPORT SERVICES (SSS)

A sublime venture was realised in 1953 with the founding of St. Thomas College on the lush, hilly terrain of the Kozhencherry region, with the noble vision to foster academic excellence, moral integrity, and social commitment in young men and women. In keeping with this vision statement, the college has an effective **Student Support System** (SSS) in place. A distinctive aspect of our college lies in our approach to students, who are seen as potential human resources participating in and contributing to the overall growth and development of the institution. Students' participation in the quality enhancement is viewed as an opportunity whereby they can participate in its continuous development process. Additionally, this fosters a sense of responsibility for upholding and safeguarding the institution's reputation for excellence in performance.

As a part of the system, our college has started programmes on campus and in the community to provide support to students. Additionally, our college has expanded its support programmes in the areas of **academic, financial, extracurricular, and emotional well-being.** The institution is dedicated to extending its noble idea of student support services through forums like NSS, NCC, Women's Cell, Environment Initiative Clubs, and leadership clubs that organise various programmes within the campus and without, through social outreach programmes like adopting schools and villages, visiting old age homes, planting and distributing saplings, blood donation and anti-drug awareness classes. The institution also educates students about environmentally conscious practices through clubs such as **Go Green Santhome, NSS, and NCC.**

'Anpu-Oppamundu' St Thomas, has been conceptualized as a **student welfare scheme** to render financial and material support to students in need. Financial assistance provides learning support to deserving students. The fund is mobilised through voluntary donations from teachers and other well-wishers of the Institution. Monetary and material provision is rendered to the students identified by the Departments.

The "**Ardram" project** is yet another unique initiative of the college to promote community outreach and social responsibility among students. The goal of the AARDRAM project is to completely integrate the community and educational institution to develop a sense of responsibility toward the unreached community by identifying community needs and then partnering with local organisations and individuals to address them through awareness campaigns, knowledge extension, and other institutional resources.

The Institution has instituted **merit-cum means scholarships** to support meritorious students grappling with financial limitations. The Institutional Scholarship Committee coordinates the selection and distribution of scholarships, on the recommendations of the Departments, with due consideration of their performances in examinations.

Personal and group counselling services are offered to those in need with the help of a qualified counsellor in order to help our students cope with stress and get over behavioural issues. The sessions enable students to boost their confidence to encounter the challenges of life with a positive attitude.

Mentoring system also extends motivation and support to students for academic as well as emotional well-being. The entire community join hands to extend generous support to any student in distress. **Remedial classes** are arranged for students who are weak in academics.

The **Noon Meal Scheme** is intended to ensure that no student of St Thomas College remains without noon meal on any working day on account of financial constraints. A considerable number of students are benefitted by this magnanimous gesture practised with the support of the **PTA**. The students in need, identified by the respective Departments, are provided with a coupon which enables them to have free **noon meals** from the college canteen. This is done with due discretion to protect the identity of students.

The **Alumni Association of the college** is a key pillar of support for the general growth of the institution and its students. Awards have been established by our Alumni Association for the best outgoing students of each department. Meetings of the Alumni Association are held at the departmental and college levels. Alumni frequently visit the campus to offer financial aid to those in need. Entrepreneurial alumni have been offering advice on how to launch new businesses and transform them into sources of employment. Students are inspired by these activities to pursue their goals towards social progress and become more motivated to do so. Alumni play a large part in providing the facilities and infrastructure needed for a productive learning environment for the students.

Management plays an important role in *managing the entire activities of the institution.* Special consideration for economically backward and marginalized students is given priority in the admission process through well-defined norms. Management also ensures adequate infrastructure and financial assistance for a conducive environment beneficial for effective teaching-learning and holistic development of the students.

The excellent rapport between teachers and students and the student support mechanisms distinguishes the institution as a beacon of inspiration, lighting the lives of many and upholding its motto of Ad Majorem, Dei Glorium, for the greater glory of God.

File Description	Document
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

St. Thomas College, Kozhencherry has completed seventy years of academic life. With 50 programmes : 15 UG, 10 PG, 5 Doctoral Programmes, 20 own programmes of the institution, the college has enjoyed the status of a special grade college under Mahatma Gandhi University.

- Our students have secured top positions in University examinations. We have achieved 33 ranks in the post accreditation period.
- Five Research Departments have produced 17 Ph. D. Degrees during the post-accreditation period; Research Centre at the Department of English alone produced 6 Ph.D. Degrees. 3 Research Scholars submitted their theses and are awaiting their Doctoral Degrees.
- 65 students secured NET/JRF/SLET from the college during the assessment period. 32 students secured SET.
- 10 faculty members were awarded Ph.D. Degrees during the period under review.
- Prestigious award of Indian National Science Academy (INSA) Visiting Scientist 2020-21 was awarded to Dr Prathibha Vasudevan , faculty member from the Department of Physics.
- College has been recognized by the Government of India as a Local Chapter of SWAYAM coordinated by IIT Madras.
- Certificate Courses were offered in collaboration with Coursera Campus Response Initiative.
- Mahatma Gandhi University has sanctioned institutional membership to the college for availing the services of the University Library.
- A student of current academic year, Adhithya R (M.Sc. Chemistry) First Year is Senate Member at Mahatma Gandhi University.
- The college is a Camp Centre for valuation of examination papers of Mahatma Gandhi University.
- Our Alumni have occupied prestigious positions in different walks of life.

- College has received Rupees two crores under the RUSA Scheme from the Central and the State Governments for new constructions.
- The college has been selected as one among the 11 colleges in the State and the college is the only Government Aided college from the district for the "Let's Go Digital Scheme" (Digicol) of the Government of Kerala.
- The college was the venue for "Noopura", Mahatma Gandhi University Union Kalolsavam (Youth Festival) 2016, in the post accreditation period.
- Three Departments – English, Malayalam and Commerce celebrated their Golden Jubilee during the academic year 2017-18, commemorating the fiftieth year of inception of their UG programmes.

Concluding Remarks :

Thousands of students, down the generations, have moulded their lives and carved distinctive niches based on the academic and cultural inputs from St.Thomas College, Kozhencherry. The college is a realization of the dreams of a region, and still stands so. The illustrious journey of the college has come a long way, from a humble beginning to the much evolved present, and evermore evolving beyond. The college nurtures the cherished dream of becoming a deemed-to-be University.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Add on /Certificate/Value added programs offered during the last five years** Answer before DVV Verification : Answer After DVV Verification :51 Remark : As per reworked data
1.2.2	**Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years** 1.2.2.1. **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1142	1243	1878	519	478

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1019	1106	1877	490	475

Remark : As per reworked data

Metric ID	Content
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 (Yes or No)** Answer before DVV Verification : Yes Answer After DVV Verification: Yes
2.4.2	**Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84	86	97	80	78

Answer After DVV Verification :

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

31-03-2023 09:09:55

71	74	66	65	64

Remark : As per data provided

3.3.1	*Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*
	3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	24	24	24	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	20	16	20	14

5.1.4	**The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	86	36	19	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
46	86	36	19	19

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	1	1

Answer After DVV Verification :

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

Remark : As per data provided by HEI

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality initiatives with other institution(s)/ membership of international networks** 3. **Participation in NIRF** 4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations