



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**ST. JOSEPH'S COLLEGE (AUTONOMOUS),  
IRINJALAKUDA**

ST. JOSEPHS COLLEGE (AUTONOMOUS), IRINJALAKUDA THRISSUR DIST. ,

KERALA

680121

[www.stjosephs.edu.in](http://www.stjosephs.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2018**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

St. Joseph's College, Irinjalakuda in the Thrissur district of Kerala state is a grant-in-aid autonomous college for women, affiliated to Calicut University and managed by the St. Joseph Educational Society of the Congregation of the Holy Family on a 19 acre campus. One of the first institutions in Kerala to go for accreditation as early as in 1999, the institution is now ready for the 4th cycle of accreditation and this is testimony of the institution's continuous journey on the path of quality sustenance and augmentation. This institution was established in 1964 as an answer to the ever increasing demand for the higher education of young women from the middle and lower strata of society in the rural suburbs of Irinjalakuda. The institution has been endeavoring for the past 54 years to fulfill its stated mission of imparting value based holistic instruction and moulding empowered women fit for the society, the nation and the world, drawing inspiration from the visionary zeal of Blessed Mother Mariam Thressia, the Foundress of the Congregation and the benevolent blessings and guidance of the pioneers-the revered educationist, Padmabhushan late Rev. Fr. Gabriel, the Founder Principal, late Rev. Sr. Franco, and the First Manager, late Rev. Mother Josephine.

In recognition of its efforts to empower women students, with a transformative rather than additive purpose, the institution has been conferred the status of **Autonomy** and **College with Potential for Excellence** in 2016. The college is ranked among the top hundred colleges in India in the 2017,2018 NIRF Rankings.

### Vision

**Women empowered and liberated through knowledge for a brave new world of ideal families.**

The vision and mission of the institution are in line with aspirations of the Founders and reflect the core values upheld by NAAC. Even in this globalized e-world, women remain disadvantaged in the sphere of education, employment, health and human rights. The cause chiefly identified for this plight is their invisibility in the economic, social and political processes, education and health. The solution lies in educational enablement aimed at the total development of the innate potential and skill acquisition that equips her to face challenges in the new world. The nation also stands to gain by the service of educated, multi-skilled and value oriented women. In this context, this center of higher education has a great mission to fulfill as **one managed by women for empowering women.**

The college **Coat of Arms** highlights the **Vision** envisaged by the founders. The images of a heart with flames, a book and a wheel are ingrained in the matrix and symbolizes divine love, pursuit of knowledge and the flux and progress of life.

**Motto -Light Life Love**

**Light** - for the enlightenment and illumination of heart and mind which enables one to dispel the darkness of ignorance

**Life** - for the fullness of growth in every way, physical, intellectual, mental, emotional and spiritual

**Love** - for the law of compassion which aims at a sweet fellowship among all, the cooperation and communion with one another and with the Supreme

## Mission

**Creating an educational environment for the total development of young women in this globalized e-world through value based holistic instruction across a wide range of disciplines and mainstreaming a gender perspective in the national development process.**

The Mission statement defines the institution's distinctive characteristics in terms of addressing the needs of society, of the students it seeks to serve and the value orientations and vision for future:

- **Creating an educational environment for the total development of young women:** The institution has always held high its objective of endowing women with a purpose and vision to be ideal mothers and citizens.
- **Providing value based holistic instruction:** From the inception of the college, the founders were determined to add value orientation in the very fabric of the institution. It is a unique feature that a special hour is dedicated every week for value orientation. The institution stands for imparting education that is functionally useful, socially relevant and morally uplifting to meet the challenging demands of the present society.
- **Mainstreaming a gender perspective in the national development process:** Educated and empowered women can play a vital role in the nation building process. Women who constitute half of the population of the country, if properly groomed, can change the destiny of the nation. This is the institution's vision for the future.
- **Quality instructions across a wide range of discipline:** The high quality education provided here, spread across a wide range of disciplines, provides ample opportunities to grab employment at global level.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Some strengths of the institution are given below:

- College with Potential for Excellence
- Autonomous status
- Among the top hundred colleges in India in 2017, 2018 NIRF Rankings
- Steady rise in performance and rating
- The reputation gained through 54 years of academically enriching, research-oriented, socially relevant, value based holistic educare.
- Proactive management, dedicated faculty, staff and co-operative students
- Peaceful and unpoliticised campus
- High demand for all the programs, impressive results and low drop out ratio
- Four research centres (Mathematics, Commerce, Chemistry, English), a Communicable Disease Research Laboratory, 14 research guides & 34 research scholars
- ICT enabled curriculum delivery

- State of the art Infrastructural facilities
- Golden Jubilee Research Block
- Well stocked library
- Well structured Tutorial Mentoring system
- Academic programmes enriched by micro-modules, E-content and certificate courses
- A Higher Focus Centre for Learning Unlimited
- Best Practices: **Campus-Community-Connect** for educative, empowerment and philanthropic commitment, **Learn with Nature** for eco-friendly initiatives
- Healthy Practice: **Faculty @ Students' Homes**
- Active registered Alumnae Association and highly supportive PTWA
- Research ambience enhanced by frequent seminars, workshops, interaction with experts, projects, publications and consultancies
- Effective feedback mechanism from all stakeholders
- An active IQAC committed to quality enhancement
- An on-campus, Central Govt. recognized, registered Counseling Centre, a Social Work Centre
- Hostel facilities for students/staff
- DST/FIST recognized Departments
- Award winning Women Club and NSS units
- Various awards for the college, faculty and students
- Outstanding performance in Sports
- University Champions in Volleyball for **40** years
- Calicut University inter zone champions in Football for the **4th** consecutive year
- Wellness and Fitness Centres

### **Institutional Weakness**

The institution has always evolved policies and programmes to derive excellence through consistent quality sustenance and enhancement. The previous accreditations have helped the institution to identify and alleviate weaknesses, along with the consolidation of strengths. The self –study exercise for the 4th level accreditation has offered us an opportunity to take stock of our functioning. We realize that certain weaknesses, some of which are listed below, remain to be addressed. But we are determined to strive to overcome them in our quest for quality.

Some of the prominent weaknesses are as follows:

- Fully fledged interdisciplinary programs yet to begin
- Collaborative research, MOUS and linkages can be enhanced
- Autonomy constraints for syllabus revision
- Entrepreneurship ventures by students can be augmented

### **Institutional Opportunity**

The opportunities open in front of us are as follows:

- Academic flexibility due to the grant of autonomy
- Strengthening of the aided programmes as a result of the award of College with Potential for Excellence
- Consultancy to be developed into a more income generating source
- Elevating departments with PG programs to research centres
- Evening schedules can be opened to utilize the infrastructural facilities and expertise
- The recruitment of new faculty can bring in new vigour and vitality
- Tapping the potential of new faculty to the maximum
- Further involvement of the alumnae in the developmental programmes
- Admitting students from other states and countries for enhanced diversity
- MOOCs to be conducted on an extended scale
- Involvement in disaster management
- Augmenting faculty/student exchange programmes

### **Institutional Challenge**

The challenges faced and constraints to be overcome are given below:

- Fulfilling the requirements of Autonomy and College with Potential for Excellence
- Paucity of funds for infrastructural requirements
- Government delay in the appointment of permanent faculty
- Complete conversion into solar energy
- Integration of fresh faculty into the culture and heritage of the institution
- Increase in expenditure and reduction in budget allocation by the government
- Semi-urban locality, students from poor and less educated backgrounds with insufficient drive for higher education and career development
- Experienced faculty with 25-30 years of service either retired or on the verge of retirement
- To establish linkages with institutions abroad
- To introduce syllabi that have internships/service training for all programmes
- Regular evaluation of curricular aspects and re-structuring of syllabi
- More extensive e-content development
- All classrooms to be made smart
- Benchmarking with the best institutions in the nation

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Even prior to the conferment of autonomy in 2016, initiatives were taken by the top level Management with the support of the stakeholders, to strengthen and supplement the existing programmes by value added enrichment certificate courses, a three-year long tag-on program called Higher Focus Course as well as seminars, assignments, internships and projects.

After the award of autonomy the freedom to create its own curriculum and syllabus is taken seriously by the

institution. The syllabus-content is discussed and prepared by the departments in view of the feedback from the various stakeholders. However, we are confined by university regulations such as 20% only changes in the initial years. E-content development, addition of micro-modules, inter-departmental tie-ups for quality enhancement, further promotion of research, strengthening of the self-financing stream and augmentation of the aided programmes (in line with the stated aims and objectives) are already initiated.

The college has faculty strength of 153, staff strength of 52, student strength of 2534 and offers 04 Ph.D, 18 UG and 13 PG programmes out of which 08 UG and 08 PG are self-financed programmes. 05 UG and 06 PG programmes were started since 2013. At present, there are 30 enrichment certificate courses. 47 % of the permanent faculty are Ph.D. holders, with 38% of the rest, undergoing Ph.D research. Faculty participation in orientation and refresher courses, conduct and participation in seminars, workshops and conferences at all levels and updation of ICT have led to curriculum innovative initiatives.

### **Teaching-learning and Evaluation**

The College maintains a learner – centric environment. Hundred percent transparency is ensured in the well administered admission process. There is 100% student enrolment in almost all disciplines.

Catering to student diversity, Post Entrance Tests and Bridge Courses are conducted after the entry. Academic Calendar and Examination Schedule are in place. Remedial coaching classes are floated on a regular basis, for SC, ST, OBC, Minority and academically and financially backward students. Scholar Support Programme and Walk with Scholar initiatives are ongoing. The college is identified as a venue for ASAP, to help develop skills in students. The Academic Excellence Committee oversees the programmes for the advanced and slow learners. An individual and collaborative learning atmosphere exists. Tutorial system provides personal and academic assistance and the in-campus government recognized Counselling Centre offers crisis intervention to the needy.

ICT is used extensively with timely upgradation in the teaching learning process. Many of the class-rooms are equipped with smart boards and LCD projectors. Wi-Fi connectivity and library with INFLIBNET facility provide access to e-resources.

Holistic development of the students is ensured through involvement in Seminars, Projects, Assignments, Discussions, Debates and interaction with eminent personages.

Faculty and staff are qualified and committed. The quality of the teaching-learning is monitored at the departmental and institutional levels through internal academic audit and evaluation by stakeholders. There is a structured feedback system.

A separate Examination Wing is constituted after the autonomy. The IQAC plays a vital role in quality enhancement at the academic, administrative and non-academic levels.

### **Research, Innovations and Extension**

Higher level research activities in an innovative eco-system are co-ordinated by the R&D centre, GRACE. Four Departments (Mathematics, Chemistry, Commerce, and English) are approved research centers. The Department of Zoology has a Communicable Disease Research Laboratory. In the last five years, there have

been 08 UGC funded Major Projects & 28 Minor Projects with a total outlay of Rs 15257500/-. The 07 International Seminars, 33 National Seminars & 35 regional seminars, 241 paper presentations, 80 UGC recognised Journal Publications and 177 other Journal publications, (106 in National & International seminar proceedings), 28 chapters in books/books have added to the research output. There are two research publications including VISTAS, the online and print, peer-reviewed, ISSN-numbered, multidisciplinary journal. 10 faculty were awarded Ph.D. in the current accreditation period with 14 faculty ongoing with their research. There are 14 research guides in the college supervising 34 students in Calicut and M.G universities. 05 scholars have also been awarded Ph.Ds. since 2013.

A National Research workshop called Scholar Summit was conducted in 2017-18 by the IQAC. A Distinguished Speaker Series, 'Voices @ SJC' is also floated by the IQAC.

The institution has academic and non-academic Extension /Outreach programmes, consultancy and collaboration. Campus Community Connect (CCC) is a best practice that coordinates philanthropic, financial, educational and empowerment programmes for the under privileged. Socially productive programs are also undertaken by NSS, NCC, Blood Donor's forum, Computer Science, Hindi & Social Work Departments, We for Women Club, Nature & Biodiversity clubs and Social Work Centre.

### **Infrastructure and Learning Resources**

The College is a tranquil world in itself with lush green and clean expanse, paved pathways, tall trees and colourful plants. Infrastructure facilities are excellent and comprise well-furnished class rooms, faculty chambers, smart seminar halls, tutorial spaces, well-equipped science laboratories, language lab, computer labs, spacious auditorium, central library, multi-purpose indoor stadium, basketball, volleyball, football & badminton courts, botanical & medicinal gardens, herbarium & educational museums, an open-air amphitheater, annex building for self-financed courses, chapel, prayer room, counseling centre, sick room, a social work centre, faculty and student hostels, sports hostels and canteen .

Since the last accreditation, a new Research Block, a separate autonomous examination wing and IQAC room have been added. A two-storey block is built to meet the growing need for class-rooms. More water taps are provided to avoid the lunch-hour rush. A lift is installed especially for the use of the differently challenged and sick students.

Library is fully automated and seating capacity has been increased from 300 to 350 since the last accreditation. Facilities like OPAC, INFLIBNET, reprographic and internet kiosk are offered. The library stores more than 23632 volumes, 605 e-books, 286 Journals, 1268 CDS and 21 rare books and around 5000 palm scripts.

ICT is updated regularly and there are LAN connected computer systems. High- speed internet is installed and of the campus is Wi-Fi enabled. Generators for uninterrupted power supply and UPSs for power backup are sufficient in number. All the departments have adequate facilities for the faculty

### **Student Support and Progression**

The academic support activities are co-ordinated by the Academic Excellence Cell. Remedial coaching classes, tutorial sessions, each one-teach-one, peer teaching, WWS for advanced learners, SSP for slow learners, PTA meetings, Parent-Teacher-Student meets and motivational talks are regularly and effectively in

practice.

There are a number of capability enhancement schemes in place. Personality development programmes, yoga and, Karate session and enrichment certificate courses are offered. Athletics Club, Fine Arts club, Oratory club, English for Empowerment, College Union, Departmental Associations, NCC, NSS, AICUF, Women Club, Value Education Cell, Anti-Ragging Cell, Redress Cell, Differently Enabled Students Cell, function actively.

The career and placement efforts are co-ordinated by the HRD and Placement Cell. Entrepreneurial Development Cell and ASAP provide guidance for students in self-employment.

In addition to government scholarships, freeships and financial assistance are given to deserving students. Free hostel facilities, career & progression coaching and books & stationery are also made available to the financially backward students. Some of them are also given admission to programs in the management quota. Student of the Year & Star of Excellence awards are instituted. The institution has won several awards for excellence including the Best College Award for outstanding performance in sports from among more than 400 affiliated colleges in the University.

1569 students have progressed to higher education and research, and eventually to employment. The Social work and Mass Communication & Journalism departments have 100% student placements. There is a registered and active Alumnae Association.

### **Governance, Leadership and Management**

The college is managed by the St. Joseph Educational Society of the Congregation of the Holy Family. The Institution aims to impart an education par excellence for the all-round empowerment of the young women students through holistic value based education. The university curriculum is supplemented with value-added, vocational enrichment courses. Financial assistance for infrastructure, ICT upgradation and faculty-staff welfare are provided by the Management.

The leadership of the institution is participatory and the governance and management, democratic. In addition to the autonomy committees, the Principal's council, IQAC, Heads of Departments, Faculty, Staff, Students, PTWA, and Alumnae help in the planning and implementation of institutional policies. Annual academic and non-academic administrative audit and Green Audit is done by the IQAC for continuous quality enhancement. Feedbacks are collected from all stakeholders and analyzed. Professional development of the faculty and staff is ensured by providing training by experts in various fields. Induction training is provided to fresh faculty.

The college conducts a performance appraisal system for faculty. Teacher of the Year and Researcher of the Year awards are instituted by the Management. Several welfare schemes are implemented for the faculty and staff by the Management. Financial operations are regularly audited. The main source of income of the college is the funds from the UGC. Any deficit is met by the management. Efforts to secure additional funds from various agencies such as DST & FIST, NBHM, KSCSTE and local bodies like Lions Club, Rotary Club etc. are also undertaken.

### **Institutional Values and Best Practices**

The College has adopted a number of innovative and best practices, at the institutional and department levels,

for quality improvement, student support & progression, green practice & biodiversity implementation and human values & professional ethics that are reflective of its institutional distinctiveness.

Short term and long term measures for environment protection, conservation and sustenance are undertaken. 'Green Campus –Clean campus', best practice has been expanded in the post accreditation period into 'Learn with Nature', incorporating off-campus greening and biodiversity drives. Another healthy practice is 'Faculty @ Students' Homes'. A Green-Water-Energy audit is conducted with professional assistance. The college is highly conscious of its responsibility to the society, and has constituted a 'Campus-Community- Connect' best practice, whereby efforts for educational, empowerment and philanthropic assistance, especially for the underprivileged of the nearby locality, are undertaken.

Various activities are conducted for promotion of human, universal and national values for inculcation of professional ethics and to address locational advantages and disadvantages. The institution's commitment towards excellence continues in the post accreditation era. Online admissions, separate examination block, revised feedback proformas, updated ICT in class room applications, addition of micro modules in the curriculum, definite plans for restructuring of the curriculum ,Connecting through Computer initiative etc. are some of the recent innovations. The new and the previously ongoing practices point at the vision of the institution to empower young women and make them agents of change in families, societies, the nation and the universe.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | ST. JOSEPH'S COLLEGE (AUTONOMOUS),<br>IRINJALAKUDA                        |
| Address                         | St. Josephs College (Autonomous), Irinjalakuda<br>Thrissur Dist. , Kerala |
| City                            | THRISSUR  |
| State                           | Kerala  |
| Pin                             | 680121  |
| Website                         | <a href="http://www.stjosephs.edu.in">www.stjosephs.edu.in</a>            |

| Contacts for Communication |              |                            |            |                  |                                |
|----------------------------|--------------|----------------------------|------------|------------------|--------------------------------|
| Designation                | Name         | Telephone with<br>STD Code | Mobile     | Fax              | Email                          |
| Principal                  | Lissy Anto P | 0480-2825358               | 9995459240 | 0480-283095<br>4 | principal@stjoseph<br>s.edu.in |
| IQAC<br>Coordinator        | Asha Thomas  | 0480-2824351               | 9447815724 | 0480-272720<br>8 | iqac@stjosephs.ed<br>u.in      |

| Status of the Institution |                                 |
|---------------------------|---------------------------------|
| Institution Status        | Grant-in-aid and Self Financing |

| Type of Institution |           |
|---------------------|-----------|
| By Gender           | For Women |
| By Shift            | Regular   |

| <b>Recognized Minority institution</b>     |   |
|--|---|
| If it is a recognized minority institution | Yes<br><a href="#">Minority Institution.pdf</a> |
| If Yes, Specify minority status            |   |
| Religious                                  | Christian                                       |
| Linguistic                                 |   |
| Any Other                                  |   |

| <b>Establishment Details</b>                            |            |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 01-07-1964 |
| Date of grant of 'Autonomy' to the College by UGC       | 09-03-2016 |

| <b>University to which the college is affiliated</b> |                       |                               |
|--|-----------------------|-------------------------------|
| State  | University name       | Document                      |
| Kerala   | University Of Calicut | <a href="#">View Document</a> |

| <b>Details of UGC recognition</b> |            |                               |
|-----------------------------------|------------|-------------------------------|
| Under Section                     | Date       | View Document                 |
| 2f of UGC                         | 19-09-1976 | <a href="#">View Document</a> |
| 12B of UGC                        | 19-09-1976 | <a href="#">View Document</a> |

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

| <b>Recognitions</b>   |            |
|---|------------|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes        |
| If yes, date of recognition?  | 01-04-2016 |
| Is the College recognized for its performance by any other governmental agency?   | No         |

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | St. Josephs College (Autonomous), Irinjalakuda Thrissur Dist. , Kerala | Semi-urban       | 19                          | 23527.26                        |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,English                      | 36                        | Plus Two                   | English                      | 42                         | 40                             |
| UG  | BA,Economics                    | 36                        | Plus Two                   | English                      | 62                         | 61                             |
| UG  | BA,English Self Financing       | 36                        | Plus Two                   | English                      | 25                         | 25                             |
| UG  | BA,History                      | 36                        | Plus Two                   | English                      | 62                         | 61                             |
| UG  | BSW,Social Work                 | 36                        | Plus Two                   | English                      | 24                         | 18                             |
| UG  | BSc,Botany                      | 36                        | Plus Two                   | English                      | 36                         | 35                             |
| UG  | BSc,Biotechnology               | 36                        | Plus Two                   | English                      | 37                         | 35                             |
| UG  | BSc,Chemistry                   | 36                        | Plus Two                   | English                      | 49                         | 47                             |

|    |                              |    |            |         |    |    |
|----|------------------------------|----|------------|---------|----|----|
| UG | BCA,Computer Science         | 36 | Plus Two   | English | 36 | 35 |
| UG | BSc,Mathematics              | 36 | Plus Two   | English | 50 | 49 |
| UG | BSc,Physics                  | 36 | Plus Two   | English | 48 | 46 |
| UG | BSc,Psychology               | 36 | Plus Two   | English | 36 | 33 |
| UG | BSc,Zoology                  | 36 | Plus Two   | English | 36 | 34 |
| UG | BBA,Business Administration  | 36 | Plus Two   | English | 50 | 49 |
| UG | BCom,Commerce                | 36 | Plus Two   | English | 63 | 63 |
| UG | BCom,Commerce Self Financing | 36 | Plus Two   | English | 60 | 50 |
| UG | BCom,Commerce Self Financing | 36 | Plus Two   | English | 40 | 36 |
| UG | BCom,Commerce Self Financing | 36 | Plus Two   | English | 60 | 54 |
| PG | MA,English                   | 24 | Graduation | English | 20 | 20 |
| PG | MA,Economics                 | 24 | Graduation | English | 20 | 9  |
| PG | MSW,Social Work              | 24 | Graduation | English | 20 | 19 |
| PG | MSc,Botany                   | 24 | Graduation | English | 12 | 12 |
| PG | MSc,Biotechnology            | 24 | Graduation | English | 12 | 9  |
| PG | MSc,Chemistry                | 24 | Graduation | English | 12 | 12 |
| PG | MSc,Computer Science         | 24 | Graduation | English | 12 | 6  |
| PG | MSc,Mathematics              | 24 | Graduation | English | 20 | 19 |

|                 |                                      |    |            |         |    |    |
|-----------------|--------------------------------------|----|------------|---------|----|----|
| PG              | MSc,Physics                          | 24 | Graduation | English | 12 | 10 |
| PG              | MSc,Zoology                          | 24 | Graduation | English | 12 | 12 |
| PG              | MCom,Commerce                        | 24 | Graduation | English | 21 | 21 |
| PG              | MA,Malayalam                         | 24 | Graduation | English | 20 | 7  |
| PG              | MA,Mass Communication And Journalism | 24 | Graduation | English | 20 | 19 |
| Doctoral (Ph.D) | PhD or DPhil,English                 | 72 | PG         | English | 6  | 4  |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry               | 72 | PG         | English | 22 | 1  |
| Doctoral (Ph.D) | PhD or DPhil,Mathematics             | 72 | PG         | English | 16 | 6  |
| Doctoral (Ph.D) | PhD or DPhil,Commerce                | 72 | PG         | English | 18 | 14 |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 14                         |        |        |       | 60                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 14     | 0      | 14    | 10                         | 41     | 0      | 51    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 9                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 69                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 5                          | 64     | 0      | 69    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 31           |
| Recruited   | 3           | 18            | 0             | 21           |
| Yet to Recruit  |             |               |               | 10           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 31           |
| Recruited   | 0           | 31            | 0             | 31           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 0                          | 12            | 0             | 7                          | 11            | 0             | 30           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 2                          | 7             | 0             | 9            |
| PG                           | 0                | 0             | 0             | 0                          | 2             | 0             | 0                          | 23            | 0             | 25           |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 5      | 0      | 7            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 6      | 0      | 8            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 72     | 0      | 73           |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1            |

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> |   | <b>Total</b> |
|   |             |   |               |   |              |
|   | 0           | 0 | 0             | 0 | 0            |

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

| Programme       |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| Doctoral (Ph.D) | Male   | 5   | 0                             | 0            | 0                   | 5     |
|                 | Female | 20  | 0                             | 0            | 0                   | 20    |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| Certificate     | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                 | Female | 0   | 0                             | 0            | 0                   | 0     |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| UG              | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                 | Female | 751   | 4                             | 16           | 0                   | 771   |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG              | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                 | Female | 175   | 0                             | 0            | 0                   | 175   |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 116           | 92            | 103           | 95            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 1             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 45            | 43            | 33            | 30            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 422           | 400           | 400           | 359           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 16            | 21            | 18            | 19            |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 599           | 557           | 554           | 503           |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| <b>Department Name</b>            | <b>Upload Report</b>          |
|-----------------------------------|-------------------------------|
| Biotechnology                     | <a href="#">View Document</a> |
| Botany                            | <a href="#">View Document</a> |
| Business Administration           | <a href="#">View Document</a> |
| Chemistry                         | <a href="#">View Document</a> |
| Commerce                          | <a href="#">View Document</a> |
| Commerce Self Financing           | <a href="#">View Document</a> |
| Computer Science                  | <a href="#">View Document</a> |
| Economics                         | <a href="#">View Document</a> |
| English                           | <a href="#">View Document</a> |
| English Self Financing            | <a href="#">View Document</a> |
| History                           | <a href="#">View Document</a> |
| Malayalam                         | <a href="#">View Document</a> |
| Mass Communication And Journalism | <a href="#">View Document</a> |
| Mathematics                       | <a href="#">View Document</a> |
| Physics                           | <a href="#">View Document</a> |
| Psychology                        | <a href="#">View Document</a> |
| Social Work                       | <a href="#">View Document</a> |
| Zoology                           | <a href="#">View Document</a> |

### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 31                                      | 31      | 31      | 28                            | 24      |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

#### 3.2 Students

Number of students year-wise during the last five years

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 949                                     | 910     | 869     | 794                           | 713     |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

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

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 851                                     | 766     | 694     | 618                           | 529     |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

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

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 2534                                    | 2401    | 2202    | 1986                          | 1717    |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 233     | 90      | 1       | 1       | 1       |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 737     | 737     | 721     | 684     | 625     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 153     | 139     | 140     | 126     | 106     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 134     | 130     | 123     | 114     | 108     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11351   | 14420   | 15980   | 16714   | 18611   |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 187     | 183     | 177     | 163     | 144     |

  

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

**Total number of classrooms and seminar halls**

**Response: 92**

**Total number of computers in the campus for academic purpose**

**Response: 236**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1252.81 | 831.26  | 334.59  | 359.47  | 333.48  |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

St. Joseph's College is affiliated to the University of Calicut, Kerala and attained autonomous status in 2016. The 4th cycle NAAC assessment period of academic years 2013-18 thus covers the institution's growth on two levels-affiliated and autonomous.

- As **affiliated** college, the thrust was on effective implementation of curriculum designed by the university. Participation in curriculum design was peripheral. Enrichment courses were tagged on by the institution.
- As **autonomous** college, in addition to effective curriculum delivery, the institution focused on curricular design and revision and the formulation of learning outcomes. Enrichment courses were further augmented. Learning effectiveness is gauged and enhanced through a structured feedback system.

**2013-16: Curriculum Planning and Implementation:**

The college has been following the Choice Based Credit and Semester System (CBCSS) of the University of Calicut since its implementation in 2009-10. Faculty participated in curriculum design of the University. The Academic Calendar followed is in compliance with that of the University. Curricular implementation was effected through student-centred, innovative, participatory teaching methods and supplemented by ICT orientation, remedial coaching, skill acquisitions, evaluation and feedback system. The curriculum overview was augmented by the introduction of need based add-on courses aimed at vocationalising and enriching the conventional degree programs. A mandatory enrichment program named Higher Focus Course (HFC), is administered over the entire period of the bachelor degree and is a package of multi skills ranging from driving, value orientation to yoga classes. All of the above are still ongoing.

**2016-18: Curriculum Designing and Development:**

The freedom of the college to fully shape its curriculum is curtailed by university stipulations. After completion of specified incubation period, syllabus revision amounting to the sanctioned 20% change of the existing curricula and syllabus was forwarded to the University for ratification and is introduced from the academic year 2018-19. The institution sought inputs from all stakeholders and experts from industry as well as academia. The syllabus revision incorporated realization of core values as well as relevance to local needs and global trends. Learning outcomes were defined by POs, PSOs and COs. The institution's concern for quality is reflected in the focus on employability, entrepreneurship and skill development components. Micro modules have been tagged on to the syllabi to cultivate a spirit of innovation. Faculty are encouraged to develop e-learning content. Common certificate courses were introduced year wise for all UG students (Communicative English Training, Environmental Studies and Finishing School).

A programmed action plan was formulated to ensure the effective implementation of the curriculum restructuring:

- Guidelines of the UGC and the University followed
- Constitution of Governing Body, Academic Council, Boards of Studies and Autonomous Examination Section
- Directions given to the various departments to initiate the restructuring process and selection of micro modules to be added on
- Feedback collected from all stakeholders regarding the existing curricula and the possible up-gradation required
- The curricula of the established autonomous colleges and reputed institutions studied
- Coaching classes for competitive exams and career counseling
- Additional Skill Acquisition Programme of the Govt. of Kerala for communication and IT skills

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 87.1

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

**Response:** 27

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

**Response:** 31

| File Description                                     | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting     | <a href="#">View Document</a> |
| Details of program syllabus revision in last 5 years | <a href="#">View Document</a> |
| Any additional information                           | <a href="#">View Document</a> |

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

**Response:** 5.41

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise

during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 30      | 6       | 18      | 78      | 52      |

| File Description   | Document                      |
|--|-------------------------------|
| Program/ Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Average percentage of courses having focus on employability/ entrepreneurship                | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 2.25

1.2.1.1 How many new courses are introduced within the last five years

Response: 79

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 3504

| File Description                                  | Document                      |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format           | <a href="#">View Document</a> |

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 31

| <b>File Description</b>                           | <b>Document</b>               |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format           | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

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

#### Response:

Integration of issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum is a regular feature of the culture and ethos of the institution. Prior to Autonomy in 2016, most of these issues were components of the university curriculum. Elective courses and open courses were chosen by the institution by taking these issues into consideration. The twenty percent changes effected in the post autonomous period have also stressed the same. The college has organized seminars, talks, discussions, ppt competition, rallies and debates on these issues in the last five years. The institution understands that mere textbook orientation will not suffice and sensitizes the students by making them connect with the real world through extension/ outreach activities, various healthy practices, activities of departments, clubs and associations:

#### We for Women Club

- Women Empowerment, the key element in the vision of the college, is point of focus in the curriculum delivery. Women Development Club in the campus which was acclaimed the Best in the university (2015-16) promptly responds to gender issues and gives leadership to women empowerment initiatives.

#### Learn with Nature

- The institution, concerned about global warming, follows green protocol and is committed to environment and sustainability. One of the Best Practices of the college is 'Learn with Nature'. Initiatives taken to make the campus eco-friendly include Nature and Biodiversity clubs' activities, energy conservation drives, installation of solar panels and lamps, biogas plants, rainwater harvesting, efforts for carbon neutrality, greening drives and effective waste management.
- Certificate course on Environmental Studies
- Courses on Mushroom Cultivation, Vermi Composting and Aquaponics
- Organic farming in practice

#### Human Rights

Initiatives to preserve Human Rights are taken by all departments especially the Department of Social Work. Observance of various International Days is a regular feature of the college. Content of various

courses focus on human values and rights.

### Value Education

A compulsory Value Education course has been in force for decades for every student. The course has a well-defined curriculum and separate examination. Proficiency prizes are instituted for the best performers.

### Social Philanthropic Activities

- The Rev. Sr. Mary Franco Trust offers scholarships to deserving poor students of other educational institutions.
- Darsana counseling centre offers professional counseling services.
- The Social Work Centre provides training and employment to under privileged women of the locality in various skills and trades.
- The NSS, NCC, AICUF, CASP, Women Club are engaged in social philanthropic activities like blood donation, building homes, adopting schools and panchayath wards, teaching school children etc.
- Twenty percent of the income of the faculty and staff who belong to the Holy Family Congregation that manages the institution, goes to the poor.
- Annual visits to destitute homes, differently abled children's homes etc. are a regular feature of the departments, along with 'Fast a meal, Feast a meal' and 'Love Locks Mission' programmes.
- By establishing strong partnerships with various segments of the society, the college has become a positive voice and strong support for the local community.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 146

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 146

| File Description   | Document                      |
|--|-------------------------------|
| List of value added courses                                    | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

**1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above****Response:** 59.86

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2229    | 1152    | 1059    | 1208    | 935     |

**File Description****Document**

Any additional information

[View Document](#)**1.3.4 Percentage of students undertaking field projects / internships****Response:** 22.38

1.3.4.1 Number of students undertaking field projects or internships

Response: 567

**File Description****Document**

List of programs and number of students undertaking field projects / internships

[View Document](#)

Any additional information

[View Document](#)**1.4 Feedback System****1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise****A. Any 4 of above****B. Any 3 of above****C. Any 2 of above****D. Any 1 of above****Response:** A. Any 4 of above

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | <a href="#">View Document</a> |
| URL for stakeholder feedback report   | <a href="#">View Document</a> |

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

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** B. Feedback collected, analysed and action has been taken

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |
| URL for feedback report    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 0.13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 4       | 2       | 2       |

| File Description                              | Document                      |
|---|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 17.12

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1024    | 1001    | 967     | 875     | 760     |

| File Description                          | Document                      |
|---|-------------------------------|
| Demand Ratio (Average of Last five years) | <a href="#">View Document</a> |
| Any additional information                | <a href="#">View Document</a> |

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

**Response:** 89.35

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 177     | 157     | 154     | 144     | 131     |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

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

#### Response:

- The college organizes a one-day orientation program for the freshers as part of the one week orientation module which serves as a bridge course connecting the freshers to the rules, regulations, facilities, programmes, vision & mission, of the college.
- A digital display of campus facilities and club activities is shown to the freshers and their parents.
- The admission counseling session is the first stage of assessing the needs and skills of the students, along with their backgrounds.
- PET is conducted for information on the differential requirements of the students.
- Based on the above, the freshers are categorized into advanced, slow and average learners and admitted for WWS, SSP and remedial classes.
- Tutorial /mentoring is provided to the students.
- Remedials and Enrichment certificate courses are scheduled.
- Special practical sessions for late admissions are conducted by the Science Departments.
- The IQAC has conducted a student Social Survey for information on the student social status, along with their entry and exit level scores.
- The departments document the academic growth of the students from disadvantaged sections of society.
- The academic excellence committee keeps track of the student performance.
- The scores of the internals, mid and end- sem exams are discussed with the student and the parent on PTA day.
- Faculty @ Student's Homes is a successful Healthy Practice.
- Freshers feedback format is collected by the IQAC.

- Darsana - the govt. approved counseling centre on the campus offers psycho-social counseling to students, if needed, while the Career Development Cell offers guidance on professional career counseling and higher education opportunities

### **Programmes for Advanced learners:-**

- Walk with a Scholar Program
- Periodic motivational talks
- Interaction with resource persons
- Encouraged to go for higher level education in reputed institutions
- Directed to leadership training camps
- Encouraged to publish articles, present papers & attend seminars
- Assigned challenging topics for projects and seminars
- Encouraged to participate in inter – collegiate competitions , quizzes, debates etc.
- Encouraged to go for NET/JRF, JAM/Gate coaching

### **Programmes for Slow Learners**

Students are divided into groups of three. Each group is given to individual teachers for guidance and supervision.. The class teacher finds time to promote extra-curricular activities. Regular test papers are conducted and students getting marks below 50% are given more attention. Teachers visit houses of weak students. Question bank is supplied to the weak students. Motivation classes by psychologists and academic counselors are arranged.

**The 'Each one teach one programme'** helps the slow learners to improve their learning, with the help of their own classmates who are advanced learners.

### **Programmes for Differently-Abled Students**

The institution strictly follows all government instructions facilitating easy and assured admission of the differently-abled students in all the courses. They are counseled on the types of courses they could study, assisted to obtain all sorts of special concessions and relaxations and oriented to the assistive devices available.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

### 2.2.2 Student - Full time teacher ratio

**Response:** 16.56

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.32

#### 2.2.3.1 Number of differently abled students on rolls

Response: 8

| File Description                        | Document                      |
|---|-------------------------------|
| List of students(differently abled)     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

**Response:**

All the courses follow the lecture method predominantly. Other **learner –centric methods** used include seminars, workshops, invited talks, interactions, assignment submissions, group discussion, poster presentation, stage adaptation, skits, flip classes, film shows etc. Technological teaching aids such as power –point presentations, on-line resources, e-readers, websites, e-content, interactive smart boards, educational CDs, virtual labs, open educational resources, online courses, mobile education etc. also are in use. Industrial visits, study tours, field surveys, inter-institutional visits, faculty & student exchanges, academic competitions at college & inter college levels are undertaken.

Other **participatory learning activities** adopted by the faculty of the college that contribute to holistic development include Quizzes / Mobile quizzes, Peer mentoring, Each one – teach one, Debates, Field

Trips/study tours, Learning journals, Manuscript writing, Wall magazines, Skits based on texts, Introducing an author, Project writing, Practical sessions, Film shows etc.

All the departments, association, clubs and forums make it a point to invite resource speakers of repute, renowned alumnae and award winners every year, and facilitate interaction with students. The response of the students to this array of distinguished personages is a unique feature of the college.

Other **innovative approaches** adopted are as follows.

- Innovations in curriculum restructuring by the addition of micro-modules in the first year of conferment of autonomy, and 20% of revision of the syllabus after the completion of two years
- Regular inbuilt component of value education classes, with frequent talks on ethical topics
- Participation in Learning with Nature, Connecting through Computer, Campus Community Connect & Higher Focus Centre
- E-learning applications, including e-content development
- Innovation in assessment such as surprise tests, open-book-tests, online tests, case studies, skits, mobile quizzes, collage etc.
- Use of web resources & introduction of MOOCs
- Innovative introduction of an extra period of 45 minutes(from 2.45-3.30pm) to conduct the club activities and other support programs
- Use of technological teaching aids
- Online submission of assignments
- Hands on training in Botanical, Biotechnological, Chemical and Zoological practices
- Stage/film adaptations of prescribed texts
- Involvement in social and women issues
  
- Undertaking student projects in topics of their choice
- Encouraging students to present research papers and publish them
- Encouraging students to attend seminars, management meets etc.in and out of the college
- Organizing literary fests and competitions to bring out the students' creative talents
- Organizing flip classes where students present views on text-based pre-assigned topics
- Class-wise management of Bulletin Boards
- Preparation of student manuscripts

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 100

| 2.3.2.1 Number of teachers using ICT                                       |                               |
|--|-------------------------------|
| Response: 153  |                               |
| File Description   | Document                      |
| List of teachers (using ICT for teaching)                                  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

| 2.3.3 Ratio of students to mentor for academic and stress related issues |                               |
|--|-------------------------------|
| Response: 27.25  |                               |
| 2.3.3.1 Number of mentors  |                               |
| Response: 93   |                               |
| File Description   | Document                      |
| Any additional information   | <a href="#">View Document</a> |

|   |  |
|---|--|
| 2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution  |  |
| Response:   |  |
| <p>The college plans and organizes the teaching, learning and evaluation schedules in the following manner:</p> <ul style="list-style-type: none"> <li>• The Academic calendar of the college (June to March) is strictly followed in the college. At the beginning of the academic session, year plan of every department, based on that of the university's, was prepared by the departments in the <b>pre autonomous years</b>, and after IQAC scrutiny, a compilation of these plans was brought out in a printed book format and distributed among the staff and students for strict compliance.</li> <li>• The Academic diaries maintained by the faculty ensure compliance of the academic plans by them and the diaries are assessed by Heads of Departments every week. The teaching plan prepared and followed by the members of the faculty prescribed by the university also is examined by the Head of the Department to ensure that the entire portion of the syllabus is covered in full by the concerned faculty. This exercise also includes examinations - both internal and external - and the evaluation of answer-scripts based on evaluation blue print.</li> <li>• At the beginning of the academic year the Principal convenes a faculty meeting to draw an annual blue-print of the college events and activities and this is positively implemented by the concerned committees entrusted with such responsibilities. The College Handbook distributed free of cost to every student at the beginning of the academic year lists each of these events and activities.</li> <li>• Our Learning and Teaching Plans during the period 2013-18 is in alignment with the key objectives of the college for the period, so that the faculty are able to achieve excellence in teaching outcome.</li> <li>• <b>After becoming autonomous</b> in March 2016, the syllabus has been supplemented with micro</li> </ul> |  |

modules and 20% changes have been made to be effective from 2018 onwards. The examination schedule has been drafted by the controller of examinations specifying the dates for internal and end-sem exams, and the publication of results.

- The course outline and schedules are made available to students in the beginning of every semester, containing details of the syllabus, time allotted for the completion of each module and the credits allotted for each course.
- The syllabi are also uploaded in the college website.
- The IQAC monitors the effectiveness of the process with the assistance of the Heads of Departments. Feedback from students and parents, along with that from faculty in department meets, ensures timely completion.

Teaching learning plans stress holistic development, skill orientation, value inculcation, job readiness, social involvement, community service, technological advancement, people-skills inculcation and hands-on learning.

## 2.4 Teacher Profile and Quality

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

**Response:** 108.72

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

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

**Response:** 27.18

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 37      | 32      | 34      | 36      | 38      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 5.63

#### 2.4.3.1 Total experience of full-time teachers

Response: 861

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 31.63

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11      | 9       | 4       | 11      | 7       |

| File Description                                 | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| e-copies of award letters (scanned or soft copy) | <a href="#">View Document</a> |
| Any additional information                       | <a href="#">View Document</a> |

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

**Response:** 0

#### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

**Response:** 79.2

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 37      | 101     | 81      | 89      | 88      |

| File Description   | Document                      |
|--|-------------------------------|
| List of programs and date of last semester and date of declaration of result | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.2

#### 2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 10      | 14      | 0       | 0       | 0       |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 53.81

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 101     | 61      | 53      | 45      | 35      |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:**

#### Examination Procedures

The college adopts the following measures to ensure that all the stakeholders are aware of the examination and evaluation processes that are operative here :-

- 1.For students of the non-autonomous stream, evaluation details are made known through announcements made by the university .
- 2.For students of the autonomous stream, as well as for those of the non –autonomous stream, information is available in the college Handbook – Calendar.
- 3.Every class teacher briefs the student regarding the steps and grades involved in the internal assessment which is also available in the Handbook-Calendar.
- 4.Timely notifications are also made in the examination Notice – Boards.
- 5.In the annual PTWA meet, and in the induction program of freshers the process is explained. Any clarifications required by the PTWA are given in the class-wise PTWA meets held every semester.
- 6.Examination manual is given to all departments.

Though in the infancy of autonomy, the College has developed an integrated examination platform which meticulously addresses all the pre-examination, examination and post-examination processes. The autonomous examination related activities are fully automated.

#### **Pre-examination processes:**

- Question papers are set by a panel of experts from outside.
- Setters are asked to maintain confidentiality of the process.
- Question papers received are scrutinized.
- One of the different sets of question papers kept in sealed cover is chosen.
- Students apply for examination online.
- Attendance Progress Certificates are verified.
- Students can download the hall tickets from the website.
- Time table for the internal and end-semester examinations are prepared by the CoE and are displayed on the notice board.
- The invigilators' list and attendance record of students are prepared by the office of CoE.

#### **Examination process**

- Answer books with different security features are printed and stored in the CoE's office.
- Examinations are conducted in an environment of utmost discipline.
- The scripts are collected and sent to the office of the CoE.

#### **Post examination process**

- The answer scripts are sent for valuation to the centralized valuation camps organized in the respective Departments.
- PG answer scripts are subjected to double valuation.
- If difference in the marks exceeds 15 %, a third valuation is conducted.
- After the approval of the Pass Board the result is published in the College website.
- Students can download the mark sheet through the students' portal.
- **Continuous Internal Assessment System**

The weightage of internal evaluation component is 25% of the total credit for both UG programme and PG programme. The internal assessment components comprise assignments, seminars, attendance and test papers with weightage equally distributed.

Regarding the internal marks awarded at college level, student can approach the Grievance Redress Cell of the department concerned immediately after the mark list is exhibited on the notice board.

#### **Processes Integrating IT**

The Examination division is automated fully since the implementation of autonomy with the assistance of a software Vendor, Linways. Prior to autonomy only student registration and Hall ticket issue were automated.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

| File Description   | Document                      |
|--|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | <a href="#">View Document</a> |
| Current Manual of examination automation system  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual reports of examination including the present status of automation   | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Learning outcomes are inlaid in the stated vision, mission and motto of the institution, and freshers are oriented in the induction program. It is also highlighted and made visible in strategic places. The POs, PSOs and COs for all programs offered are stated and displayed on the College Website. It is also communicated to the teachers who enlighten the students on the same.

Every department has its own projected vision & mission which is reflected in the academic and non-academic activity.

1. Teaching, learning and assessment strategies are structured to facilitate the achievement of learning outcomes.
2. Measures are taken to enhance social and economic relevance of the courses offered through ASAP, Vocational Enrichment Programs, Connecting through Computer, Speak English etc.
3. Collection and analysis of data on learning outcome is used for further planning (examination score, feedbacks, departmental reviews, PTWA responses, home visit etc.).

### Monitoring and Ensuring Learning Outcomes

PET conducted soon after the admission gives us an idea about the caliber of the students. Under the mentoring systems, mentors/tutors try to understand each student personally. Students with learning difficulties are given special coaching; remedial classes, English and communication classes etc. are also arranged. Under the “Each one Teach one? system, the cream layer students help others giving personal attention and care.

**The Academic Excellence Committee** of the college functions as the **Learning Outcome Assessment Committee** entrusted with the responsibility to monitor the institutional learning outcome and achievement by periodic and systematic review of the outcome of all programme offerings of the institution. IQAC monitoring, academic audit, feedbacks from stakeholders, assessing student progression to higher education and employment, personal attention given by tutors, mentors & class teachers, remedials, tutorials, each-one-teach-one programmes, Walk With Scholar & SSP are also contributive to the learning outcome’s assessment and redesigning. The institution has in place a comprehensive system for monitoring the progress of the students and the results are communicated to them without fail.

It is the learning outcome that determines the strategies of teaching, learning and assessment in this institution and structuring of these strategies of this institution are integrative, sequential and coherent. They are so designed to ensure that the learning outcomes are positively achieved. There is ample planning and mapping beforehand to allow space in the curriculum for students to learn in different ways at different rates. Enough time is also set apart for creativity, knowledge depth and personal growth. It also ensures that there is essential balance between lectures, seminars, and self-directed and autonomous learning activities in the programme, providing for generating among the students a desire for enquiry and research.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

### Response:

Coming to assessment, we have assessments for learning, and of learning. As students learn in different ways and experience different social and cultural circumstances, assessment is designed as an inclusive strategy that accommodates all students. The assessment strategy also allows the students opportunities to self-monitor their own work and that of the peer. In case of inability of a student to achieve learning outcome, remedial coaching, peer teaching etc., are adopted to improve the situation. Student feedback at the end of each semester tells us whether the learning outcomes are achieved.

Our system of **collection and analysis of data** related to student learning outcomes is based mainly on the following format maintained programme-wise by the departments:

1. Tools or methods used to measure achievement of the learning outcome:

(Internal & External Assessment, Feedback from stakeholders, Employment rate)

2. Method of collecting data from these tools and/or methods:

(Internal assessment results and University examination results, scores of feedback)

3. Procedure to analyze the data – (Departmental Review)

4. Results of Evaluation are imparted to students for their betterment. Any barrier in learning revealed through feedback

and assessment is communicated to authorities and parents. Correct measures are taken to improve the student performance.

5. Evaluation Results are used for recommendation for changes in curriculum.

The result of evaluation and feedback reveals if any barrier exists in achieving the learning outcomes. Steps are taken to **remove the barriers** while planning for the next semester. Addition of vocational micro modules and enrichment courses is a result of prior planning on the basis of analysis of previous learning outcomes. The institution has in place a comprehensive system of monitoring the progress and performance of students which is reflective of the effectiveness of the attainment of POs, PSOs and COs. The performance results of the students are communicated to students and parents in the open house meetings held every semester. This has been a measurable feedback for the teachers on the effectiveness of the teaching-learning-evaluation process.

Periodic and systematic review of the outcome and achievement of all programme offerings of the institution is undertaken. Modifications are recommended to the statutory bodies. Recommendations are forwarded for generating new programmes or courses in the emerging areas of knowlege. PG and

Research departments are directed to incorporate methodology to equip the students with coaching for Net/JRF examinations, the outcome of which has been satisfactory.

### 2.6.3 Average pass percentage of Students

**Response:** 75.21

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

Response: 640

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

Response: 851

| File Description  | Document                      |
|---|-------------------------------|
| List of programs and number of students passed and appeared in the final year examination | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for annual report  | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.26

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| URL of Policy document on promotion of research uploaded on website   | <a href="#">View Document</a> |

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

**Response:** 0.26

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| .35     | .1      | .45     | .2      | .2      |

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the relevant bodies of the Institution   | <a href="#">View Document</a> |
| List of teachers receiving grant and details of grant received  | <a href="#">View Document</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View Document</a> |

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

**Response:** 4

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

during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 2       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of teachers and their international fellowship details | <a href="#">View Document</a> |
| e-copies of the award letters of the teachers.              | <a href="#">View Document</a> |

### 3.1.4 Institution has the following facilities

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

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

**Response:** A. Any four facilities exist

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.2 Resource Mobilization for Research

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

**Response:** 152.57

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry,

corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 9.22    | 39.2    | 1.14    | 47.04   | 55.97   |

| File Description  | Document                      |
|---|-------------------------------|
| List of project and grant details   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response: 5**

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

Response: 5

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Names of research centres  | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

### 3.2.3 Percentage of teachers recognised as research guides

**Response: 5.65**

#### 3.2.3.1 Number of teachers recognised as research guides

Response: 14

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

Response: 248

| File Description                                 | Document                      |
|--|-------------------------------|
| Details of teachers recognized as research guide | <a href="#">View Document</a> |
| Any additional information                       | <a href="#">View Document</a> |

**3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year****Response:** 0.73

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

Response: 36

| File Description                        | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| link to funding agency website          | <a href="#">View Document</a> |

**3.3 Innovation Ecosystem****3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge****Response:**

The college has a fully functional research promotion centre called GRACE (Guidance for Research and Assistance for Consultancy and Extension) operating since 2004, augmenting the promotion and development of research activities.

**Provisions to Support Research Projects**

- The Departments provide a number of facilities supporting student projects. Internship projects of all programmes are arranged by the departments sparing the students the expenses connected with it. The infrastructural support include laboratory facilities, computer lab and well-equipped library. Students with financial difficulty are identified by faculty and provisions are made to help them.
- Faculty undertaking research projects are given seed money by the management on request.
- The institution encourages and supports the faculty to take up projects and file for patents.

**Other initiatives for Research and Innovation**

- The priorities and requirements of the departments for infrastructural upgradation are considered in the strategic research planning period itself.
- In consultation with experts in other centres, infrastructure and equipment requirements are assessed, budget prepared and funding agencies contacted.
- In the last five years, the institution has availed grants to strengthen basic research facilities through CPE, and projects are funded by agencies such as UGC, DST, KSCSTE etc.
- Each research department maintains separate research rooms for the smooth conduct of research with sufficient number of computers and internet facilities.

- A separate Research Block provides a common platform for co-ordinated research activities.
- Departments of chemistry, Mathematics, Commerce and English are recognized by the affiliating university as Centers of Research. Departments of Zoology is also offering research studies under the guidance of Dr. Aneesh E.M in the CDRL.
- Research scholars and PG students from various other institutions avail the expertise in the research centers for their research activities.
- Visits to industrial centres of importance and direct industrial visits are undertaken..
- Invited talks by business experts and entrepreneurs, by industry related authorities on interdisciplinary subject areas are arranged.
- Entrepreneurial development club (ED club) sponsored by Directorate of Industries Trivandrum conducts various programmes for Entrepreneur skill development.
- Workshops/Seminars form a common platform for interaction between faculty, students and research scholars with experts/industry persons resulting in research/society/community oriented projects.
- Policies on Research and Consultancy, as well as Code of Conduct for Researchers are formulated.

### Planning, Upgrading and Creating Infrastructural Facilities

- The award of autonomy and the status of College with Potential for Excellence has resulted in the inflow of funds from the UGC for specific development programs including research and innovation.
- Off-campus research facilities are offered to the UG/PG students to do the project works undertaken in the industry/institute outside the campus as part of their course of study or internship.
- Various departments have linkages with research promoting institutions and industries.
- Some of our faculty have research guideship in research centres of other universities. Students/research scholars make use of facilities of these centres too.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

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

**Response:** 47

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 17      | 7       | 8       | 9       | 6       |

| File Description                                   | Document                      |
|--|-------------------------------|
| Report of the event                                | <a href="#">View Document</a> |
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response:** 30

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8       | 10      | 5       | 6       | 1       |

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| List of innovation and award details | <a href="#">View Document</a> |
| e- copies of award letters           | <a href="#">View Document</a> |

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response:** 2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of startups details like name of startup, nature, year of commencement etc | <a href="#">View Document</a> |
| e- sanction order of the Institution for the start ups on campus                | <a href="#">View Document</a> |
| Contact details of the promoters for information                                | <a href="#">View Document</a> |

### 3.4 Research Publications and Awards

**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response:** Yes

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| List of patents and year it was awarded | <a href="#">View Document</a> |

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

**Response:** 0.36

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

**Response:** 5

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

Response: 14

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| URL to the research page on HEI web site   | <a href="#">View Document</a> |

### 3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.6

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20      | 14      | 19      | 15      | 12      |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

Response: 1.01

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27      | 23      | 23      | 40      | 21      |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |

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

Response: 0.92

| File Description   | Document                      |
|--|-------------------------------|
| BiblioMetrics of the publications during the last five years | <a href="#">View Document</a> |

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

Response: 1.5

## 3.5 Consultancy

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

Response: Yes

| File Description  | Document                      |
|---|-------------------------------|
| Soft copy of the Consultancy Policy   | <a href="#">View Document</a> |
| Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| URL of the consultancy policy document  | <a href="#">View Document</a> |

### 3.5.2 Revenue generated from consultancy during the last five years

Response: 2.82

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.15    | 1.04    | .28     | .19     | .16     |

| File Description                                  | Document                      |
|---|-------------------------------|
| List of consultants and revenue generated by them | <a href="#">View Document</a> |

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

**Response:** 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of teacher consultants and revenue generated by them | <a href="#">View Document</a> |

## 3.6 Extension Activities

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

**Response:**

The Institution is committed to fulfill its social responsibilities to enrich the community in which it exists. In recognition of its services rendered to the community, the college has received the following awards.

1. Best service Award from Indian Association of Blind(2016,2018)
2. Special appreciation from the Dist. Collector for the Best participation in the Palliative Care Program(2016)
3. Award for the Best NSS Unit for maximum blood donation (2013-14)
4. Award for the Best Women Development Cell in the University, for working for the cause of women (2016)
5. The Kerala State Award for the Best NSS unit (2015-16)
6. The Calicut University Award for the Best NSS Unit. (2015-16)
7. Best NSS Program Officer in the University – Gigi Paulose (2015-16)
8. Best Women Development Cell Award in the university (2015-16)
9. Award for enrolling maximum youth , from Election Commission of India (2015)

Different outreach programs are organized in order to translate the institution's social commitment into action.

- Participation in the NSS activities sensitizes students to social realities.
- Dept. of Social work undertakes a number of philanthropic activities and those of social activism for the adivasis and the under privileged.
- CASP (Community Aided Sponsorship Program), an effective non-govenmental support initiative adopts 25 school children of BPL category and takes complete responsibility of their educational , physical, emotional and other developmental needs.
- DARSANA, the professional , govt. approved counseling centre of the college provides solace and succor to the students and the public.
- The Blood Donors Forum is active in its social outreach initiatives.
- The Dept. of Computer science has conducted an e- literacy program for the under privileged women of the locality.
- Visiting the homes for the aged, the destitute and differently abled, and slums, participating in adult education, literacy mission etc. are social welfare activities designed for the students.
- Free blood check-up and other pathological investigations are offered to the local people
- Maintaining a Library for poor people in the nearby colony (DOLCE Library)
- Maintaining a T V parlour in the Municipal Park for the old people in the locality
- Housing project for 35 homeless families completed, as a part of the golden Jubilee projects
- Students rallies and awareness programmes on women related issues like Women Harassment, Save Girl Child, AIDS etc.
- St.Joseph's Sports Academy promotes sports for children in the locality with a provision for sports kit worth Rs. 2000.
- Mental health training provided for National/International athletes in South India
- Former Principal Dr. Sr. Anee T K (who retired in 2015), was the General Convener of "Janamaithri"- community policing introduced by Kerala State Government at Irinjalakuda, which secured ISO 9001 recognition in 2001. Three faculty members work in two important bodies of Irinjalakuda diocese- "Justice Forum" and "Pratyasa", dispute setting and crisis intervention & suicide prevention centres.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

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

**Response:** 42

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 14      | 4       | 10      | 8       | 6       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |
| e-copy of the award letters                               | <a href="#">View Document</a> |

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

**Response:** 273

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 59      | 83      | 45      | 65      | 21      |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the event organized  | <a href="#">View Document</a> |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |

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

**Response:** 64.87

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2399    | 1130    | 1587    | 1419    | 671     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Government or NGO etc | <a href="#">View Document</a> |

### 3.7 Collaboration

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

**Response:** 2.2

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5       | 2       | 1       | 3       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |
| Copies of collaboration                                      | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

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

**Response:** 292

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 219     | 22      | 25      | 19      | 7       |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of linkage related Document                            | <a href="#">View Document</a> |
| Details of linkages with institutions/industries for internship | <a href="#">View Document</a> |
| Any additional information                                      | <a href="#">View Document</a> |

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

**Response:** 39

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9       | 5       | 9       | 10      | 6       |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

#### Facilities for Teaching Learning

Spacious and well ventilated class rooms with adequate furniture and fixtures, sprawling verandas, smart A/C and Non A/C seminar halls, Examination Hall, three storey indoor stadium, three hostels, canteen, non-residential student's centre, auditorium with 1500 seating capacity, well-furnished Fitness, Wellness and Yoga centers, CCTV High Tension Electricity Connection, High capacity Transformer (250 KVA), facilitate smooth teaching and learning.

The latest to be built is the Golden Jubilee Research Block at a cost of over Rs. 3.0 crores. In order to ensure optimum utilization of the infrastructure, registers are kept in the office, Library and departments for recording the use of Seminar Halls, LCD projectors etc. Teachers are encouraged to make use of the facilities, especially the ICT. Every department has well furnished faculty rooms provided with intercom/net/computer facility, storage space, cabins / rooms for Heads, desktops and laptops, LAN and Wi-Fi Connectivity. The facilities for curricular, co-curricular and extracurricular activities are aplenty. There are on-campus common facilities for special units such as AICUF, NCC, NSS, HRD, Women Development Cell and Grievance Cell. In the post Accreditation period equipment and facilities were augmented in the institution.

#### **Differently Abled Friendly Infrastructure**

In designing our educational, open and recreational spaces, the requirements of the differently abled are kept in mind. The Auditorium, Library, Indoor Stadium, Canteen, Prayer Hall and two Smart A/C Seminar Halls are located on the ground floor. Care is taken that class rooms on the ground floor are allotted to classes with disabled students. Lift, ramps, special toilet are provided to these students. Braille books, wheelchair, ramps are available in the library. They are given special preference in issuing books.

#### **Hostel Facility**

The Holy Family Hostel provides accommodation to 300 students in three hostel blocks. UG students have shared - occupancy, whereas PG and PhD students and staff have single occupancy. There is separate **sports hostel facility** for school and Higher Secondary sports students (14) and UG /PG players (48) under the Kerala State Sports Hostel Scheme. The Management has provided free food and accommodation to about 110 players during the last five years.

#### **Counseling and Medical Facilities**

Professional counselors are available in the campus at Darsana, the counseling centre. In case of medical emergencies, students are taken to the nearby speciality hospital. First aid is provided to others in the sick room.

**Research Facilities:**

The four Research Centers are Mathematics, Chemistry, Commerce and English Literature, apart from CDRL of Zoology Department. There are well equipped laboratories, computers with internet facility and specific software tools like SPSS and MATLAB. The Central Library, the core Learning and Teaching Resource Centre of the college with 63001 books, 286 journals, 22 rare books/manuscripts, 1259 CDs and 33 Maps/Globe supports teaching, learning and research across a wide range of all disciplines. The College offers to researchers Encyclopedias on CDROMs that provide information, digital images, video, audio, and links to websites where they can access tools such as live web cameras. Dictionaries and thesauruses are built into our word processors.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

The institution has a history of outstanding achievements in **Sports and Games**. The college Volley Ball team has been the University Winners for the past 40 years. Ball Badminton team has also won continuously for 29 years and we have produced many National/International players. College Basket Ball team has won intercollegiate Basket Ball match for the last five consecutive years.

Our Multi-purpose **Indoor Stadium** (Area 2787.0912 meter square), with Teakwood flooring with a capacity of 3000, is one of the best in the state with volleyball, basketball, and shuttle Badminton courts, Apart from this, the college Sports Complex has several amenities.

There are facilities for Football, Ball Badminton, Judo, Yoga, Table Tennis, Basketball, Archery, Cricket, Tennis, Softball, Hockey, Handball, Chess and Caroms. Facilities exist also for training in Athletics.

The college also has a fully equipped Gymnasium/Fitness Centre with the following equipment: Bicycle-2, Different Weights-20, Treadmill (Manual)-3, Weighing, Machine-2 and Weight Lifting Bar-3. In congruence with the vision of empowering women, we have well trained instructors training students in Judo and Karate. The college maintains a wellness center. Classes in Yoga, Health and Hygiene are conducted regularly for the students in addition to Add-on course on Yoga. 'Health Data Card' was issued to students who undergo five Health Tests namely, Body Mass Index, Sit and Reach, Standing Broad, Sit Ups, Shuttle Run and B P tests, till 2015. On the basis of the results, awareness programmes and health counseling were conducted.

There is separate **sports hostel facility** for school and Higher Secondary sports students (14) and UG /PG players (48) under the Kerala State Sports Hostel Scheme. The Management has provided free food and accommodation to about 110 players during the last five years.

**Facilities for Cultural Activities**

- Fine Arts and Culture Club exists for promoting talented students and motivating them to participate in cultural and literary competitions at the zonal & inter zonal levels of the university.
- Special training for different cultural group events is arranged by acclaimed artistes from outside.
- Talent's Day is a regular annual event that showcases the cultural acumen of first year UG students.
- Fine Arts Day is inaugurated by well-known artistes and competitions in various stage, off-stage events are held.
- Cultural fests in connection with the Union Inauguration, College Annual Day and Special days are arranged.
- Auditorium has two tier wooden stage for cultural performances.
- Open Stage and gallery space
- Audio Visual room for screening films/documentaries
- Media Lab for creative content development
- Classes in Instrumental Music
- 18-member College Band
- Oratory Club trains students in public speaking
- Literary Club trains students in literary items
- 10-member Music Band

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 53.26**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 49

| File Description   | Document                      |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information which is optional                  | <a href="#">View Document</a> |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 12.13

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 265.50  | 142.15  | 42.50   | 27.50   | 6.75    |

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Audited utilization statements | <a href="#">View Document</a> |
| Any additional information     | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

#### Library as a Learning Resource

The Central Library is of iconic status and embodies the institution's academic values. It is a physical repository of printed and digital information which encompasses all the functions of the college such as teaching, learning and research, leading to creation of knowledge and its transmission to posterity. It is research learning support entity in the academic environment. Its role is inherent in the educational objectives of the institution.

The **Vision** of the central library is to access support to ever widening intellectual enquiry, exceeding expectations. The **Mission** is to be a resource hub in the research, teaching, and learning needs of the college community. Many facilities are available to fulfill the objectives of the library.

The effective functioning of the library is ensured by a Library Advisory Committee headed by the Principal (Chairperson) and assisted by the Vice Principals (Vice chairpersons), Librarian (Secretary) Heads of Departments (Executive Advisors), Senior Superintendent (Executive Member) and three student representatives – one each from Science, Humanities and Commerce.

The cordial, co-operative and informed staff of the library keep the library user-friendly by making the dealings easy and comfortable. The completely automated functioning of the library makes the transactions still easier. Open access system, Access using Smart Cards, Electronic Book Search, access to e-books and e-journals through INFLIBNET are some of the user friendly initiatives. Disciplined use of library is ensured through installation of CCTV cameras.

The very entry into the open-access library is regulated by a sensor identified e-card issued to every student. Advanced Computer aided search enables author based, subject-based, title-based and publisher-based search facilities. All the following facilities are available in the library:

- OPAC: On-line Public Access system
- Electronic Resource Management Package used: N-List of INFLIBNET
- Federated Searching Tool used to search Articles: Greenstone Digital Library Software
- Library website: [www.stjosephlibraryirinjalakuda.com](http://www.stjosephlibraryirinjalakuda.com)
- In-house/remote Access to Publications: Through personal ID provided by N-List

### ICT and Other Tools

| ICT Facility  | Details   |
|---|---|
| Library Automation  | Registered open access system, Computerized management of library operation, Computer based retrieval of information, Bar coded issue and return/Book reservation |
| Computers for public access   | 23  |
| Printers for public access  | 02  |
| Internet band width/ speed  | 10MBPS BSNL   |
| Participation in Resource sharing networks/consortia (like Inflibnet) | INFLIBNET- N-List   |

| Name of the ILMS software | Nature of automation<br>(fully or partially) | Version  | Year of automa |
|---------------------------|--|----------|----------------|
| Futuresoft                | Fully  | 2018.5.5 | 2000           |
| Koha                      | Fully  | Koha-16  | 2018           |

Other facilities include

- Access to retired faculty and alumnae
- Access to scholars from other institutions on special request for collection of data for varied purposes
- Celebration of Library Week
- Conduct of user survey to improve functioning
- Multiple copies of prescribed texts, reference books and books for competitive exams
- Every research/ PG and UG student issued 07 and 05 books for 14 days at a stretch
- Book bank for needy students

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

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

##### Response:

##### Rare Books/Manuscripts

The institution is the custodian of some rare and ancient manuscripts in the regional, Sanskrit and European languages entrusted to its care by some of its stakeholders and well-wishers. The college provides space and facilities for the upkeep and study of these rare documents.

The college keeps in its care an unlisted collection of ancient 'Thaliolas' (palm manuscripts) gifted to the institution by Prof. Mary Vithayathil, former Head of the Department of English. These are related to documentary evidence on property and culture.

Digital copies of antique 'Thaliolas' ("Vattezhuth")(palm manuscripts), around 5000 in number, are collected and stored in the Department of Malayalam . These are related church documents on prayer, liturgy, rituals and culture. The Department is also bringing out a rare publication named 'Lagnaprakarana' on the ancient mathematician SangamagramaMadhava, in collaboration with the Department of Mathematics and the Department of Zoology. Qualified faculty in the Departments of Malayalam, Zoology and Mathematics provide assistance to those interested in pursuing research in Malayalam & Sanskrit manuscript decoding. The rare books on Mathematics, Astronomy and Culture in Sanskrit, Malayalam, German, French and Latin languages have been accessed by interested researchers.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

#### 4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 2.55

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.28    | 6.37    | 2.23    | 2.08    | 0.80    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 11.83

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

Response: 318

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The IT policy of the institution underlines easy accessibility to information and emphasizes integration of technology into academic and life experience of learners. It is also essential for the smooth and successful functioning of the Institution's academic and administrative activities. The college complies with the IT policy of the Government and foresees an e- literate campus where data storage and retrieval are quick and effective.

The college provides computing facility to the staff, faculty and the students with its 236 computer systems and an equal number of allied accessories and internet connectivity. Its computer centre is of the stand-alone kind, but LAN connected.

#### Details on the Computing Facility available in the Institution

| Facility | Details |
|----------|---------|
|          |         |

|                                  |  |
|----------------------------------|--|
| Moodle Site                      | www.moodlesjc.com  |
| Configuration                    | Intel(R) Core (TM) 2 Dual CPU, <a href="#">E7500@2.93</a> GHz and Intel (R) Pentium(R) D CPU,2   |
| Software available               | SPSS, Coreldraw, MATLAB, Tally11.0, Adobe Pagemaker7.0, Adobe Photoshop, LaTeX, Texmaker 3.5.2, <a href="#">LaTex Equation Editor1.01</a> , Graphpad,- InStat, Stata, CryptoForge, gnu-crypto-2.1.0.net application, Bioinformatic tools- Phylip, Clustal, SPARK, e-solutions , e-Finance solutions for office automation, Final Cut Pro 6.0.6   |
| Internet Service Providers (ISP) | <ol style="list-style-type: none"> <li>1. Reliance Jio (2 GHz, and 5GHz)- available in 12 locations as WiFi Access Point</li> <li>2. BSNL – 16 MBPS – Leased Line. <ul style="list-style-type: none"> <li>• Wi Fi access points are made available in the campus with security</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1. BSNL Broadband 20 MBPS Central Government Educational Server NMEICT</li> <li>2. BSNL Broadband 10 MBPS in the department of Computer Science ,</li> <li>3. BSNL Broadband 10 MBPS in Sr. Franco Memorial Block</li> <li>4. BSNL Broadband 10 MBPS in the Library</li> <li>5. BSNL Broadband 10 MBPS in the Counselling Centre</li> </ol> |
| Student : Computer ratio         | 11:1   |
| Nodes with internet facility     | 236  |

### Strategies adopted to enhance Learning

- Moodle Courses
- According to the changes in syllabus of IT related subjects, new courses are introduced, new softwares are purchased and computer capacity is upgraded.
- Increase in ICT enabled class rooms, use of virtual lab, use of e-content from remote sources are also facilitated.
- Proposals are invited every year from the departments for updation, deployment and maintenance of the computers in the college. The available resources are optimally used as per need-based priority.
- Classrooms, departments and seminar halls are equipped with LCD and computers with net connectivity.
- Prompt access to e-learning resources is ensured through free high speed internet connectivity.
- The library subscribes to N-LIST of INFLIBNET which enables staff and students to access e-journals, e-books and other e-resources.
- All the departments are provided desktops, laptops, printers and free internet, along with connectivity to facilitate preparation of computer aided teaching learning materials.
- The IQAC encourages and facilitates the development of e-content for the faculty, with the technical assistance of the Dept. of Computer Science.
- Faculty are encouraged to use smart boards for imparting instruction and attend seminars on ICT related topics organized by other institutions/Universities.
- The college has subscribed to 20 MBPS broadband connections under the scheme NMEICT.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio

**Response:** 10.74

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line ) ?50 MBPS

**35 MBPS - 50 MBPS**

**20 MBPS - 35 MBPS**

**5 MBPS - 20 MBPS**

**Response:** 5 MBPS - 20 MBPS

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to photographs   | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 4.35

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 41.53   | 26.34   | 14.46   | 17.92   | 19.90   |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |
| Audited statements of accounts.  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**Response:**

The institution has a well – defined machinery in place for maintaining and utilizing physical, academic and support facilities:

**Maintenance Policy & Procedures:**

The Maintenance Supervisor oversees the day to day maintenance of the college and is vigilant about the maintenance needs of all equipment, computer etc., of the departments, furniture and fixtures of class rooms and the buildings, all the construction & renovation, electricity, plumbing and carpentry. The Department Heads inform the Principal about all maintenance needs and with the sanction of the Principal, the supervisor sees that the required maintenance is carried out according to the need-based priority – emergency repair, special request, general cleaning & maintenance as well as inspective and preventive maintenance.

The available resources are optimally used. The infrastructure is also made use of by government and outside agencies for the conduct of various programs.

**Implementation of the Maintenance Policy statement:**

**Physical Infrastructure:** The maintenance and cleaning of the classrooms, seminar halls, auditorium, comfort rooms and other support facilities are done on a regular basis. The grounds and gardens are maintained by dedicated support staff.

**IT Infrastructure:** The institution IT infrastructure includes various softwares, computers, LCD

Projectors, Smart Boards, ICT enabled classrooms, Computer labs, Language lab, Media lab and Editing Suite.

For the maintenance of computer systems and accessories, the college has contractual agreements with local service providers who carry out regular maintenance, repair systems and gadgets, whenever needed.

**Laboratories:** Heads of Departments supervise the various UG, PG & Research Labs and ensure that there is daily cleaning of work surfaces, equipment and glassware.

**Library:** The Librarian and the support staff ensure that the books in the library are kept in good condition and accessible to users. Damaged books are sent for binding.

**Electricity and Water Supply:**

The college has its own HT installation and generators that ensure uninterrupted supply of power. The supply of water of the college is ensured by bore-wells, pond, rain-harvesting installation and supplementary municipal supply. There are enough number of overhead tanks and distribution network throughout the campus. Full-time electrical and plumbing technicians keep vigil over all the electrical and water supply systems.

Regular and stabilized electricity supply (440 volts) is maintained at all costs for the smooth functioning of the laboratories and its instruments. Care is also taken to earth-connect all equipment and avoid shock hazards. Energy conservation is ensured through the use of solar panels and LED lights.

**Sports:** The Head of the department of Physical Education monitors the maintenance of sports facilities in the institution. Sports equipment is regularly serviced. A trained support staff ensures the upkeep of stadiums and sports related infrastructure.

The institution always plans ahead to ensure that its infrastructure development keeps pace with its academic growth and that the available infrastructure is optimally used. Additions are made and existing ones are augmented whenever need arises. Our strategic plans for development has always been driven by a love of nature and sustenance of resources like energy and water.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 39.11

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 983     | 998     | 877     | 895     | 520     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships  | <a href="#">View Document</a> |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 6.13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 133     | 135     | 135     | 126     | 125     |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 5.1.3 Number of capability enhancement and development schemes –

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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 7 or more of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

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

**Response:** 44.13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1096    | 1073    | 638     | 193     | 1614    |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Details of of students benefited by Vocational Education and Training (VET)

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 4.67

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 31      | 13      | 70      | 29      | 17      |

| File Description  | Document                      |
|---|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

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

**Response:** 33.73

5.2.2.1 Number of outgoing students progressing to higher education

Response: 287

| File Description                                   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni          | <a href="#">View Document</a> |
| Details of student progression to higher education | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

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

**Response:** 28.75

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 37      | 18      | 16      | 14      | 8       |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 96      | 72      | 61      | 46      | 34      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting data for the same   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

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

**Response:** 55

##### 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20      | 8       | 10      | 9       | 8       |

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

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

**Response:**

The institution makes an all-out effort to provide necessary assistance to students for a meaningful learning experience. Guidance cell, Placement Cell, Grievance Redress Cell are constituted for the support of the students. Specially challenged students are provided with necessary assistance. Bridge and Value-added enrichment courses are conducted. Tutorial/Mentoring system is in place for personal psycho-social counseling. Students are benefitted through scholarships and freeships provided by the Government, the institution and other agencies. Guidance for competitive examinations, soft skill development, yoga and

meditation is provided to the students. Remedial coaching for deserving students, WWS and SSP (for students academically strong and weak) are also implemented. The institution keeps a tab on the progression of students to higher levels of learning. The institution also promotes inclusive practices for social justice and better stakeholder relationships. Social responsibility and good citizenry are promoted in students through participation in community philanthropic activities. Students are trained to involve in social, cultural, leisure activities as well as sports and games. The Alumnae Association and the PTWA along with the Student Council are strongly supportive and contribute significantly to the developmental programs of the institution.

The college has a statutory **Student Council**, and the members are democratically elected in the presidential manner, according to University Statutes. Every student on the rolls has the right to vote in the process of election of class representatives. The Student Council thus elected has no political affiliation, and comprises Chairperson, Vice Chairperson, General Secretary, Joint Secretary, Fine Arts Secretary, General Captain, Student Editor and two University Union Councillors who function as the representatives of the students of this college in the University.

The College Student Council is steered by a sprightly band of youngsters gifted with abundant leadership qualities. They organize all the extra-curricular activities of the college and provide leadership to the college student community.

The functioning and activities of the Student Council are under the guidance of the Staff Advisor nominated by the Principal. The Principal is the President of the College Union Council. Funding of the Student Council is through the collection of a fixed amount from every student at the time of admission. If more funds are required for activities, the Council conducts some fund raising programmes like orchestra and food festival .

The various activities organized under the leadership of the Student Council during the last five years include Sports, Fine Arts, Literary and Cultural events. There is active participation of students in social activities through programmes. The institution, in keeping with its Vision and Mission provides a value based two level educational experience, one that develops the innate potential of the student and the other that promotes social responsibility and nation building.

**Student representation** in the following academic and administrative bodies in the institution promotes better stakeholder relationship:

Student Council, Library Committee, Anti-ragging Committee, Grievance Redress Cell, Hostel Committee, IQAC, Anti-harassment Cell, Women Development Cell, NSS, NCC, Magazine Committee, HRD Cell, Discipline Committee, Sports Hostel Committee, Department Associations, AICUF and Fine

|                                 |                               |
|---------------------------------|-------------------------------|
| Arts .                          |                               |
| <b>File Description</b>         | <b>Document</b>               |
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 43.8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 105     | 28      | 31      | 28      | 27      |

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| Report of the event  | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

The college has a registered Alumnae Association. The alumnae are a strong pillar of support to the institution. We have a large number of alumnae scattered all over the world who provide a variety of services to their alma mater ranging from financial assistance to career networking.

- The Alumnae Association has instituted a number of student scholarships, awards and endowments. They have assisted in career placements and internships and have set up the college reception counter.

- The Alumnae actively participated in mobilization of resources, both financial and non-financial, during Silver and Golden Jubilee celebrations.
- Some of the alumnae serve as members of the Boards of Studies, other statutory bodies, and in the advisory committees.
- The present students also get a jump-start on job-hunting by contacting alumnae around the world.
- Alumnae Association helps alumnae stay tuned to the happenings at the college, through alumnae newsletter '**Domus Josfite**'. The Annual Alumnae Meet is on January 26th every year. The College website provides separate domain for Alumnae with provisions for personal mail and access for each student.
- Fifty nine of the faculty and staff employed are alumnae of this institution. They have played a pivotal role in building up and carrying on the good traditions and culture of the college to the next generations.
- The alumnae and the former staff are formally invited to attend every important function hosted by their department or by the college. They are invited for the college day, and the college magazine 'Sibyl' is sent to them annually.
- The college alumnae have instituted the **Best Alumna Award** every year to an outstanding alumna, who has made significant achievement.
- Numerous alumnae of this institution have attained positions in higher echelon of research, academics, politics, entrepreneurship, art and culture. A few names are cited below:
  - Dr. Radha Devi P.V. Scientist, Advanced Data Processing Research Institute, Department of Space, Government of India
  - Dr. K G Mini, Scientist, CMFRI
  - Dr. Anuradha Krishnan, Project Director, G-Sat 12, ISRO
  - Dr. Josileen Jose, Scientist, CMFRI
  - Mrs. Letha M M, NPOL, DRDO, Ministry of Defence
  - Mrs. Jolly Alukkas, Entrepreneur, Jolly Silks
  - Dr. Kavitha Balakrishnan, Artist of National Repute
  - Dr. Bindu R, Former Mayor, Thrissur
  - Dr. Aparna Lakshmanan S, Young Scientist Award Recipient from Kerala State Council for Science, Technology and Environment.
  - Mrs. Usha Balaji, National Classical Dancer
  - Mrs. Rekha Menon, Television Anchor
  - Ms. Bency David, former Municipal Chairperson, Irinjalakuda
  - Resmy Thomas, Young Scientist Award (Nanotechnology), Malhotra Wickfield Foundation,
  - Ms. Bindhu Cherugath, Director and Co-Founder –Insignia Solutions
  - Ms. Meri Ananya, Film Critic–Lenzscope
  - Ms. Jessica Sajan Director and Co-Founder Rinergetics, Founder, John Maxwell Team, a team of international speakers
  - Ms. Mayadevi Anilkumar, Manager, SBI
  - Professor Uma Krishnan Head of Economics University of Witwatersrand, Johannesburg South Africa
  - Ms. Manjusha Dhiman, Assistant Professor of Sociology, George Mason University, Virginia
  - Ms. Alice Vaidyan, Managing Director, GIC
  - Dr. Shima Damodharan Outstanding Doctoral thesis Award by Homi Bhabha National Institute
  - Dr. Princy K G, Bharath Shiksha Ratan Award
  - Bindhu K. P, Chief Minister's Police Medal Winner

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

**Response:** <2 Lakhs

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | <a href="#">View Document</a> |

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 26

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6       | 5       | 5       | 5       | 5       |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Number of Alumni Association / Chapters meetings conducted during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### VISION

Women empowered and liberated through knowledge for a brave new world of ideal families.

##### MISSION

Creating an educational environment for the total development of young women, in this globalized e-world, through value based holistic instruction across a wide range of disciplines, and mainstreaming a gender perspective in the national development process.

##### Nature of Governance

St. Joseph's College, Irinjalakuda is a Christian minority institution run by the Holy Family Congregation's St. Joseph Educational Society. The Superior of the Pavanatma Province is the Manager of the College. The Executive Committee of the Society is a part of the College Board of Management. The Board of Management periodically plans the policies pertaining to academic and administrative matters. The Statutory bodies of the College are constituted in line with the recommendations of the UGC and the guidelines of the Government of Kerala. The Principal co-ordinates and monitors the academic and administrative functions of the College and is responsible for providing a favorable ambience for the intellectual pursuits of staff and students. The Vice-Principals assist the Principal in the day-to-day functioning of the College. The governance of the College is essentially participatory and is characterized by delegation and decentralization:

- Board of Management meetings held every semester assess the faculty requirement and developmental needs.
- Daily meetings of the Principal's Council ensure that daily operations are carried out according to the set plans.
- Meetings of the Heads of Departments plan pin pointedly the activities of the week ahead.
- Faculty Meetings at the end of every month evaluate the month's activities against set targets and plan for the month ahead.
- Regular committee meetings implement strategic plan modules.
- IQAC core committee meetings ensure/ evaluate quality sustenance and enhancement programmes.
- Information is disseminated to student body for implementation of plans and collection of feedback through class representatives.
- E-governance is implemented in planning and development, administration, accounting, admission and examination.

## Perspective Plans

The Vision/ Mission statements define the institution's distinctive characteristics. In recognition of its consistent qualitative efforts, there has been a steady increase in the performance rating by NAAC, and the institution has been granted Autonomy and the status of College with Potential for Excellence in 2016. The college is ranked among the **top 100** colleges in the National Institutional Ranking Framework by MHRD and aspires to raise the platform of teaching, learning, research, student support, extension, consultancy and innovations, several notches higher. Other perspective plans include timely restructuring of the syllabi, commencement of programs to meet global challenges, linkages with institutions of repute, attaining the status of a Star College and becoming a Centre of Excellence.

## Teachers in Decision – Making Bodies

Faculty hold many key administrative posts and are encouraged to hold important positions in academic & non-academic bodies outside the institution. They are provided opportunities to suggest/ discuss various inputs through various bodies. The Staff Association communicates valuable ideas regarding the functioning of the college to the authorities.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The grand planning and successful implementation of the yearlong Golden Jubilee Celebrations with the help of Management, Faculty, Staff, Students, Parents, Benefactors and the local community, is a case study of decentralization and participative management. Seeped in the sunshine of the **Golden Jubilee** (2013-14), St. Joseph's had launched a number of golden projects noted for their salutary, meaningful content and intellectual quality. The docket of these golden events are the following:

1. **Jubilee Announcement: Walk a Mile**, involved the screening of a short film conveying the Jubilee message at prominent public places and institutions at start of the Jubilee year.
2. **Guruvandanam**, was a golden tribute to the former faculty and staff, to honour the sagacity of these sages and their invaluable selfless service.
3. **Samadharna Sangamam:-** 50 stars from among the former students, symbolically representing the hundreds of alumnae, were honoured. Seven alumnae who have excelled in various fields such as education, art, culture, sports, media and business were declared as Jubilee Ambassadors.
4. **Golden Jubilee Memorial National Volleyball Tournament**, was held on 30th September 2013 to commemorate the contributions made by the institution towards the field of sports and games over the past 50 years. The college has been the undisputed champion in Volleyball in the University for

the Last 40 years.

5. **World Congress on Research and Innovation** was an International Congress where experts from India and abroad, belonging to various science disciplines, held discourses during the 4-day-long event conducted from 17 to 20 December 2013.
6. **CDRL**, (Communicable Diseases Research Laboratory), was launched under the Department of Zoology as part of academic extension activities.
7. **Family Meet of Faculty & Staff** was conducted by the Management, aimed at establishing a spirit of oneness and unity.
8. **Jubilee Carnival** held on 12,13&14 of February 2014 was a unique learning and recreational experience, a repository of knowledge, practical wisdom and entertainment, a marvelous mosaic of movement, color and sound, fun and frolic, in the form of auto rallies, flower and pet shows, exhibitions of culture and entertainment.
9. **Series of National Workshops** sponsored by Indian Academy of Science were conducted by Departments of Chemistry, Mathematics & Physics.
10. **Orientation Programme** for the benefit of the **Teachers of Technical Educational Institutions** was organized to give shape to quality instructors who can contribute positively towards the progress, peace and harmony of the world at large.
11. **Save a Life**, a philanthropic project amassing financial aid for the dialysis of renal patients was the humanitarian face of the Golden Jubilee Celebrations. The efforts are ongoing...
12. **Home for the Homeless** involved the construction of 50 houses for 50 deserving families and is the manifestation of the institution's social commitment. 41 houses have been completed so far.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

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

#### Response:

One activity successfully implemented based on the Strategic Plan and deployment in the institution is the **6th hour or Zero hour initiative**. The college working time is from 9.00 am to 3.30 pm, during which a period of forty five minutes at the close is set apart for various extra, co-curricular, career development and enrichment programmes for the students. It is mandatory that students attend all the hours including the 6th hour promptly and without fail.

The implementation of the sixth hour was the suggestion of the Management, which was then discussed and approved by both the Principal's and College Councils, several years ago. The sixth hour continues even in the recent reaccreditation period. This practice was implemented so as to find space and time for non-academic extra and co-curricular activities without disturbing the teaching academic hours. From 2015-16 onwards, the sixth hour is maintained as per a new time table prepared by IQAC which is entrusted with its successful implementation. Participation of students in various club activities is

mandatory.

The convenors of the various clubs and associations are in charge of the successful conduct of the hour. They are assisted by the department heads, class teachers and the class leaders.

Value/ Religion club, Nature Club, Biodiversity Club, We for Women Club, Fine Arts and Culture Club, Athletics Club, Academic Excellence Association, English for Empowerment Club, Human Resource Club, Department Associations and Philanthropic Outreach Club, organize their projected programmes in the sixth hour on specific days charted out for them by the IQAC.

Apart from the above club activities, the sixth hour is also set apart for the conduct of Enrichment Courses. The college also arranges special sessions by experts in various skills that enrich the holistic development of the students. These include classes on various skills in communication, leadership & presentation.

Time is also found for the Higher Focus Course formulated by the college and successfully conducted in the last several years, including this reaccreditation period. This course is an attempt to realize the Vision and Mission of the institution in letter and spirit. This course is administered over the entire period of the bachelor degree, and is a package of multi skills ranging from two and four – wheel driving, ethics and value sessions to a module on self-defence. The programme aims at the finishing and polishing process which the young girls require. Certificates are issued to the students at the end of their degree programme.

[Website Link for Strategic Plan](#)

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:**

#### **Organizational structure of the Institution**

The fundamental authority over the college is the Board of Management (St. Joseph Educational Society), which along with the Governing Body, gives the Principal, the essential guidelines and directions in the administration of the college. The Provincial Superior, Pavanatma Province is designated as the Manager. The Governing Body meets two times a year and draws out plans, policies and strategies of the college. The Principal is the academic, administrative and financial head of the institution. The Principal is assisted by two Councils – the first comprising the two Vice Principals and the Coordinator of the Self Supporting Programmes, and the other, the Faculty Council composed of Heads of all academic departments, the librarian and two elected representatives of the faculty.

The statutory and non statutory committees ensure proper management of academic, student support, financial and general administrative affairs.

The Senior Superintendent is the ministerial head of the institutional administrative wing and reports directly to the Principal. The Librarian of the college with the assistance of support staff looks after the most important learning resource of the college, the library, and disseminates its intellectual stock effectively.

The college hostel is under the control of the Principal (Chief Warden) who is assisted by four Wardens and the local Manager. A student College Union elected annually as per the regulations laid down in the university statutes functions effectively on the campus and ensures the participation of the whole student body in the campus activities.

IQAC, the institutional agency for quality assurance and enhancement, in operation since 2004 on the campus, takes care of the quality sustenance tasks. Various campus activities are carried out and monitored by the committees constituted for specific purposes and are in turn supervised by the IQAC.

### **Grievance Redressal Mechanism**

- Students with grievances can directly approach the Principal, Head of Department, Class Teacher, Tutor, or any faculty.
- A full-fledged grievance redressal cell looks into grievances/ complaints raised by stakeholders.
- Grievances related to internal assessment, if any, are handled by departmental and institutional examination redress committees.
- The Discipline committee & Anti - Ragging Prevention committee are also constituted to look into any grievances concerned.
- The Staff Association headed by elected representatives bring general grievances of the faculty and staff to the attention of the Principal.
- The faculty and staff can directly approach the Heads or the Superintendent and the Principal with personal or professional grievances.
- The Manager meets the faculty & staff and holds discussions with them occasionally.

### **Recruitment Promotion Policy**

The College adheres to government policies and University guidelines on appointment and promotion of the faculty & staff. Vacancies are notified in national dailies to ensure better selection.

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## **6.2.3 Implementation of e-governance in areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**

**4.Student Admission and Support****5.Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** All 5 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP Document  | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

A philanthropic project successfully implemented by the college NSS Units, based on the minutes of the meeting of the committee, involves **Ithirivettam** (A Little Spark) and **Snehasparsham** (An Affectionate Touch). **Ithirivettam** is the monthly activity of the NSS Units in the years 2015-16 & 2016-17. The project adopted the Mukundapuram L.P School, Irinjalakuda and provided necessary economic aid to the students. Onam, Christmas & Children's Day were celebrated with the children sharing the message of togetherness. Cultural fests, quiz competitions, reading activities were conducted at the school for the children. A bookshelf full of books was also gifted by the NSS units. **Snehasparsham** was floated with the aim of spending value time with the elderly destitutes. The NSS volunteers visited 'Shanthisadan' and 'Providence Home' - destitute homes in Irinjalakuda for women and men respectively and Pratheesha Bhavan (Special School) providing companionship, compassion, entertainment, care and financial assistance. A share of the organic harvest cultivated by the NSS Units was gifted to the elderly. This project helps volunteers in their emotional and mental growth as much as it helps the destitute elderly.

The following are the minutes of the meetings with the schedule of activities successfully completed in the various years

03-06-2015 – Action Plan charted out

10-06-2015 – Ithirivettam - Activities in adopted school commenced

20-07-2015 – Ithirivettam –Bags, Books, Pencils, Pens etc provided to school students

20-08-2015 – Ithirivettam – activities continued at the adopted school

07-09-2015 – Snehasparsham commences

15-09-2015 – Ithirivettam – Value time spent with school children

18-12-2015 – Ithirivettam – Christmas Celebration with students of Mukundapuram School

10-03-2016 – Ithirivettam – Value time spent with Mukundapuram School Children

16-03-2016 – Snehasparsham – 50 kg rice , soap, powder, sweets distributed at Pratheeksha Bhavan for the elderly

17-03-2016 – Snehasparsham – 50 kg rice , soap, powder, sweets distributed at Santhisadan Home for the elderly

18-03-2016 – Snehasparsham – 50 kg rice , soap, powder, sweets distributed at at Providence Home

## **2016-2017**

07-06-2016 – Ithirivettam – Bags, Pencils, Pens, Books, etc. provided to school children of Mukundapuram L.P School

15- 07-2016 – Snehasparsham – Plan of Action charted out

21-07-2016 – Ithirivettam - Value time spent with School children

13-08-2016 – Fund collection for toilet repair in adopted school

08-09-2016 – Visit to old age homes

08-09-2016 – Ithirivettam – Time spent with the children of the adopted school

01-10-2016 – Snehasparsham – World Elders' Day celebrated – Towels and Sweets distributed in the Shanmughan Colony

11-10-2016 – Ithirivettam – Sweets distributed to school children

23-11-2016 – Snehasparsham – Visit to Santhi Sadanam

08-12-2016 – Ithirivettam – Activity at the adopted school

23-12-2016 – Snehasparsham – Christmas Celebration with the inmates of Santhisadan

23-12-2016 – Ithirivettam - Christmas Celebration with the students of Mukundapuram School

06-02-2017 – Ithirivettam – Time spent with the elderly

07-02-2017 – Snehasparsham – Activity with the elderly

04-03-2017 – Snehasparsham - Activity with the elderly

24-03-2017 – Ithirivettam – Books given to school children of Mukundapuram LPS

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The teaching staff are paid at the rates fixed by the sixth recommendations of the UGC. Other service conditions and privileges are at par with the state government employees. The non-teaching staff are paid at the State Government scales and their service conditions are also at par with other state government employees.

In addition, as employees of this institution, both the teaching and non-teaching staff enjoy the following benefits too.

##### Welfare Schemes for Faculty & Staff

| Residential Facilities |   |
|------------------------|---|
|                        | On- Campus single residence facility for women staff  |
|                        | Free food and accommodation for watchmen  |
|                        | Rent - free accommodation with 75% reduction in mess fee for last grade employees   |
| Financial Assistance   |   |
|                        | Interest- free loans  |
|                        | Advance payment of salary for faculty and staff   |
|                        | Fee Concession for Children of non teaching staff   |
|                        | Financial help in case of emergency   |
|                        | Financial aid given for construction and repair of house, Treatment of family members, Education of children, Special scholarship for children, PF, ESI, Annual increment in salary |
|                        | Seed money for research projects  |
|                        | Financial support given to faculty to attend seminars/ workshops  |

**Other Beneficial Schemes**

|  |
|--|
| Admission reservation for children and wards of the employees          |
| Canteen, recreation and physical fitness facilities                    |
| Free use of college infrastructure for individual research             |
| Free Counseling services in the Counseling Centre                      |
| Teacher of the year award  |
| Best Researcher Award in Science and Arts                              |
| Financial assistance to the administrative training programmes         |
| Financial support to faculty and staff to visit the houses of students |
| Lab facilities provided to the Researchers                             |
| Free internet and computer facilities                                  |
| Free Orientation and Training Programmes                               |

**Faculty Empowerment Strategies**

- Major award winning faculty of the college are honoured by the Management
- Faculty are encouraged to
  - Attend orientation/refresher courses conducted by various universities.
  - Pursue research programs (Ph.D) as part time or full time (FIP).
  - Upgrade their IT Skills.
- Faculty development programs such as motivational talks and discussions are conducted.
- The IQAC conducted a NAAC sponsored national seminar on: “Academic and Administrative Audit for Quality Enhancement” for faculty and staff.
- Guidance of faculty veterans is provided to the new recruits for initiation into college culture.

**Development Programs for Support Staff**

Support staff are encouraged to

- Attend qualitative professional development programs
- Participate in seminars, workshops.
- Develop their IT Skills.

The faculty and staff are provided an inspiring work environment and recognition on special achievements. Continuing professional development and competence is effected through interactive motivational talks as well as collection of student feedback, peer and management feedback and personal meetings with the Principal.

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response: 5.98**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7       | 7       | 5       | 8       | 11      |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response: 4.4**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 13      | 3       | 2       | 2       | 2       |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).  | <a href="#">View Document</a> |
| Reports of Academic Staff College or similar centers  | <a href="#">View Document</a> |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five**

years

**Response:** 7.17

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 14      | 2       | 9       | 13      | 9       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).     | <a href="#">View Document</a> |
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

#### Performance Appraisal System

The college maintains a self-appraisal system for faculty giving weightage to multiple activities performed by faculty inside and outside the campus in various fields. The faculty appraisal system in this institution gives 50% weightage for student feedback. Students are asked to evaluate each and every teacher who teaches them with the help of a printed feedback form, towards the end of each academic year. The remaining 50% weightage is distributed equally among four heads (12.5% each) namely, research activities, consultancy and extension, involvement in evaluation duty and teaching experience and qualifications. Filled in Self - appraisal forms (Teacher's Mirror) are received from all the faculty members at the beginning of the academic year based on their performance in the previous year. The self-appraisal reports in a prescribed format prepared by the IQAC are collected from faculty and analyzed by the IQAC.

A summary of the Performance Appraisal Report is presented to the top Management. The scores are communicated to the faculty in a personal interview. The management has instituted 'Teacher of the Year Award' for the Top Scorer. The toppers in research activities, both in Arts and Science are given 'Researcher of the Year Award'. Under achievers are advised to attend enabling courses. Suggestions include encouragement to pursue higher studies (MPhil or PhD), attend seminars, and refresher courses.

The college has a mechanism for collecting and analyzing feedback on faculty from students, both freshers and the outgoing.

Feedback is also sought on the Administrative and Library staff from students and faculty by the Principal in an appraisal form drafted by the IQAC. The parameters covered are related to their behavioral and people skills, grasp of rules and procedures, general discipline and punctuality.

Evaluation reforms concerning student performance consist of conduct of two mid-semester examinations as part of internal evaluation, apart from assignments submission, seminar presentation and test papers. PET( Post Entrance Test) is an on-line examination conducted as part of the Bridge Programme to assess the learning levels of the freshers.

Evaluation of the project work of the final semester students is done by external experts which ensures objectivity and comprehensiveness. Examination results of the students are discussed with parents/guardians in an open house meet arranged every semester. Faculty @home is a healthy practice of the institution undertaken to assess and understand the students' backgrounds.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Finance and Accounts Department, working under the supervision of the Senior Superintendent and the administrative control of the Principal and headed by a Head Accountant, handles the responsibility of implementing all tasks related to finance and accounting in accordance with the rules, regulations and financial policies framed by the respective authorities in this regard. The Finance &Accounts Department attends to all work related to accounting including treasury and bank operations and preparation of the annual draft budget of the college. Draft Budget is prepared at the end of each academic year, taking into consideration the financial requirements of each Department and the general development plans. Departments are encouraged to apply to various funding agencies for their proposals. In other cases, expenses are taken care of by the Management. The consolidated Budget is finally submitted to the Board of Management for approval. Implementation of the budget is followed up at the college and departmental levels closely in order to ensure optimal performance in carrying out the college's financial plan.

The Principal is responsible for monitoring and controlling the financial procedures that result from implementing the approved financial plans. She presents regular periodic financial reports before the higher administration (of the Management, the State Government and the UGC) . Accounts related to Management are handled by an accountant and all other accounts by the Head Accountant. Accounts related to departments are handled by concerned Department Heads. Payments are made either in the form of cheque or D.D. except in the case of small amounts. Tender is called for any payment above Rs. 100000/-. Payment is made only on production of proper bills or vouchers, if authorized by the Principal.

The finance and accounts operations of the college are regularly audited by the auditors deputed by the Director of Collegiate Education, the Accountant General, the Chartered Accountant appointed by the Board of Management and an Internal Audit Body authorized by the Manager.

### Efforts for Securing Additional Funding & its Utilization

Other than the governmental and UGC grants, the institution has been able to secure additional funding from various agencies such as DST, FIST, NBHM, PTWA, Alumnae, Lions' Club and Rotary Club also contribute to the developmental needs. The Management sets aside an amount from its annual income for the developmental activities of the college.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 248.71

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 128.02  | 50.89   | 10.97   | 15.37   | 43.46   |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual statements of accounts  | <a href="#">View Document</a> |

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

**Response:**

This being an aided institution, its main source of income is funds received from UGC for various developmental activities, which is supplemented by the Management for completion of projects. Salary to staff is provided by the State Govt. and fees remitted to the University. In the case of the self financed

courses, fee fixed by the University is collected and expenses met from that.

Other than the governmental and UGC grants, the institution has been able to secure additional funding from various agencies such as DST, FIST, NBHM, KSCSTE as well as private sponsorships during the last five years. These funds have been utilized for the conduct of seminars, workshops, and projects PTWA, Alumnae, Lion's Club and Rotary Club and humanitarian extension work also contribute to the developmental needs. The total funding from Central and State Government for faculty, staff and students during the post accreditation period amounts to Rs. **348917016/-** of which, the total funding from UGC alone amounts to **Rs. 18072161/-** which has been spent on college development and student welfare activities.

The management contributes a considerable amount from its income every year for the developmental activities of the institution. Fund raising programmes are conducted with the support of the stakeholders and contributions are accepted from some benevolent benefactors in certain cases

The college has been granted Autonomy since March 2016 and the status of CPE since April 2016. The funds sanctioned on the above heads for the two succeeding years have been spent on purpose specified in the award letter. The college has also been sanctioned funds from RUSA which is yet to be released.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

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

#### Response:

Two examples of best practices institutionalized as a result of IQAC initiatives are given below:

#### 1. Feedback Initiatives

- A standardized questionnaire, prepared by IQAC, and periodically revised, is provided to the students to collect confidential feedback on aspects such as curriculum relevance and delivery, teaching – learning effectiveness, administrative efficiency, infrastructure facilities, co- and extracurricular opportunities, research and extension activities etc. This feedback is analyzed by the IQAC and the report forwarded to the Principal to necessitate action. In all possible cases, remedy is provided.
- Self – evaluation report (Teacher Mirror) from the faculty is collected every year in a proforma prepared and periodically revised by the IQAC, based on which, and on the score gained by the student feedback done by the Principal, the best Teacher and best Researcher awards are given to the most eligible faculty by the Management.
- Alumnae Progression Survey was conducted in a new format in 2016-17.
- Feedback from Freshers, Students, Faculty, Parents and Alumnae is analyzed and areas where

action has to be taken are brought to the attention of the Principal.

- Feedback on curriculum enrichment and restructuring was sought from various stakeholders by the IQAC soon after the award of autonomy.
- Parent's feedback was obtained in a revised format from 2016-17 onwards to reassess the teaching and related support structures available in the college.
- The IQAC also conducted Student Social Survey in 2016-17 and 2017-18 whereby information on the student social status was gained.
- An online Student Satisfaction Survey was conducted in 2017-18.

## 2. Institutional Audit

The **Academic and Administrative** Audit of the institution is organized every year under the leadership of the IQAC of the college.

Eminent personages from outside are incorporated in the team for the academic and administrative audit. This team inspects the departments, the various clubs, associations, the college office, library, laboratories, the infrastructure and other student support facilities, every year. The efficiency and effectiveness of the academic delivery and administrative procedures is assessed.

The institution is conscious of its responsibilities to the environment and conducts a **Green Audit** of its campus and facilities every year.

In the year 2016-17, the Green Audit was done by IQAC in consultation with CMJ Eco Associates, Forum for Ecological Analyses, CUSAT P.O, and with the assistance of the Nature Club and the Department of Botany. Key findings and observations of the agency is published in the audit report. All of the recommendations are seriously considered, and many of them are already undertaken in earnest by the institution.

The quality of the academic aspects and the practice of delivery are audited, and suggestions for improvement are given. Similarly, the efficiency and effectiveness of the operating system of the administrative procedures is also monitored and assessed. Areas where there is stagnation are pointed out for special attention by the authorities..

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:**

#### 1. ICT Tools in the Teaching Learning Reforms

Facilitating timely ICT upgradation for a learner centric environment is one of the Mission statements of the IQAC. This is a major aspect that contributes to “excellence through consistent quality sustenance and

enhancement”, which is the vision of the IQAC at St. Joseph’s College.

The college provides computing facility to the staff, faculty and students with its 236 computer systems and an equal number of allied accessories and internet connectivity. Its computer centre is of the stand-alone kind, but LAN connected.

The IT infrastructure upgradation of the institution chiefly involves the following:-

- According to the changes in syllabus of IT related subjects, introduction of new courses, etc. new softwares are purchased. According to the requirements of software, computer capacity is upgraded.
- Increase in ICT enabled class rooms, use of virtual lab, use of e-content from remote sources
- Classrooms, departments and seminar halls are equipped with LCD and computers with net connectivity.
- Prompt access to e-learning resources is ensured through free high speed internet connectivity.
- The library subscribes to N-LIST of INFLIBNET which enables staff and students to access e-journals, e-books and other e-resources.
- Training is provided to faculty and the Moodle Platform of LMS is used by some departments.
- All the departments are provided desktops, laptops, printers and free internet connectivity.
- The IQAC encourages and facilitates the development of e-content for the faculty, with the technical assistance of the Dept. of Computer Science.
- Faculty are encouraged to use smart boards for imparting instruction.
- Faculty are deployed to attend courses and seminars on ICT related topics, organized by other institutions/Universities.
- Contractual agreements with local services providers are made to carry out regular maintenance, and repair systems and gadgets, whenever needed.
- The college has subscribed to 10MBPS broadband connections under the scheme ‘National Mission on Education through Information and Communication Technology’.
- Proposals are invited every year from the departments for updatation, deployment and maintenance of the computers in the college.

## 2. Peer Group Teaching

The institution’s mechanism to monitor and improve the academic performance of every student, particularly the slow-learners is supervised by the IQAC and Academic Excellence Committee. One of the measures adopted is ‘Peer Group Teaching’ where each slow learner student of each class is entrusted to the care of an advanced learner of the same class.

The college has been successfully following ‘Peer Group Teaching’ through ‘Each One Teach One’ Programme. This program is organized in every class under the guidance of the class teachers. This induces in both sets of students a sense of commitment, responsibility and a feeling of gratitude. This initiative has resulted in a marked increase in the academic performance of the slow learners in various programs.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year****Response:** 5.2**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8       | 3       | 6       | 6       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| IQAC link  | <a href="#">View Document</a> |

**6.5.4 Quality assurance initiatives of the institution include**

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Annual reports of Institution                               | <a href="#">View Document</a> |

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

#### Response:

#### Criterion I

- Curricular support and redesign through micro modules, course-content reforms, e- content development and Moodle Courses
- Enrichment courses to enhance curricular content
- Five UG and six PG programmes introduced (2013-18)
- Increase in the number of students from 1717 to 2559
- Autonomy granted (2016)
- College with Potential for Excellence (2016)
- Feedback sought from all stakeholders
- Substantial increase in the number of permanent faculty

#### Criterion II

- Three-tier induction program for freshers
- Remedial coaching by departments
- SSP for the support of slow learners and WWS for the academic excellence of advanced learners
- ICT further strengthened
- Revised feedback format for freshers, parents, other students, faculty & staff, for more effective evaluation
- Faculty self-appraisal proforma (Teacher's Mirror) revised.
- 43 teachers with PhD in 4th Cycle
- IQAC seminar on Academic & Administrative audit.
- Academic & Administrative Audit conducted by external experts
- ASAP for skill development
- Substantial rise in library holdings
- Online Admission procedure and fully automated examination processes

#### Criterion III

- 15 research guides
- 18 scholars newly registered for Ph.D
- 5 scholars and 9 faculty awarded Ph.D in the last five years
- 8 major & 28 minor projects granted

- 17 International seminars, 33 national seminars, 35 regional seminars conducted
- 28 chapters in books/ books
- 80 UGC Journals and 177 other Journals 106 National/ International seminar proceedings by faculty
- Raman fellowship for Najjil George, UGC Research Award for Aneesh E. M., Venus International research awards for Aneesh E.M and Sr. Viji M O
- KSCSTE-assisted e-popularization classes by the Department of Computer Science
- IMRF awards for Sr. Viji M O and Neeba Wilson

#### Criterion IV

- New equipment Purchased
- Body Composition Analyser
- Biometric attendance for faculty
- New Research Block
- Parking facility enhanced
- Self-financed courses Block extended
- Lift installed
- New Examination Wing and Examination Hall
- Adventure Park launched
- 46 smart classes
- 30001 more library books
- 'Nakshathravanam' by the Dept. of Botany
- More wash basins ,CCTV, equipment & physical facilities
- New cafeteria

#### Criterion V

- WWS & SSP introduced since 2015-16
- 270 student internships with reputed industry /institution
- ASAP continued for Skill Development
- Speak English/Communicative English Training by the Department of English
- National integration programs
- Registered Alumnae Association
- Best practices – Learn with Nature and Campus Community Connect
- Other Healthy Practices –

Faculty @ Students' Homes

Connecting through Computer

Campus Campus Connect

- Computerized database of all students
- Association for students with special needs
- IQAC student social survey

#### Criterion VI

- Management made more participatory since autonomy
- Performance appraisal system of faculty and feedback formats
- Better management information system through automation
- Academic and Administrative Audit with external experts
- IQAC seminars on 'Academic and Administrative Audit for Quality Enhancement'
- Orientation programme for the fresh faculty
- Training in ICT for Faculty
- E-governance implemented in more areas
- External Academic Administrative Audit

#### **Criterion VII**

- Augmentation of the Best Practice 'Clean Campus Green Campus ' into 'Learn with Nature'
- More solar lamps and alternative energy measures, solar UPS
- A Green Audit with external agency
- Campus Community Connect for academic, social and philanthropic outreach

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 124

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 35      | 21      | 16      | 36      | 16      |

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

**Response:**

Institution shows gender sensitivity in providing facilities such as:

##### a) Safety and Security

Women Development Cell (We for Women Club), NCC, NSS, CSS, AICUF and all departments especially Social Work, take up these issues. Workshops, Seminars, talks, poster exhibitions, street plays, films and multimedia campaigns are regularly held by the centers in the campus for mass sensitization.

##### Provisions for Resolving Issues Pertaining to Sexual Harassment

Complying with the statutory provisions, a special Cell has been formed for dealing with problems related to sexual harassment.

##### Anti-ragging Committee

The College has a Ragging Prevention Committee and takes all necessary precautions to prevent ragging on the campus.

## **Disabled Friendly Infrastructure for Specially Challenged**

The Auditorium, Library, Indoor Stadium, Canteen, Prayer Hall and two Smart A/C Seminar Halls are located on the ground floor. Class rooms on the ground floor are usually allotted to classes with disabled students. The lift installed is for the benefit of the differently abled students as well.

Braille Books are available in our library. Wheel Chair and Ramp facilities are offered for the differently abled.

## **We for Women Club**

The club is intended to awaken students' awareness on issues related to Women. The cell has won the best Women Development Cell Award in 2015-16.

## **Fitness Centre**

As part of the fitness drive, a multi- purpose fitness centre has been attached to the Physical Education Department.

## **Yoga Centre**

The Centre has been conducting regular yoga classes and a certificate course in yoga education (C.Y.Ed.).

## **Judo and Karate**

We have well trained instructors training students in Judo and Karate

## **b) Counselling**

### **1. Psychosocial Counselling**

1. Mentoring is a well-structured student support and service system here.
2. Students with complicated problems are directed to "DARSANA", the on-campus counselling centre.

### **2. Academic Counselling**

1. The Class-wise PTA meetings held annually sort out the learning and other difficulties of students.
2. Remedial classes and Student Support Program(SSP) are offered for slow learners, and Walk With Scholar Program (WWS) for high scores. 'Each one Teach one' Program provides peer assistance to slow learners.

### **3. Career Counselling**

1. Career Guidance and Placement Cell of the college offers a structured mechanism to guide students to choose the profession best suited for them.
2. The college is partner in ASAP, an initiative of the state government.
3. The Entrepreneurial Development Club arranges talks and interactions with successful entrepreneurs.
4. Coaching for Bank Tests, UGC-NET/JRF, PSC tests and other competitive examinations are provided.
5. English for Empowerment Club takes up efforts to develop the communicative skills of

students.

6. The departmental associations arrange programs to enhance the interpersonal skills of students.

7. Various clubs promote the artistic, creative, public speaking skills.

### C) Common Room

Common Room is located in the building adjacent to the auditorium. There is adequate number of toilets on every floor of the blocks, in addition to a separate toilet block. Incinerator is functional in the main block and in the hostel.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 2.41

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

Response: 15640

7.1.3.2 Total annual power requirement (in KWH)

Response: 648662

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 14.81

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

Response: 15106.79

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 102000.21

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

### 7.1.5 Waste Management steps including:

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

### Response:

#### General waste Management

- The campus is large enough to dispose the waste materials without harm to the neighbouring community.
- Students are conscientised on the necessity of effective waste management through invited talks, interactions with class teachers and tutors, and by the efforts of the Discipline Committee, NSS, Nature Club, Biodiversity club and the College Union leaders.
- The entire campus is divided into Zones and each Zone is entrusted to a department for cleaning and greening.
- Priority is given to the use of organic manure in the campus.
- Display boards are set up on environmental awareness and waste reduction
- Vermi- composting practices
- Distribution of Paper Bags
- Mushroom cultivation from waste
- Automation of admission and examination procedure has resulted in reducing paper waste.

#### Solid waste management

- Use of plastic bags, cups and plates are highly restricted and the NSS Volunteers make it a point to pick and deposit whatever plastic waste is seen in the dustbins strategically placed in various spots of the campus.
- The college has proper communication with the local body for regular collection of solid waste from the campus.
- Biogas plant
- Sorting and disposal of biodegenerable and non – degenerable wastes separately
- Flex made of plastic is banned in the campus.

#### Liquid waste management

- Special drainages are provided to dispose of chemical waste from the laboratories.

#### E-waste management

E-waste is disposed through external agencies.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

- Water auditing is conducted for the evaluation of facilities of raw water intake and determining the facilities for water treatment and reuse.
- To minimize water shortage, an elaborate rain water harvesting system has been set up. The water thus collected and conserved is put to maximum use and utilized for daily routine purpose (except for drinking).
- The rain water harvested (as per the external audit report) is 20000 L/ Season. This has since been enhanced.
- Water treatment system is to be installed in the proposed new canteen (Construction ongoing) as well as in the chemical laboratories, which will help recycle the water lost through outlets to be used for gardening and toilet purposes.
- Awareness programs on the management of sustainable water use are being conducted.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 7.1.7 Green Practices

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

#### Response:

- The college campus is bird friendly and stands unique with its lush green expanse, paved pathways, colourful plants, tall trees, in a serene, soothing environment.
- The college has a history of planting 2500 saplings on the Munackal beach, in collaboration with the Dept. of Forests, in the year 2005.
- Trees are planted by students along roadsides, and on both sides of the road, in front of the College.
- Active participation in 'Save Energy Campaign' and 'Haritha Keralam' Project of the Kerala

Government

- World Environmental Day, World Forest Day, Ozone Day, Wetland Day and Clean – up Days celebrated without fail
- The entire campus divided into zones and entrusted to various departments for greening & cleaning
- As per the audit report, the tree cover of the campus is 15028 m<sup>2</sup>, with 193 plant species identified, vegetable garden area of 150 m<sup>2</sup> and a medical plant garden in 8 cents. A botanical garden and butterfly garden also exist.
- Paddy cultivation and organic farming are undertaken by students.
- There are 36 species of flora in the Botanical garden, 11 Crops cultivated in the campus garden area, 76 species of medicinal plants in the medicinal plant garden, and 32 trees identified in the campus. In addition, there are 9 fruit trees in the campus.
- Use of bicycles and battery operated two wheelers to reduce carbon inprint
- Tarred and tiled pedestrian friendly pathways
- A commendable healthy practice of ‘Green Campus, Clean Campus’ has been going on in the college, which has now been expanded into a larger umbrella called ‘Learn with Nature’
- A Greening culture is integrated into the practice of the curriculum through frequent invited talks, workshops and seminars. Experts from Govt. organizations, NGOs, fields of Geology, Environmental Studies and Life Sciences are invited for interactions with students.
- There are projects undertaken by faculty and students on ecological concerns.
- Saplings re distributed to the students homes and nearby houses.
- Students are encouraged to be active members of Nature Club and Biodiversity Club.
- ‘Learn with Nature’ is one of the Healthy Practices of the institution.
- A certificate course on Environment Studies is offered to the 3rd & 4th semester students.
- Green Audit is conducted by external & internal Agencies.

The institution maintains a checklist of the following in connection with Green Audit:

- Facility information such as number of users and functions
- Feedback mechanism from facility users
- Collection service record for waste materials
- Consumption of electricity and Solar energy in the campus
- Usage of the Rain Water Harvesting System
- Eco friendly practices
- Green Campaigns
- Vegetables and fish cultivated through aquaponics

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response: 0**

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Green audit report  | <a href="#">View Document</a> |
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

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

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

**A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response: D. At least 2 of the above**

| File Description                                       | Document                      |
|--|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 82

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 16      | 16      | 16      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 245

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 73      | 65      | 36      | 53      | 18      |

| File Description    | Document                      |
|---------------------|-------------------------------|
| Report of the event | <a href="#">View Document</a> |

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

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information   | <a href="#">View Document</a> |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

| 7.1.13 Display of core values in the institution and on its website |                               |
|---|-------------------------------|
| <b>Response:</b> Yes  |                               |
| File Description  | Document                      |
| Provide URL of website that displays core values                    | <a href="#">View Document</a> |

| 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations |                               |
|--|-------------------------------|
| <b>Response:</b> Yes   |                               |
| File Description   | Document                      |
| Details of activities organized to increase consciousness about national identities and symbols  | <a href="#">View Document</a> |

| 7.1.15 The institution offers a course on Human Values and professional ethics           |                               |
|--|-------------------------------|
| <b>Response:</b> Yes   |                               |
| File Description   | Document                      |
| Any additional information   | <a href="#">View Document</a> |
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

| 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions |                               |
|---|-------------------------------|
| <b>Response:</b> Yes  |                               |
| File Description  | Document                      |
| Provide URL of supporting documents to prove institution functions as per professional code   | <a href="#">View Document</a> |

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

**Response:** 192

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 47      | 30      | 45      | 49      | 21      |

| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

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

**Response:**

The institution is very regular in its efforts to organize programs to celebrate / observe significant days such as national festivals, birth/ death anniversaries of great personalities and days of international and national importance.

Every year, without fail, observance / celebration of the following days is seriously undertaken by various departments, clubs and by the College as a whole:-

World Environment Day

Teachers Day

Women's Day

International Youth Day

World Elders Day

Hiroshima & Nagasaki Day

UN Day

World Population Day

Anti-Poverty Day

AIDS Day

Mosquito Day

Earth Day

Anti-Drugs Day

Human Rights Day

Cancer Awareness Day

World Mental Health Day

International Yoga Day

World Vegetation Day

Wetland Day

World Hand Washing Day

Ozone Day

Mother's Day

Father's Day

Independence Day

Republic Day

Kerala Piravi Day

Sadbhavana Divas

Swatch Bharat – Cleaning Week

Onam

Christmas

Ramzan

Feast of St. Joseph's

Principal's Feast

Mother Mariam Thresia Day

Dr. S. Radhakrishnan Day

GandhiJayanthi

Dr. APJ Abdul Kalam Day

Talks & messages by eminent personalities, meetings & rallies of students, poster presentations, slideshows, film shows, literary competitions, cultural fests and competitions, flash mobs, floats, stage shows, visits to destitute homes, special schools, old age homes , honouring of old teachers etc. mark the celebratory events in connection with the above programmes.

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

##### **Response:**

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

Rules and regulations are necessary to enforce discipline and inculcate values in students. The college academic calendar clearly mentions the code of conduct, the rules and regulations that are to be followed by students. Talks by experts are frequently given to students on value – based topics and issues.

A code of ethics has also been formulated for faculty and researchers and uploaded on the college website. Talks and interactions have also been arranged on the same.

The core values of the institution are displayed in key sites in the institution. Programs are also conducted to conscientise students and faculty on fundamental duties of citizens contributing to national integration and promoting universal values, communal harmony and social cohesion. Retreats are organized for catholic and non-Catholic students and faculty separately every year for spiritual and moral rejuvenation.

All queries related to financial, academic, administrative and other supporting functions are entertained by the administrative management, and necessary information is provided at the earliest as per the RTI act. All relevant information is available in the college website.

Apart from the autonomy committees, many other committees and clubs are formulated for the academic and nonacademic functioning of the college. Detailed action plans are submitted in the beginning of the year and a comprehensive report, at the year end, by the convenors.

Value-added courses/enrichment programmes are offered to ensure holistic development of students by providing moral and ethical values, employable skills, life skills, better career options, community orientation etc. To foster moral and ethical values among the students, the college has introduced weekly ethics sessions as compulsory part of the curriculum.

The faculty members of the college make it a point to visit the homes of all their students to strengthen their relationship. Students from the marginalized sections of society are identified and helped in a substantial manner, ranging from financial help for study and treatment to marriage and house construction.

Finance and accounts operations are regularly audited .Academic performance of the students and faculty performance are audited, along with administrative and green audit.

This is an institution run by the Holy Family sisters, whose charism, the liberation of the poor and the welfare of the families, is inherited from the Foundress Mother Mariam Thresia. Twenty percent of all sources of income of the Holy Family Community goes to the poor. Students of every department make annual visits to the homes of the destitute, the poor, the handicapped, the mentally retarded, the aged and the abandoned.

## 7.2 Best Practices

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

**Response:**

#### **Best Practice I**

##### **1. Title of the Practice - Campus Community Connect**

##### **2. Objectives of Practice–**

- Groom students into proactive citizens.
- Promote awareness on environmental issues.
- Facilitate holistic development of students, facilitating closer bonds between faculty , students and their families

##### **3 .The Context**

This is inspired by 'SCOPE', an institution-neighborhood-community network established for the benefit of the neighbouring Shammugham colony decades ago.

##### **4.The Practice**

- Voluntary Blood Donation
- Free Blood detection and pathological investigations
- Visiting the houses of the aged, the destitute, the differently abled, participating in adult education, literacy mission
- 5 Villages adopted
- Houses built for 41 poor families
- Counselling services offered by DARSANA, the counselling centre
- Awareness programs, surveys etc. on women related issues
- College Sports Academy for promotion of sports awareness
- Mental health training provided for National / International athletes
- Faculty as members of Justice Forum
- Sr. Mary Franco Memorial Educational Charitable Trust
- CDRL for promotion of health awareness
- Faculty @ Home healthy Practice
- E-popularization classes.
- Biodiversity programs, 'Bird Friendly Campus' and 'Veedinu Oru Kaadu'
- Green audit by external experts.
- 'A Tree for Every Home', 'Pathayora Thanal Mara Samrakashana Program', 'Amritha Palliative Home Care', 'Love Locks Mision' & 'Fast A Meal, Feast a Meal'

## 5.Evidence of Success

- Forges a link with the beneficiary communities
- Brings the students face to face with social and environmental concerns
- Harnesses youth power for national development

## 6.Problems Encountered and Resources Required

- Time-consuming
- Financial involvement
- Safety of the girl students

**7.Notes:** This is a necessary practice which instils in students a sense of responsibility to the community.

## Best Practice II

### 1. Title of the Practice: Learn with Nature

### 2. Objectives of Practice

- Train students to become protectors of Nature.
- Translate classroom – knowledge into life – application
- Participate in the nation – building process

### 3. The Context:

- The earlier 'Green Campus, Clean Campus' practice has now been expanded into a larger umbrella, 'Learn With Nature', incorporating the initiatives of the Nature and Biodiversity Clubs.

#### 4. The Practices

- Conscientisation talks & seminars
- Environment related activities, cleaning campaigns
- Planting and greening drives
- Active participation in Swatch Bharat, Save Energy Campaigns and the Haritha Keralam Project
- Release of the manuscripts 'Haritha' & 'Thusharam'
- De-plasticised campus
- Campus divided into Zones and entrusted to various departments for cleaning and greening
- Green Campus with fruit trees, ornamental plants, medicinal garden, botanical garden, & space for cultivation
- Celebration of environment related days
- Production and sale of bio-control agents, bio – pesticides, & bio – fertilizers
- Distribution of Paper Bags
- Composting
- Mushroom Cultivation from wastes
- Sorting biodegradable and non- biodegradable wastes for disposal
- Solar energy upgradation
- A Green Brigade
- A course on Environment Protection

#### 5. Evidence of Success:

- Audit observations vouchsafe the installation of solar panels, training in vegetable cultivation, composting practices, green campus, environmental awareness programs and well – maintained gardens.

#### 6. Problems Encountered and Resources Required:

- Availability of time.
- More space to be created.
- Revenue to be generated.

#### 7. Notes:

- 'Learn with Nature' is a practice that all institutions can adopt, in view of environmental degradation.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

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

**Response:**

**Women Empowerment**

The roots of St. Joseph's College lie deep in the visionary zeal of the Blessed Mother Mariam Thresia, the foundress of the Congregation of the Holy Family that manages it. It rests on the foundress' knowledge that education of women is crucial for the formation of families and the society. The college is an answer to the ever increasing demand for higher education among young ladies, with its Vision focused. In order to realize this Vision, the college undertakes its stated Mission.

A proactive Women Development Cell" We for Women Club" as early as in 1970 at the initiative of the AIACHE, has been effectively voicing the grievances of women, and striving to take corrective steps and conscientisation processes. Some of the recent prominent activities of the cell include the following:

- A National Conference on Human Rights with Smt. Dayabai as resource person (2017-18)
- A one –Day workshop where the transgender activist, Sheethal Shyam, was the resource person(2017-18)
- A Legal Awareness class (2017-18)
- A workshop on Malala Yusafzai(2016-17)
- A National seminar on "Neo Liberal Women"(2016-17)
- Talk on Gynae problems(2016-17)
- International workshop on women power (2016-17)
- International Youth Day Celebrations(2015-16)
- World Mental Health Day Celebrations(2015-16)
- International Girl Child Day Rally (2015-16)
- "Trauma of Stigma" "Stepping to Zero Discrimination" in connection withj World AIDS Day (2015-16)
- Anti-alcoholism rally(2014-15)
- Interaction with delegates from Belgium & Germany(2014-15)
- Talk on misuse of mobile phones (2014-15)
- "Green Earth" on World Environmental (2013-14)
- A Trip with Tribal women(2013-14)
- New Year Celebration at Government Hospital (2013-14)
- Two-day seminar on Women Empowerment for women outside the campus(2013-14)

The NCC has one of its all women army units on our campus engaged in grooming the youth into disciplined and patriotic citizens, winning many national & international honours, awards and recognitions.

The two award – winning NSS Units of the College express the essence of democratic living and uphold the need for selfless service for the society. The Athletics Club, The Fitness Centre, Health Centre and Yoga Centre in the campus promote mental and physical health of the students. The Literary, Fine Arts & Culture, Oratory & Quiz and English Speaking Clubs enable the students to develop their communication skills, enrich vocabulary, find academic challenges, increase confidence levels, boost public speaking skills and unique talents. The weekly value education classes form a solid foundation for imbibing values envisaged in the Vision Mission statement of the institution.

The Entrepreneurship club, Vocational Centre, Career Guidance Cell, Computer Centre, ASAP and the value – added Vocational Enrichment Programs offer on campus training in various skills.

The mandatory three year tag on program, HFC, which is a package of multiple skills serves as a finishing college course. WWS and SSP for the benefit of the promising as well as weak students are in place.

St. Joseph's College has bagged the award for the **Best Performing Women Development Centre**, the **Best NSS Units, Program Officers & Volunteer** in the University of Calicut.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

NAAC

## 5. CONCLUSION

---

### **Additional Information :**

The Management of the institution with the support of the stakeholders has floated several unique programmes and projects that are 'one of its kinds' in their design and deployment.

- **HFC**

The Higher Focus Course is a package of multiple skills that aims at the polishing process of the students.

- **CDRL**

Communicable Disease Research Laboratory was a golden Jubilee academic extension project for healthcare research.

- **GRACE**

Guidance for Research and Assistance for Consultancy and Extension has been operating since 2004, promoting and developing research activities.

- **DARSANA**

The on-campus, central –government recognized professional Counseling Center offers solace through two full time counselors.

- **Social Work Centre**

This vocational centre offers training for girls in skills such as Book Binding, Tailoring, Embroidery, Typewriting etc.

- **Golden Jubilee Research Block**

This infrastructural initiative of the institution comprises seminar halls, researchers' cubicles and computing spaces.

- **Sr. Mary Franco Memorial Educational & Charitable Trust**

The Trust is instituted in memory of the Founder Principal in 2012. The objectives include empowerment of women, provision of medical and healthcare, assistance to deserving students and parents as well as honoring outstanding alumnae.

- **Sports**

The institution is equipped with a teakwood floored indoor stadium containing courts for volleyball, basketball & football. Sports Hostel facilities, a Sports Academy and an Adventure Park are unique to the college.

## **Concluding Remarks :**

Completing 53 years of imparting value-based higher education is a memorable milestone that necessitates a retrospect of the set standards and reinforces the commitment towards higher benchmarks.

The curricular design and development plans of the institution including changes in curriculum and syllabus of the programmes based on stakeholder feedback, have been approved and are implemented from June 2018 onwards.

Efforts are made by the institution to serve the students through effective teaching-learning measures, interactive institutional techniques, and enhanced ICT applications. Professional development procedures are undertaken by faculty, and effective techniques are used for evaluation of the teacher/student performance.

Facilities are provided, innovations made, and efforts undertaken to promote research culture, serve the community through extension activities of social responsibility, and organize consultancy services.

The college is equipped with infrastructure and learning facilities to maintain quality educare. The institutional efforts to enable students to acquire meaningful learning experiences leading to holistic development and progression to higher studies and employment are also earnestly undertaken.

The strategy development and deployment of the institution is based on its Vision and Mission and in tune with the value orientations, academic performance measures, and societal needs. The IQAC plans and implements programmes for sustenance and augmentation of quality.

The institutional values and best practices are designed in line with the emerging challenges in the changing national and global contexts. The college is responsive to issues such as gender equity, environmental sustainability, differently abled friendliness, local and social responsibility and inculcation of human and professional values.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--------|--------|-------|-------|------|
| 1.1.2     | <p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1.<br/>How many programs were revised out of total number of programs offered during the last five years<br/>Answer before DVV Verification : 31<br/>Answer after DVV Verification: 27</p> <p>1.1.2.2. Number of all programs offered by the institution during the last five years<br/>Answer before DVV Verification : 31</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 2.1.3     | <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years<br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>161</td> <td>136</td> <td>136</td> <td>125</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>177</td> <td>157</td> <td>154</td> <td>144</td> <td>131</td> </tr> </tbody> </table>  | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 161 | 136 | 136 | 125 | 110 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 177    | 157    | 154   | 144   | 131  |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 161       | 136  | 136     | 125     | 110     |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 177       | 157  | 154     | 144     | 131     |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 3.2.2     | <p>Number of research centres recognised by University and National/ International Bodies</p> <p>3.2.2.1. <b>Number of research centres recognised by University and National/ International Bodies</b><br/>Answer before DVV Verification : 4<br/>Answer after DVV Verification: 5</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 4.1.4     | <p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)<br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>175</td> <td>40</td> <td>30</td> <td>7.5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>265.50</td> <td>142.15</td> <td>42.50</td> <td>27.50</td> <td>6.75</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 310 | 175 | 40  | 30  | 7.5 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 265.50 | 142.15 | 42.50 | 27.50 | 6.75 |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 310       | 175  | 40      | 30      | 7.5     |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 2017-18   | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |
| 265.50    | 142.15   | 42.50   | 27.50   | 6.75    |         |         |     |     |     |     |     |         |         |         |         |         |        |        |       |       |      |

Remark : Revised as per supporting document

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.28    | 6.37    | 2.23    | 2.08    | .80     |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.28    | 6.37    | 2.23    | 2.08    | 0.80    |

Remark : Revised as per supporting statement of accounts

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 213.96  | 157.91  | 52.94   | 179.43  | 143.75  |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 41.53   | 26.34   | 14.46   | 17.92   | 19.90   |

Remark : Revised based on maintenance expenditure alone

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action

|         | <p>3. Participation in NIRF<br/>4. ISO Certification<br/>5. NBA or any other quality audit</p> <p>Answer before DVV Verification : Any 3 of the above<br/>Answer After DVV Verification: Any 2 of the above<br/>Remark : Revised as per supporting document</p>  |         |         |         |         |         |     |      |     |     |     |         |         |         |         |         |   |   |   |   |   |
|---------|--|---------|---------|---------|---------|---------|-----|------|-----|-----|-----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 7.1.8   | <p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)<br/>Answer before DVV Verification:</p> <table border="1" data-bbox="304 705 1046 842"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>.95</td> <td>4.73</td> <td>.14</td> <td>8.1</td> <td>.27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 920 1046 1057"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : handwritten and not consiered</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | .95 | 4.73 | .14 | 8.1 | .27 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |   |   |   |   |   |
| .95     | 4.73   | .14     | 8.1     | .27     |         |         |     |      |     |     |     |         |         |         |         |         |   |   |   |   |   |
| 2017-18 | 2016-17  | 2015-16 | 2014-15 | 2013-14 |         |         |     |      |     |     |     |         |         |         |         |         |   |   |   |   |   |
| 0       | 0  | 0       | 0       | 0       |         |         |     |      |     |     |     |         |         |         |         |         |   |   |   |   |   |
| 7.1.9   | <p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> <li>1. Physical facilities</li> <li>2. Provision for lift</li> <li>3. Ramp / Rails</li> <li>4. Braille Software/facilities</li> <li>5. Rest Rooms</li> <li>6. Scribes for examination</li> <li>7. Special skill development for differently abled students</li> <li>8. Any other similar facility (Specify)</li> </ol> <p>Answer before DVV Verification : A. 7 and more of the above<br/>Answer After DVV Verification: D. At least 2 of the above<br/>Remark : Revised based on supporting document. (lift and braile software bill)</p>   |         |         |         |         |         |     |      |     |     |     |         |         |         |         |         |   |   |   |   |   |

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |  |  |  |  |  |
|---------|---|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.1     | <p>Number of courses in all programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 2011 986 2085"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |  |  |  |  |  |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |  |  |  |  |  |
|         |   |         |         |         |         |         |  |  |  |  |  |

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 735 | 735 | 719 | 684 | 631 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 737     | 737     | 721     | 684     | 625     |

NAAC