



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST. JOHN'S COLLEGE

ST. JOHNS COLLEGE, ANCHAL P. O.,

691306

www.stjohns.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1964, St John's College, Anchal has served as a symbol of intellectual advancement and enlightenment across generations throughout its distinguished existence. Conceived from the visionary outlook of His Grace Most Rev. Dr. Benedict Mar Gregorios, Metropolitan Archbishop of the Syro-Malankara Church (1953-1994), this institution is managed by the Major Archdiocese of Trivandrum of the Malankara Syrian Catholic Church, located in Kerala under the patronage of Moran Mor Baselios Cardinal Cleemis Catholicos. Situated within the Anchal gramapanchayath in the Kollam district of Kerala state, the college had a crucial role in uplifting the economically underprivileged regions of Anchal and nearby villages which comprise a substantial population from deprived backgrounds and vulnerable segments. The impact of this institution on the local society is evident in the developmental strides witnessed in the region. Through education and social engagement, the college has played a pivotal role in fostering growth across multiple generations of young minds. The college embarked on its journey by offering pre-degree courses. Over time, it expanded its academic horizon by introducing degree courses and eventually flourished into a multidimensional institution, incorporating postgraduate (PG) programs. Currently, the college takes pride in a diverse academic portfolio, including 11 undergraduate (UG) courses, 4 PG courses, and two Ph.D programmes. With a clear vision and mission, the college is committed to the comprehensive development of the institution and the society it serves. In 2015, the college was reaccredited with 'A' grade by NAAC, underscoring its commitment to quality enhancement. This emphasis has played a pivotal role in securing funds for the development of teaching and research components.

The Department of Biotechnology (DBT) under the Ministry of Science and Technology, Government of India, acknowledged the college for the Star College Scheme in 2016, which was successfully implemented for five years and completed in 2020-'21. Furthermore, in 2018, the Department of Science and Technology (DST), Ministry of Science and Technology, Government of India, selected the college for funding under the FIST (Fund for Improvement of Science and Technology Infrastructure) programme. In 2020, the college received two crore rupees under Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

Vision

To empower individuals with insightful knowledge and critical thinking abilities that enable holistic growth, global innovation and societal progress

The college has been instrumental in moulding the lives of individuals from various walks of life, through its vision. It has fostered intellectual curiosity and has cultivated ethical leadership by promoting life long learning. The steadfast commitment of the college has ensured inclusivity by catering to the diverse needs of individuals. The institution ensures specifically the positive transformation of the individual to meet the evolving challenges of the world. Furthermore, it has played a vital role in metamorphosing a region which was once sidelined, to a major hub of development and growth.

A vision based on clarity of purpose has provided the institutional journey a focus, and aligns its preparations to providing the capacity for insightful and intellectually refined thinking leading to meaningful action. The clarity of purpose mentioned here is about facilitating all round development, allowing the release of ideas that have

the potential for impacting the society which will eventually provide lasting solutions to critical issues and contribute to balanced communities.

Mission

Fine-tuning and empowerment of individuals and the local community through high quality education and training for professional and personal success

Through its clubs, committees and organisations like the NSS and NCC, the college has made crucial interventions in the local community. In order to provide exposure to the learners, departments organise training programmes, workshops and seminars thereby providing opportunities to interact with experts in their respective fields. The college has practices in this regard and has formulated programmes facilitating students to broaden their horizon by exposing them to the latest in research and learning. The college aims to advance knowledge through research, scholarship and creative activities. Industrial visits, field trips and internships are planned specifically with this mission in mind. The collaborations with foreign and national institutions and progress of students to esteemed institutions for higher learning bear testimony to this fact. The management has been keen in this regard recruiting faculty with experience and degrees from international universities and institutions.

Several activities are framed ensuring community involvement, including social campaigns, awareness classes, cleaning drives, charity, disaster relief and donation drives. These activities along with environmental interventions provide a holistic experience to students moulding them into capable and responsible citizens. The institution conducts research that addresses pressing social issues and thus is actively involved in improving the quality of life for individuals and communities. The pivotal role of the institution in addressing the issues related to the most vulnerable and the impoverished has created a wide impact calling for governmental intervention. The selfless voluntarism of students and faculty has brought out tangible results in the communities it has intervened in, also providing its students learning experiences.

A continued thrust in this regard has been taken care of by the establishment of stable systems based on policies formulated after detailed deliberation among administrative bodies, faculty, students, alumni, parents and stake holders. This ensures an unaltered commitment to a mission rooted in humanity and compassion.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. College has highly competent faculty who have qualified from reputed institutions, ensuring excellent education through their expertise and experience, also focusing on staff empowerment with various initiatives for professional growth and development.
2. Permanent appointments are done to fill any vacant positions, maintaining the strength of our academic staff.
3. The college is easily accessible, conveniently located to serve students from various regions.
4. Our campus is both women-friendly and eco-friendly, providing a safe and sustainable environment for all.

5. An active PTA plays a crucial role in fostering strong relationships between the college, parents, and students.
6. The supportive management and local community are pillars of strength, contributing to the college's continuous growth and development.
7. The infrastructure is well-planned and maintained, supporting a favorable learning environment.
8. There are state-of-the-art research facilities available, allowing for innovative scientific studies and advancements.
9. The college offers numerous scholarships and awards to recognize and support outstanding student achievements.
10. Automated support systems for the teaching-learning process ensure efficient and effective educational delivery.
11. Democratic governance and management practices are upheld, promoting transparency and inclusivity in decision-making.
12. Various clubs engage in effective extension activities, enriching the community and providing practical experience for students, while our community development programs actively involve students in initiatives that benefit the local community and promote social responsibility.
13. The Counselling and Guidance Centre offers comprehensive support, assisting students in overcoming both personal and academic obstacles.
14. A Wi-Fi-enabled campus ensures that students and staff have easy access to online resources and information.
15. The College takes great satisfaction in maintaining cordial student-teacher relations, fostering a supportive and collaborative educational environment, with an effective communication system in place to enable pleasant interaction between students, faculty, and administration.
16. Career-oriented student empowerment programs are regularly offered, equipping students with the skills and knowledge needed for professional success.
17. The presence of educational sister concerns enhances the resources and opportunities available to our students.
18. The college enjoys a convenient climate and provides safe drinking water, ensuring a healthy and comfortable campus life.
19. Ample facilities for knowledge gathering, such as a well-stocked library and advanced research labs, are readily available to students and staff.
20. The college successfully procures funds from various agencies, enabling the development and enhancement of academic and extracurricular programs.
21. The peaceful atmosphere of college provides an ideal setting for focused study and personal growth, while the congenial academic ambience fosters scientific temper and research aptitude among students and faculty alike.

Institutional Weakness

1. Majority of students are from socially and economically underprivileged sections and this affects the learning process.
2. As an affiliated college, the institutions has limitations in academic freedom.
3. The delay in sanctioning vacancies of permanent teaching and non-teaching posts affect the smooth functioning of academic and administrative activities respectively.
4. Due to cultural stigmatisation, the girl students often lack a career oriented focus and this leads to high drop out ratio.
5. As the academic calendar is prepared by the University, the stipulated number of working days to

complete the course is not always possible due to unforeseen causes.

6. There is a digital divide, wherein students from underprivileged backgrounds may have limited access to technology, hindering their ability to use essential educational tools and resources effectively.

Institutional Opportunity

1. The College supports financially weak and deserving students, ensuring equal opportunities for education.
2. The college takes a keen interest in the welfare of PWD students, providing support and resources.
3. There are two research centers in the college. Department of Chemistry and Environmental Science are actively contributing to research.
4. Students get regular exposure to interact with eminent personalities, broadening their perspectives and inspiring their aspirations.
5. Funding is secured under various schemes from central and state agencies, enhancing the college's programs and infrastructure.
6. Girl students are provided with comprehensive facilities in sports, arts, recreation, and other needs, promoting their overall development.
7. Our alumni have progressed into diverse areas of excellence, and a strong alumni association maintains robust connections with the college.
8. Internship programs benefit students by enhancing their skills and preparing them for professional careers.
9. Collaborations with foreign universities offer research opportunities and fellowships, expanding academic horizons for students and faculty.

Institutional Challenge

1. The financial backwardness of students poses a significant challenge, necessitating increased support and scholarships to ensure educational access for all.
2. Traditional degree programs have become less attractive, as students gravitate towards new-generation courses that offer promising job opportunities. Limited academic flexibility constrains students' ability to customize their educational journeys, necessitating innovative curriculum design approaches.
3. Continuous mentoring of students is essential to support their academic and personal growth, demanding dedicated resources and faculty involvement.
4. Maintaining infrastructure with available resources is a persistent challenge, calling for efficient management and strategic planning.
5. Creating enthusiasm for research over the immediate allure of the job market requires fostering a culture of inquiry and highlighting the long-term benefits of academic investigation.
6. The procurement of research journals with the available resources is a significant challenge.
7. Given the remote district location, large corporations bypass the institution for job fairs.
8. The efficiency of classroom management is impeded by the government's delayed approval process for permanent teaching and non-teaching posts and the slow process of assigning faculty to newly approved programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This institution has always emphasized fulfilling its most basic obligation, which obviously pertains to the proper satisfaction of curricular requirements. The fact that the college has been successful in this aspect can be ascertained from the feedback obtained from various stakeholders and the student community. All administrative structures are organised so that they are in tune with the rules, framework and policies formulated and followed by the University of Kerala. There is a constant effort to integrate the curriculum with the requirements of the National Education Policy (NEP, 2020), in keeping with this, the faculty organised and guided by the heads of departments and the Principal make sure to implement the curriculum prepared by the relevant board of studies of the university. The planning at the institutional level is performed at the levels of the DLMC and CLMC ensuring proper adherence to the academic calendar. A curriculum delivery plan prepared by each department is the basis of curriculum implementation done through various strategies bringing together ICT and other modes of learning supported by the college management system *EMBASE Pro Suit*. Along with this certificate/value added courses are provided encompassing a range of relevant and enriching areas which are supplemented with field studies, taking up research projects, seminars/workshops, coaching sessions, training programmes and societal involvement focused on curriculum enrichment. There is a carefully drafted feedback system which relies on online mechanisms and all improvements are based on analysis of the feedback and conclusions formulated into reports.

Teaching-learning and Evaluation

Admissions for each academic year is done through the single window process of the University of Kerala and there is a system in the college to ensure that documents are verified thoroughly by the staff and constant monitoring is done throughout the process ensuring that all students allotted to the college by the university satisfy the eligibility conditions, care is taken to guarantee complete adherence to the reservation policy of the Central/State Governments and endorsed by the university. The teaching learning process is robust and designed to cater to diverse learner needs incorporating various technological tools, online and offline software, online learning platforms and add on courses focusing on specific skill sets. All strategies possible are employed through modes of participatory, experiential and problem solving learning is employed making the process more interactive and engaging. The management ensures that all sanctioned posts are filled following all norms which is evident in the qualification levels of the faculty with around 90% possessing PhD and NET. In line with the NEP the entire process is framed based on OBE, with all departments planning their pedagogical approach according to POs and COs which are prominently displayed on the website. Distinct forms of evaluation have been employed assessing attainment of outcomes at all levels, in addition to the End Semester Evaluation (ESE) conducted by the university there is a system of Continuous Evaluation (CE). A pass percentage of 80% is testimony to the success of the teaching learning process.

Research, Innovations and Extension

The college has two research centres, 7 research supervisors and around 89% of the staff hold a Ph D. A Research and Development Cell coordinates the research activities of the institution and provides opportunities for linkages with other institutions/researchers. There are research laboratories in science disciplines in addition to the regular laboratories for UG and PG students. Efforts for procurement of funds for research and related activities are sincerely taken up by the faculty; funding under the Star College Scheme by DBT, FIST by DST and RUSA provided resources for creating sophisticated research facilities and procuring state of the art equipment. All this has enabled the production of quality publications in journals, books and conference

proceedings. Innovation is an area of special focus with activities under the Young Innovators Programme (YIP) providing exposure and training to the students who also have access to nine add on courses with an entrepreneurial alignment. Various departments are involved in research and publications concentrating on Indian Knowledge Systems with the department of Malayalam involved in studies of manuscripts from earlier periods in Sanskrit and regional languages. Seminars, workshops and conferences at all levels are regularly organised related to relevant areas like IPR, research methodology, entrepreneurship, environment, linguistics, informatics and social concerns. Engagement with the surrounding community is ingrained in the institutional fabric, with the NSS and NCC spearheading these endeavours involving in manifold initiatives reaching out to the community. These sincere efforts have led to the organisers and units winning awards and recognitions.

Infrastructure and Learning Resources

The infrastructure of the campus is a product of the constant financial support of the management and efforts put in by the governing councils and faculty in procuring funds for construction and maintenance. More than 50% of the institutional expense is earmarked for supplementing the infrastructure with structures and facilities arising from the changing requirements of academics and administration, this is in addition to the amount spent on maintenance. The institution has provisions for audio video presentations in each department, seminar hall with audio visual facilities and conference room. The college management system EMBASE Pro Suit has provisions for LMS and is equipped with diverse tools in this aspect. An auditorium, rooms for clubs/cells, laboratories, wash rooms, browsing centre, cafeteria/canteen and so on provide for academic and co-curricular needs of the students and faculty. The library is digitalised and integrated with EMBASE Pro Suit providing for an ideal ILMS, bibliographic searches are simplified through OPAC and an E-learning space providing online resources through N-list and other platforms providing students and researchers access to 6000 e-journals and 6,00,000 books. The IT infrastructure of the institution is sufficiently maintained with Wi Fi accessibility in the office, library and departments, sufficient connectivity has been ensured by procuring a broadband width of 200 Mbps. All this is made possible via a dedicated server backed up with 24 hours uninterrupted power supply. The entire academic process of attendance, mark entry and admission are automated through EMBASE Pro Suit.

Student Support and Progression

The college has several bodies providing its students with assistance and guidance with regard to their career and academics. Around 88% of the students avail scholarships or grants; this has been made possible by entrusting faculty with sensitising and assisting students in applying and procuring scholarships. The college office ensures prompt verification and submission of applications with staff specifically assigned duties in this regard. The Career Guidance/Placement Cell and NET Coaching Committee provide programmes and classes for appearing in competitive examinations, interviews, ICT, soft skills, Yoga/Physical fitness and preparing job applications. These activities benefit about half of the student population every year and lead to a significant number of students progressing to higher education and employment. Students have sufficient online and offline systems for grievance redressal: statutory cells and committees have formulated policies in this regard. The Department of Physical Education has been nurturing talented students who have won accolades for the institution. The department also conducts sporting events ensuring participation of students which enable identification of talented students. The Arts Club provides opportunities to students for displaying their flair for the arts by conducting competitions and students of the college have won prizes in dance and literary items at the University level. An organised Alumni Association which boasts of international chapters in addition to local chapters is a source of pride and is involved in supporting the institution through donations and ideas.

Governance, Leadership and Management

The apex administrative body of the college is the management council which comprises the heads of the institutions under the MSC management and representatives of all institutions. At the college level, the decision making body is the college council headed by the Principal comprising Heads of Departments and three elected representatives. The departments, PTA as well as committees like the purchase committee, planning committee, DLMC and CLMC along with clubs and cells function under the college council. Faculty and other staff are brought into the decision making process through department meetings, general body meetings, feedback collection and a staff secretary appointed from among the faculty. The IQAC is involved in quality ensuring measures through seminars/workshops, sensitising staff, feedback analysis, ensuring proper auditing and adherence to the NEP. Proper evaluation of the faculty at appropriate stages to enable timely completion of procedures for career advancement is an important function of the IQAC. Students have their say in matters concerning them through a college union constituted with student representatives elected by students, a staff advisor is appointed from among the faculty to coordinate its functioning. The management office works in tandem with the college office in providing the staff with incentives, allowances and privileges sanctioned according to the KSR, University statutes and government orders. Staff are encouraged to regularly update their expertise attending FDPs and short term courses which provides them with opportunities for career advancement. All operations from administration to academics is under e-governance and areas of student support have been entirely automated.

Institutional Values and Best Practices

This institution has always concentrated on inclusiveness by inculcating a sense of tolerance among staff and students. The NSS and NCC along with various clubs, cells and committees have been conducting varied activities inculcating value systems in students that enables them to accept the differences within and outside the community with a sense of oneness emanating from responsible citizenship rooted in true patriotism. Within these activities an area of focus is gender equity which is handled by the Women's Development Cell (WDC); this is accomplished through talks, seminars, workshops and training programmes in skills enabling entrepreneurial abilities along with self defence classes and classes on leadership and personality development. Keeping with the need of our times, in order to protect the environment the institution through the nature club and biodiversity club, organises awareness programmes, which is also actively pursued by the NSS. The Research and PG department of Environmental Science conducts environmental, energy and green audits every year for the institution and reports are submitted for follow up. These interventions have led to the college embracing solar energy to meet part of its energy requirements, rain water harvesting, planting trees, maintaining campus greenery and waste management initiatives. Needs of the *divyangjan* are taken care of, ramps are available for their movement and there are provisions for special wash rooms, they are also allowed special seating for examinations. The college strives to provide its students the most valuable of life experiences, this is evident in the practices titled, 'SEAL' and *Punarjani*.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOHN'S COLLEGE
Address	St. Johns College, Anchal P. O.,
City	Anchal
State	Kerala
Pin	691306
Website	www.stjohns.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Nisha Thomas	0475-2966973	8921283607	0475-2275326	info@stjohns.ac.in
IQAC / CIQA coordinator	Jerry C. Jacson	-	8136806051	-	iqac@stjohns.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Kerala	University of Kerala	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	21-06-1972	View Document		
12B of UGC	21-06-1972	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Johns College, Anchal P. O.,	Rural	25.16	13395

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany, Botany	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	32	24
UG	BSc,Chemistry, Chemistry	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	32	19
UG	BSc,Mathematics, Mathematics	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	40	22
UG	BSc,Physics, Physics	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	20	9
UG	BSc,Zoology ,Zoology	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	32	29
UG	BCom,Commerce, Accounts and Data Science	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	50	48
UG	BCom,Commerce, Finance and Cooperation	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	60	60
UG	BA,English And Communicative English, English and Communicative English	36	Higher Secondary	English,Hindi, Malayalam	31	31
UG	BA,Economics, Economic	36	Higher Secondary	English,Hindi, Malayalam,	40	38

	s			English + Malayalam		
UG	BA,Political Science And Public Administration,Political Science	36	Higher Secondary	English,Hindi, Malayalam, English + Malayalam	50	44
UG	BA, Malayalam, Malayalam Language Culture and Literature	36	Higher Secondary	English,Hindi, Malayalam	50	41
PG	MSc, Chemistry, Chemistry	24	Graduation	English + Malayalam	14	14
PG	MSc, Mathematics, Mathematics	24	Graduation	English + Malayalam	10	10
PG	MA, Political Science And Public Administration, Public Administration	24	Graduation	English + Malayalam	10	7
PG	MSc, Environmental Science, Environmental Science	24	Graduation	English + Malayalam	12	12
Doctoral (Ph.D)	PhD or DPhil, Chemistry, Chemistry	60	PG in Chemistry	English + Malayalam	25	8
Doctoral (Ph.D)	PhD or DPhil, Environmental Science, Environmental Science	60	PG in Environmental Science	English + Malayalam	15	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				67			
Recruited	0	0	0	0	0	2	0	2	24	43	0	67
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	22	5	0	27
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	14	22	0	38
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	3	12	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	115	0	0	0	115
	Female	244	1	0	0	245
	Others	0	0	0	0	0
PG	Male	5	1	0	0	6
	Female	37	0	0	0	37
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	19	17	18	20
	Female	43	46	42	38
	Others	0	0	0	0
ST	Male	4	1	0	3
	Female	2	6	3	1
	Others	0	0	0	0
OBC	Male	6	3	5	6
	Female	12	16	10	16
	Others	0	0	0	0
General	Male	110	135	132	70
	Female	247	268	220	278
	Others	0	0	0	0
Others	Male	19	19	7	15
	Female	6	9	3	2
	Others	0	0	0	0
Total		468	520	440	449

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The faculty members have played a pivotal role in realizing multidisciplinary/interdisciplinary approaches to academics through research activities, seminars/workshops and the teaching-learning process effectively utilizing opportunities presented by the curricula framed by the various Boards of Studies of the University of Kerala. The departments of Environmental Science as well as Political Science and Public Administration have been at the forefront of organizing programs bringing together students and faculty of other departments. Research activities conducted through the departments of Chemistry and Malayalam have enabled interdisciplinary collaboration across diverse areas. Add-on courses</p>
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have been introduced including the UGC Sponsored Add-On Course 'IT Enabled English Language Skill Development' and a course on 'AI Integrated English Language Acquisition for Specific Purposes'. The College intends to introduce various multi-disciplinary undergraduate programs that combine humanities and sciences with STEM, enabling students to acquire economic capability, social commitment and environmental consciousness. Add-on programs in collaboration with NSDC such as Artificial Intelligence, Agriculture Production Management, Python and Travel & Tourism have been developed so that students from distinct streams can gain exposure to alternate streams of learning while gaining proficiency in areas under the STEM branches of study. The University of Kerala will be introducing the Four Year Undergraduate Program (FYUGP) in the coming academic year which will enable our institution will to design curricula fulfilling combinations involving Humanities and Science as well as STEM areas with a great deal of flexibility. The faculty within our college have already been sensitised in connection with these efforts through workshops organized by the Higher Education Department, Govt. of Kerala which have been attended by the IQAC Coordinator and members of the IQAC. Additionally, Dr Sibi C. Babu from the Department of Mathematics is a member of the FYUGP committee for the University of Kerala. Activities hosted by our start-up club along with Young Innovators Programme (YIP) provide an ideal ecosystem for integrating professional and traditional disciplines. The research centers within the college are devoted to addressing a multitude of social issues, including water scarcity, land-slides, flash floods, rising temperatures and other climate change-related concerns. As part of their statutory requirements for various undergraduate and graduate programs, research projects have already delved into major societal problems such as gender inequalities, domestic violence, discrimination and youth migration especially in departments like Political Science and Public Administration as well as English and Communicative English. Meanwhile, students from Environmental Science along with Botany and Zoology have undertaken studies on biodiversity conservation, improved agricultural practices and environmental degradation through various projects.

	<p>To streamline these research activities more efficiently, the Research and Development Cell has established policies aimed at fostering interdepartmental interactions that focus on critical areas of societal importance. St John's College Ecosystem for Advanced Learning (SEAL) is a comprehensive initiative that encompasses various aspects of student advancement through high-quality learning experiences, instilling values, creating an environment of academic exposure, skill development and social commitment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As the institution is affiliated to the the University of Kerala, the curricula is provided by the University, the college cannot have autonomy in increasing the credit possibilities of students but will be able to move in this direction once the FYUGP is implemented. The measures taken up so far in this regard includes, putting in place an integration process with the National Academic Depository (NAD), working closely with their authorities to ensure a smooth transition and taking measures to ensure that all student data is accurate and up-to-date before it is submitted to NAD including verifying student records ensuring that all documents are complete with no discrepancy in the data. Moving forward we plan to maintain a strong relationship with the NAD and continue collaborating with them on future initiatives. We believe that this partnership will benefit our students immensely by providing them with greater access to academic opportunities and resources. Collaborating with the media cell, we created and shared a YouTube video (https://youtu.be/GIVOtAOdSPE) with students in order to create awareness. Registration facilities have been put in place by ensuring that computer labs are outfitted with the appropriate infrastructure to enable a multitude of students to register concurrently. We plan to solicit the support of student volunteers to aid their peers throughout the registration process, arrange specialized registration campaigns in order to promote optimal participation and create a specialized help desk to promptly resolve any problems students may encounter following the integration process. We also plan to host regular training programs for faculty and staff to ensure their proficiency in utilizing ABC features. Since the University has to make the necessary policy decisions</p>

	<p>we are anticipating changes in this regard related to the implementation of FYUGP; with the shift to the new system the college proposes to enter into collaboration with both Indian and foreign Universities for dual-degree and twinning programmes as and when permission is granted by the University that would enable the students to attain national and international exposure. Online MOOCs and multidisciplinary courses can help the institution to collaborate with other foreign or Indian institutions in order to provide students with greater opportunities in higher education. Since there is going to be a shift in tune with the NEP, the institution has already taken measures to provide the necessary information to the faculty with regard to the frameworks that shall be enforced, providing them with the know how to incorporate imaginative pedagogical approaches. As of now new and need-based pedagogical approaches are incorporated in the curriculum including conducting online assignments, and preparatory and reference material for New Generation courses.</p>
<p>3. Skill development:</p>	<p>The institution tries to cater to the vocational needs of the students by conducting Career orientation programmes. The Career Guidance Cell, NSS, Women's Development Cell and a few Open Course Programmes play an integral role in strengthening vocational education. The Oratory Training Club helps in improving the soft skills of students and help them overcome stage fright. Training and workshops by the NSS are designed with the purpose of skill enhancement with regard to developing vocational abilities increasing employability and entrepreneurship ideas. The Young Innovators Programme (YIP) in collaboration with Kerala Startup Mission and National Skill Development Corporation holds training programmes and talks providing awareness on vocational disciplines with contemporary relevance. Add on courses in collaboration with NSDC provide opportunities for vocational skill improvement and possibilities for acquiring certificates and fulfilling qualification requirements for the job market. In future each of these courses shall be evaluated for their relevance and suitability and the curriculum framed shall be developed into major and minor courses or added as part of other courses. Courses such as Data Analytics, Accounting, Content Writing, Hospitality</p>

Management, Counselling and Therapy will be introduced. There is an option of Open Course where students can opt for multidisciplinary subjects offered by various departments. The Department of Botany offers Horticulture, and the Malayalam Department teaches a course called 'Malayala Pathrapravarthanam' which focuses on Print and Online Media. The college proposes to teach the well-designed courses rooted in Indian spirituality and constitutional values initiated by the University. Students will be encouraged to learn, understand and practice the values that they follow. The institution organizes orientation classes to inculcate value-based lessons among the students. The institution has NSS and NCC units which are active with good participation from students, the programmes organised and mandatory activities are oriented towards inculcating values, skills and attitudes towards better citizenship and human conduct. Add on courses like 'Skillthion' and 'Challenges of the Modern Family' have been designed with the specific objective of creating a deep-rooted sense of responsibility incorporating the cultural distinctiveness of our nation. Since the University is moving for the implementation of the FYUGP the institution shall implement credit structures urging students to go for at least one vocational course; faculty have already been sensitised in this regard. The college plans to offer vocational courses in the blended mode especially for those students in and around the adjoining areas. The college has been concentrating on making the services of experts available to students so that relevant areas of expertise and skill training can be imparted through workshops, seminars and talks. Under the DBT funded 'Star College Scheme' the institution was able to collaborate with inStem, Bengaluru in organising online sessions by experts in several contemporary fields of study. MoUs will be signed with nearby factory or industrial units like the Oil Palm India Ltd., so that students get hands on experience. Collaborations with Universities/HEI's within or outside Kerala/India will be undertaken to offer ODL or blended modules to learners.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Integrating our knowledge systems with the curriculum is a pursuit in which we are already engaged. Ancient Indian Ayurvedic knowledge is

imparted to students studying Plant Science through the topic Ethnobotany. The topic covers various aspects like collecting ethnobotanical data, identifying plant parts used by tribes in their daily life as food, clothing, shelter and medicine. Gaining information on the traditional method of treatment using crude drugs derived from plants brings students close to nature and helps to convey traditional and tribal knowledge to future generations. The college plans to provide Teaching Learning Materials (TLMs) for different programmes in both English and Malayalam. Students will have the option to do seminar presentations and other activities in the bi-lingual mode. Learning assessments and comprehensive evaluation of students will be conducted in both the languages. A regular UG programme in Malayalam is offered by the college, in which Sanskrit language and Malayalam literature and culture is mandatory. An additional language course in Malayalam is also offered which under graduate students of any stream can opt for study in their fresher and sophomore years. A highly functional Theatre Club/Performing Arts and Folklore Club in the college offers interested students exposure to the rich tradition of theatre and performing arts of Kerala life; Kathakali, Koodiyattam etc. The college will impart training to its faculty members to conduct classes in the bi-lingual mode. Special attention will be given to develop a bi-lingual compendium of terms and concepts related to each course for quick and easy reference. Currently, all the degree programs offered by the college are conducted in bi-lingual mode. A BA Programme in Malayalam is offered by the college. Additional language courses in Malayalam, Hindi and Syriac are also offered of which students of any stream can opt one language for study. Four papers in Sanskrit are mandatory for the undergraduate course in Malayalam. Acclaimed novelists, poets, artists and critics are regularly invited to the college to interact with the students in order to inculcate in them an interest towards Malayalam Language and Literature, Indian Culture and Arts. Research in early Malayalam and Sanskrit literature carried out by the faculty of the Department of Malayalam further advances the promotion and preservation of our ancient and traditional languages. The institution with the help of the Department of

	<p>Botany maintains a botanical garden with medicinal plants used in traditional ayurvedic treatment methods. The Department of Malayalam is involved in research of medieval literature and preservation of traditional art through live shows, exhibitions and interactions with renowned artists and writers. A highly functional Theatre Club/Performing Arts and Folklore Club in the college offers interested students exposure to the rich tradition of theatre and performing arts of Kerala life; 'Kathakali', 'Koodiyattam' etc. Seminars and talks are also conducted under the auspices of the Department of Malayalam with live performances on 'Theyyam', 'Kakkarassi natakam' and film shows highlighting classical cinema depicting Indian art and culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college is affiliated to the University of Kerala and it strictly adheres to its rules and regulations pertaining to outcome-based education. The college utilises the services of educational experts to meticulously incorporate appropriate outcome-based scheme in the prescribed curriculum for all undergraduate programmes offered by the college. The OBE policy envisages broad-based, multi-disciplinary, holistic Under Graduate education with creative combinations of subjects and integration of vocational education. It aims to increase Gross Enrolment Ratio in higher education, promote multilingualism and build the capacity of faculty. Under the initiative of the IQAC, faculty of the teaching departments have outlined and mapped both Programme Outcomes and Course Outcomes. The college has put in place a template designed by our faculty with inputs from several external experts which has already been used in evaluating attainment of outcomes. Teachers and students are given orientation to understand outcome-based teaching and learning practices. Teachers are encouraged to design sessions that could facilitate outcome-based education. Add on Courses sponsored by the UGC and other collaborators, have been proving effective for OBE. IT Enabled English Language Skill Development sponsored by the UGC and run by the English department helps in realizing OBE goals, with students having to download the ORELL Digital lab app to improve their learning. The app has teacher consoles for the faculty to be actively engaged in the teaching-learning process. Teachers constantly</p>

	<p>monitor the progress of the learners. Academic Audit (department wise) is done to assess and analyse OBE. The institution conducts value-based courses, bridge courses and add-on course in addition to undergraduate and postgraduate courses as envisaged by the University of Kerala. The institution through its dedicated efforts augments not only the learning but also the soft as well as the much-required life skills of the students for successful careers. The methodology and means deployed by the institution are fruitful to the students as is evident from its above par academic results and student progression. The college has established a structured system to identify outcomes at both the Programme and Course levels within the curriculum. Faculty members have undergone training for this purpose, and the entire process is overseen by designated teachers. Google Forms were utilized to collect data, which was then organized into tabular format. Evaluation of objective attainment was conducted through a process devised by coordinators, incorporating insights from external experts and student performance data. Comprehensive evaluation of outcome attainment is planned to refine the teaching-learning approach and implement remedial measures effectively.</p>
6. Distance education/online education:	<p>The college proposes to offer courses in ODL mode using the potential of technology and social media. The initiatives by the college have been detailed in the heading 'skill development'. Students are provided with learning material available on the web beforehand and topic discussion is done in live class. Online learning platforms such as Google Classroom and Moodle are extensively used by teachers for their courses. Efforts have been made towards offering courses in the blended mode. Blended learning is the effective combination of education and educational technology. Future learning should be differentiated by how varied aspects are blended. It facilitates an independent and collaborative learning experience. It increases the accessibility to the course content and materials. The institution ensures that the instructors are provided with pedagogical training and consultation as well as technical support with online modules. This enables a learning-centered approach, where both teachers and students will have complementary responsibilities in a blended course. The institution has made certain that faculty members</p>

are actively involved in delivering a portion of the curriculum via online channels. The acquisition and utilization of an online administrative and academic management application called "EMBASE" have facilitated this endeavor. EMBASE comes equipped with various modules designed to cater to study materials, online assignment submissions, assessments, reports, online classes and notifications. This platform has proven to be invaluable in achieving the institution's objectives related to distance and online education.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1301	1350	1385	1311	1346

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 105

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	59	57	71	68

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.01	10.02	12.87	105.47	31.02

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Introduction

- **St John's College** which is affiliated to the **University of Kerala** had implemented the **Choice Based Credit and Semester System (CBCSS)** in 2010, for all Undergraduate (UG) and Postgraduate (PG) programmes.
- The curriculum designed by the university is strictly followed but with ample importance to scholastic and co-scholastic curricula.
- As per the recommendations put forward in the **NEP**, the curriculum strictly caters to an **Outcome Based Education (OBE)** system with the students being oriented about each course at the beginning of each semester.

How is the Curriculum planned?

- The Board of Studies and the Academic Council of the University together design the curriculum. St John's College has **1 member** in the **Academic Council**, **1 in the Academic Committee**, **3 members** in the **Board of Studies** and **4 members** in the **Board of Examinations**. The active involvement of the college community is highlighted through this.
- We also have faculty actively involved in research and with recognition in international bodies; who extend their academic and professional dexterity to the holistic curriculum growth of the institution. We have **11 recognized research guides** and **1 Associate Member** in the Royal Society of Chemistry, UK who is also an **Early Career Research Member, OPTICA, USA**.
- There is sturdy and active participation of the faculty in University assigned duties, including invigilation, evaluation, question paper setting and syllabus revision.
- The institution follows the **Academic Calendar** designed by the **University Level Monitoring Committee (ULMC)**. The **College Level Monitoring Committee (CLMC)** along with the **IQAC**, ensures that the academic schedule is at par with the academic calendar, and is stringently followed by the **DLMC**.
- There is a department level **Curriculum Delivery Plan** for the proper implementation of the curriculum.

How is the curriculum delivered?

- The institution has a functional **College Management System, EMBASE Pro Suit**, which helps in administrative data collection of students, in tune with the guidelines of the **NEP 2020**. It also helps to maintain a record of daily attendance, attendance reports, online assignments, learning

resources and assessment reports. This platform enables the implementation of effective pedagogical strategies.

- The **academic process** includes numerous methods and strategies including offline and online lectures, presentations, assignments, seminars, experiential learning, ICT enabled pedagogy which makes the learning student centric. (Relevant Supporting documents attached in Criterion 2.5).
- **Bridge Courses** are conducted when the first-year students join the college. Sessions on **Micro Teaching** and firsthand knowledge related to the same are conducted for the final year students in nearby schools.

How is the curriculum evaluated?

- The University evaluates and assesses on the basis of **End Semester Examination** and **Continuous Evaluation** for Undergraduate Programmes in the proportion of 80:20 and for Post-Graduate Programmes in the ratio of 75:25.
- The Educational App **EMBASE Pro Suit** assists in analysing the **Continuous Assessment (CA)** and sending the reports to the concerned faculty and Heads of the Department, in the form of Assessment Reports.
- The Internal Examination Committee along with the External Examination Committee, monitor the smooth conduct of internal and external examinations.

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

1.2 Academic Flexibility

1.2.1

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

Response: 35

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 59.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
839	1183	606	464	897

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

- In spite of a global pandemic and nationwide lockdown, our institution ensured to cater to the online needs of students with sufficient focus in **gender, ethics, human rights, environmental education and climate change**. Shifting the academic perspective to a whole new outlook of virtual conferences and webinars.
- Many departments organized virtual seminars or webinars which roped in multitudinous academic disciplines and academicians of great prominence.
- The curriculum has an array of courses that comprise gender, human rights, ethics and environmental issues. A Curriculum Table, with sample syllabi has been attached for reference.
- Various departments organised seminars and webinars related to cross cutting issues during the period. The department of Physics organized an international webinar on Material Science which comes under the preview of environmental education. The department of Political Science and Public Administration organized an international webinar series in “**Emerging Research Methods in Social and Political Sciences**”. The department also organized a national webinar on “**New Age Governance in the time of Covid pandemic. The Emerging Relevance of UMANG** in collaboration with the **IIPA**, was another seminar conducted by the department. The department of Politics and Public Administration organized a lecture series on “**The Making of a Modern Nation: Revisiting Nehruvian Legacies**” in collaboration with the UGC-Nehru Studies Centre, University of Kerala.
- **Eco sensitisation** is a key focus area of the institutional curriculum framework. Environmental Field visits and Sample Collection are done regularly, especially by the **PG Department of Environmental Science** and **UG Department of Zoology**. The PG department of Environmental Sciences organized a talk on ‘**Conservation of Energy**’ in collaboration with the Punalur Taluq and this comes under the purview of environmental education.
- One of the best practices of the institution has been the Medical Camp in collaboration with St Joseph’s Mission Hospital at Chinnar Wildlife Sanctuary for the past 10 years. The students of BSc Zoology accompanied by the faculty, take ample medical equipment to examine the malnourished children (under 15) belonging to Chinnar tribal settlement.
- The students of our institution are fully aware of the theories and studies that discuss **gender and identity**. **Pride Month** was observed and celebrated in college.

Career Orientation and Awareness programmes have been organized to develop **Professional Ethics** among the student community. The college is registered with the **Kerala Knowledge Economy Mission (KKEM)** with the students having their own personal **Digital Workforce Management System (DWMS)** ID’s for updating and procuring information regarding latest career opportunities. The institution has a **Connect Career to Campus (CCC)** Nodal Officer to coordinate the same. The faculty of the college have also been invited as Resource persons in various lectures, talks and seminars of relevance. **Work Readiness Programme (WRP)** workshops were organized for final year students. The University of Kerala conducted a **One Day Training on Placement Readiness. TALROP’s STEYP** initiative has selected a group of students for placement readiness training. **NET/JAM coaching** for regular and NET Coaching sessions for **Minority students** are regularly conducted in the institution. Micro Teaching sessions are conducted in nearby schools.

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

1.3.2

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

Response: 38.05

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

Response: 495

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 99.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
449	440	520	468	474

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
449	440	520	475	474

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 62.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	59	69	66	66

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	102	107	94	92

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.68

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

- St John's College, Anchal gives a high degree of emphasis on student-centric teaching-learning.
- The advanced ICT infrastructure along with high-speed broadband and Wi-Fi connectivity, enhance the learning experiences that include experiential learning, participative learning and problem-solving methodologies.
- The instructional strategies of **Blended learning** and **Flipped classroom** ensure student engagement.
- The audio/video lectures of faculty, **YouTube** and **Telegram channels** maintained by the faculty and the departments, social media groups and pages, laptops, computer lab, projectors, e-books, e-journals, and e-resources effectively streamline the teaching-learning process.
- The college has subscribed to **EMBASE Pro Suit**, an educational application to enhance the pedagogical experience.
- **Blended learning** was implemented through the **LMS platform** on the App and through online platforms like Google Meet, Google Classroom, Zoom, and MS teams during COVID times.
- The faculty utilized subject specific ICT tools like **Canva, Kahoot, Pear Deck, Quizizz, Jam board, SmartDraw, Graphing calculator 3D, and GeoGebra**.
- The **Flipped classroom** strategy is used where the faculty posts online the learning resources prior to the class to ensure student engagement, higher order thinking and problem solving.
- Student-centric initiatives like online peer group learning, Oratory Training Programme, PowerPoint presentations, online quiz, podcasts, competitions, blogs, online assignment submissions, poster making, webinars, group discussions, online debates and brainstorming sessions ensure participative learning through active contribution and creative investigation.
- Courses offered by various departments through online and hybrid mode, exhibitions, workshops, projects, surveys, hands on training, subject specific games and riddles, field visits and industrial visits, screening of documentaries and movies facilitated experiential as well as participative learning with a focus on problem solving.
- **International and national webinars** organised by the departments strengthened the knowledge-base and facilitated the exposure to experts and latest technologies.
- The institution is a recognized local chapter of **SWAYAM-NPTEL** – National Programme on Technology Enhanced e-learning.
- The college has a fully automated library that provides access to more than 6,000 e-journals, 1,99,500 e-books under **N-List** and over 6,00,000 e-books through **NDL** and a college component of **e-ShodhSindhu**.
- Free e-resources from e-Pathshala, JSTOR and Project Gutenberg aids learners in self-paced learning.
- The digital library provides **Web OPAC** facility, enabling remote access to library catalogue.
- To improve the communicative skills of students the institution has subscribed to the ICT Enhanced Communicative English Programme Language Laboratory, **The ELT Studio** by Orell.
- Hands-on Training and Workshop on **Geographic Information and Remote Sensing** organised by the Department of Environmental Science, St John's College and Dr R. Satheesh Centre for Remote Sensing and GIS, Department of Environmental Science, Mahatma Gandhi University.
- UGC sponsored Add on Course **IT Enabled English Language Skill Development** to improve the language acquisition with the support of ICT devices.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 92.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	67	68	69

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

2.4.2

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

Response: 79.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	58	46	49	49

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

St John's College follows the guidelines streamlined by the **University of Kerala** in the conduct of **End Semester Examination (ESE)** and **Continuous Evaluation (CE)**.

- Students and their parents are briefed on OBE, and the evaluation framework during the **induction programme**.
- The college handbook clearly states the process of assessment. Information from the university related to ESE is communicated to the students through **notice boards** and student **WhatsApp groups**.
- **CE** and **ESE** ensure the attainment of **COs** and **POs**.
- For UG Programmes, the weightage ratio is 20% (CE) and 80% (ESE), while for PG programmes, it is 25% And 75% for CE and ESE respectively. The CE components for UG and PG programmes include attendance, test papers, assignments and seminars.
- The Internal Assessment of 2018 and 2019 admission UG students was based on attendance, assignment and internal examination, while 2020, 2021, and 2022 admissions are assessed on their assignment and internal examination. The PG students are assessed on the seminars, field trip reports, practical, records, internal exams and attendance.
- The **college council** decides the schedule. The **Internal Exam committee** prepares the timetable, collects the question papers, allocates teachers for duty and distributes answer scripts to the respective departments.
- Questions for the internal examinations are set in alignment with the COs and sent to the email id internalexams@stjohns.ac.in
- A proper seating plan is followed for internal assessment tests and it is displayed on the Notice board.
- There are **college level and university level examination squads** to monitor and report

malpractice.

- Evaluated answer scripts are returned before the deadline announced by the Principal with detailed **feedback** on student's performance. The corrections and verification are made by the **Faculty Coordinator**.
- At the end of each semester, the **Faculty Advisor** prepares course wise marks and ensures that every student has verified their marks and gets their signature on the mark list after **redressing every grievance**.
- The grievances related to assessments (both ESE and CE) are solved with utmost priority in a time-bound manner. Students can raise their grievances through the **Course Coordinator, Faculty Adviser, and DLMC** at the Department level; **Head of the Department, Principal, and CLMC** at the college level; and **nodal officer, ULMC, and the Controller of Examinations** at the college level.
- Every department conducts **PTA meetings** by the end of the semester where the HoD along with all the faculty members sit with the students and their parents to collect the feedback of the semester, including the conduct of internal and external examinations.
- To ensure that the grievances are promptly and efficiently addressed, the college maintains an **open-door policy** where the student can approach the Principal with any grievance without undergoing any procedural barriers.
- The **pre-board meeting** before each ESE considers the grievances mailed to the university and initiate necessary steps for redress. Students can also apply for **re-valuation** and **scrutiny** of the answer scripts.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

St John's College, Anchal follows a distinct mechanism to make students and faculty aware of programme outcomes and course outcomes

- Outcome based syllabus of every programme in which expected Programme Outcomes and Course Outcomes are clearly stated is uploaded on the **college website**.
- **College handbook** that is provided to every student gives detail about the various courses they have to undergo in a specific programme.
- Hard copies of syllabus in which expected Programme outcomes and Course outcomes are stated are made available in the departments for the reference of faculty and students.

- An **induction programme** is conducted for first semester students and their parents to convey the expected Programme and Course outcomes of the programme to which they are admitted.
- Detailed syllabi of every course are communicated to the students via **Class Whatsapp** group at the beginning of every semester.
- A **Library orientation class** is given for all first semester students to acquaint them on effectively using the library for attainment of programme outcomes and course outcomes. Also faculty advisors of every batch familiarize the students with the **reference books** available in the library for their programme.
- **Department staff meetings** are conducted at the beginning of every semester to remind the faculty advisors to focus on the expected outcomes of courses they are handling.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- St John's College relies on the **direct and indirect evaluation** tools to measure the attainment of COs and POs.
- Assignments, Seminars, Quiz, Internal and End Semester exams constitute the direct methods.
- Indirect evaluation modes of exit survey, student's progression to higher education and employment are used to appraise the level of attainment of Programme outcomes and Course outcomes by the students.
- As an initial step, a student admitted to the First Degree programme undertakes a Bridge course, at the end of which a test paper is conducted to evaluate their foundation in the subject.
- In the light of this preliminary evaluation, learning experiences are designed and different teaching strategies are imparted for various batches.
- Assignments and seminars addressing various course outcomes are delivered by students in hybrid mode and formative evaluation is done by the Faculty of the respective departments.
- The results of the continuous evaluation are consolidated by the Course Coordinator and forwarded to DLMC.
- **DLMC** analyzes the Continuous Evaluation report and identifies students requiring special attention in their studies for whom remedial teaching and peer group learning are initiated.
- **DLMC** forwards the list of such students to **CLMC** and the service of Counsellor is ensured for students requiring special attention.
- A systematic approach is adopted to evaluate the attainment of Programme Outcomes and Course Outcomes and in every step of evaluation, students are aided to achieve the expected level.
- End semester result analysis is done by DLMC and the assessment report is forwarded to CLMC.

- The CLMC and college council analyzes the data and suggestions are communicated to respective departments.
- Subject specific evaluation tools are mobilized to measure the level of attainment of POs and COs by the students.
- Science programmes commonly rely on industrial visits, internships and projects for evaluation, while practice teaching sessions, film reviews and oratory training programmes are utilized by language programmes.
- Online/offline quizzes, field trip reports, club activities, group assignments, celebration and commemorations of people and events, and various competitions are taken into account for evaluation.
- Attainment of programme outcomes and course outcomes are also evaluated by indirect methods of exit survey of learner reaction, indexing student's progression to higher education and demonstrating their progress towards employment.
- A feedback form is distributed to students to analyze the attainment of POs and COs.
- At the end of every academic year each department summatively evaluates the progression of their students to higher studies and employment.

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

2.6.3

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

Response: 79.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
257	337	370	370	371

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

2022-23	2021-22	2020-21	2019-20	2018-19
393	436	438	440	430

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.42</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 69.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	8.96782	60.5

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

I. Innovative Ecosystems

1. Sophisticated Instrument Lab:

The establishment of a sophisticated instrumentation lab in the college marks a significant stride towards fostering an ecosystem primed for innovation and learning. This lab serves as a cornerstone for students and researchers, offering a comprehensive platform for preliminary exploration and advanced analysis of innovative concepts.

2. YIP Club:

It is an inventive challenge program that seeks to enable future innovators to create new products,

services, or models that more effectively address unmet market needs, emerging requirements, or societal demands which is run by the (K-DISC). The YIP club of St. John's college provides both informative and technical scaffolding to budding innovators.

3. Introduction of add on courses:

Add-on courses and certificate courses aims at inspiring ideas and fostering self-sufficiency among students. These courses are aimed to equip students with the necessary theoretical knowledge and hands-on training in their chosen fields, fostering their development as innovators and entrepreneurs. **Nine add-on courses** of innovative and entrepreneurship dimension are being conducted.

4. Library supporting innovations:

The young innovators are provided with access to various free e-resources like ProQuest, J-STOR DELNET, Management journals etc. and other free resources. In addition to this, the digital library provides access to a vast array of research articles and journals, which contribute to advanced learning and the enrichment of new ideas.

5. Research cell:

By providing a dedicated space and resources for research activities, the research cell encourages collaboration, creativity, and knowledge exchange among students and faculty members. This platform facilitates the exploration of new ideas, encourages interdisciplinary approaches, and promotes innovative thinking across various fields of study.

II. Contributions to Indian Knowledge System (IKS)

1. Books on Malayalam Dictionary: 'Nighandukkalile Samoohikathayum Adikaravum' is a Book written by the faculty of the college, Dr. Deepa Mary Joseph published by Kerala Bhasha Institute, Thiruvananthapuram, sponsored by **MHRD, (Department of Culture)**.
2. Studies on traditional Manuscripts: Mr. Vinod L, Faculty of the college works on a traditional manuscript '**Sethumahathmyam Kilipattu**' date back to **18th Century** which is a traditional narration style on Rameswaram Temple.
3. Works on Fresh water and Marine water fishes that penetrate into the traditional knowledge on fishing, processing and conservation: The works of Dr. Josin C Tharian is well evidenced by national and international publications.
4. **Exploration of plant biodiversity**: The Department of Botany is pursuing works on endemic and endangered flora of the **Western Ghats** so as to formulate protocols for the conservation of the plant wealth. Traditional knowledge on plant wealth is acquired as well as disseminated.

III. Intellectual Property Rights (IPR)

1. **Seminar Conducted on IPR**: Imparted a comprehensive overview of various aspects of intellectual property law, including patents, trademarks, copyrights, and trade secrets. Case studies and practical examples were analyzed in fostering innovation and driving business growth.
2. **A talk on "Do's and Don'ts in Applying for a Patent"**: The patent seminar organized by the IQAC in which Dr. Thomas Mathew, Department of Chemistry gave an insight to the Do's and

Don'ts while applying for a Patent.

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

3.2.2

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

Response: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	7	4	6

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	14	20	9

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

3.3.2

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

Response: 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	1	2	1

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

3.4 Extension Activities

3.4.1

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

Response:

St. John's College has always played a crucial role in the educational, social, economic and cultural development of Anchal. As the world is fast becoming a global village, our extension activities are crafted with a futuristic and global vision, built on the idea of sustainable development.

Activity	Impact
<ul style="list-style-type: none"> Acknowledging the global fight against hunger, the SJC Noon Meal Programme provides hygienically prepared homely food packets to the underprivileged sections within and outside the campus. 	<ul style="list-style-type: none"> Students are made aware of the menace of poverty and hunger. They are encouraged to participate pro-actively towards the alleviation of hunger and poverty.
<ul style="list-style-type: none"> Annual health camps under "Punarjani" are held regularly in tribal zones, where people are given free medicines and nutritious food supplies. Under "Hridayapoorvam", students are given training as home nurses to help the terminally ill in the local community. Through the palliative training programme "Sparsam", the students regularly visit the terminally ill, homes for the destitute to distribute wheel chairs, medicines and other relief materials. Students worked as volunteers in Covid wards in hospitals and First Line Treatment Centres. They participated in India Govt's Tika Mahotsav campaigns designed to dispel the myths regarding Covid vaccine. 	<ul style="list-style-type: none"> Systematic and continuous efforts by St.John's College to reach out to the marginalized and the dispossessed have aided in educating the students on the impact of inequality in access to health care affecting the vulnerable sections of the society. The socially-oriented activities undertaken during the pandemic made the students understand the need for community-oriented activities like supporting local economy and promoting home-grown food.
<ul style="list-style-type: none"> In the wake of the rising domestic harassment and cybercrimes against women the students executed "Speak Out and Stand with Her" Campaign. Seminars and discussions on sexual minorities. 	<ul style="list-style-type: none"> Awareness on the need for holistic approach to curb the menace of crimes against women is generated. Students are educated that gender justice and equality is no longer based on hetero-normative ideas of gender.

<ul style="list-style-type: none"> • Since 2018, the college conducts HEAM Parliament, an inter-school debate competition intended develop new ideas for start-ups in the field of renewable sources of energy. 	<ul style="list-style-type: none"> • Collaboration with reputed research organisations empower the young generation with the knowledge to explore alternate sources of renewable energy. • Industry- based research is promoted.
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

St. John's College has always striven to nurture socially committed and ethically responsible future citizens. Our socially oriented committees, clubs and organizations have won recognition not only from the local community, but also from the University of Kerala which it is affiliated to as well as from the Govt. of India and the Government of Kerala. The NSS and NCC units of St. John's College has distinguished itself with exemplary service to society and humanity ever since their establishment. They have won numerous awards and recognition for their meritorious service

1.Awards for NSS	<ol style="list-style-type: none"> 1. St. John's College won the award for the best NSS Unit under the University of Kerala 2019-20. 2. Sri. Shijo V. Varghese won the best NSS Programme Officer Award under the University of Kerala 2019-20. 3. Ms. Akshaya A. won the award for the best NSS Student Volunteer Award under the University of Kerala 2020-21. 4. St. John's College won the award for the best NSS Unit under the University of Kerala 2021-22.
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	<p>5. Dr. Anu Varghese won the best NSS Programme Officer Award under the University of Kerala 2021-22.</p>
2.Awards for NCC	<p>1. St John's College won the best NCC Institution Award under NCC Directorate (K&L) 2021-22.</p> <p>2. UO Karnan M. obtained first position in CWS Best Cadet Competition during the academic year 2021-2022.</p>
3.Other Awards	<p>Ms. Rashmi S Pillai won the Mahatma Jyotiba Phule National Fellowship under Bharatiya Dalit Sahitya Akademi 2021-22 for persistent efforts in the education and employment of girl students</p>
4.Recognitions	<p>1. Vishnu Sabu won second position in Judging Distance Competition held as part of All India Thal Sainik Camp, New Delhi from 16 to 27 September 2019.</p> <p>2. Vishnu Sabu participated in the All India Thal Sainik Camp held in New Delhi from 16 September 2019 to 27 September 2019.</p> <p>3. Karnan M participated in EK BHARAT SHRESHTHA BHARAT Camp conducted by NCC group, Pune from 16 April 2021 to 22 April 2021.</p> <p>4. Ravi Shankar A attended Advance Leadership Camp 1 at Hindusthan College of Engineering and Technology, Coimbatore from 25 November 2021 to 04 December 2021.</p> <p>5. Sidharth B Pillai successfully participated in EK BHARAT SHRESHTHA BHARAT – Special National Integration Camp 2022 held at Srinagar from 15 June to 26 June 2022.</p> <p>6. Sidharth B Pillai participated in All India SD/JD Trekking Expedition held at Tirupati from 18 September 2022 to 25 September 2022.</p> <p>7. Gauri Krishnan R R successfully participated in PRE IGC RDC III held at Vivekananda HS for Girls, Kadampanad from 16 October 2023 to 25 October 2023.</p> <p>8. Vaisakh J successfully participated in PRE IGC RDC III held at Vivekananda HS For Girls,</p>

Kadampanad from 16 October 2023 to 25 Oct 2023.

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

3.4.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	28	22	9

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

3.5 Collaboration

3.5.1

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

Response: 8

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

St. John's College prioritizes continuous improvement and maintenance of its infrastructure to ensure a conducive learning environment. Through strategic planning and resource allocation, the college enhances infrastructure quality, accessibility and sustainability, supporting the academic and holistic development of students. The **main academic block** spans **8800 square meters**, with an additional **4595 square meters** for the newly constructed **RUSA academic annexe**.

Infrastructure for Teaching and Learning: The college boasts well-equipped classrooms that provide ample space and a conducive environment for effective learning. With **41 classrooms** distributed across different departments, the college ensures that students have access to quality education. **Portable Audio Video Modules** in departments maximize flexibility and efficiency in delivering multimedia content, promoting dynamic learning experiences. Additionally, the college has **one centralized computer lab and 13 laboratories** and **two museums** essential for practical learning. In 2020, the college enhanced its research capabilities with the introduction of a **Sophisticated Instrument Laboratory** in the Chemistry department. The college also has an **Audiovisual Theatre and Conference Room** that further supplements academic activities, providing spaces for presentations, seminars and collaborative discussions. In 2023, aided by RUSA funding, the college expanded its teaching and learning facilities through the construction of a green building, highlighting its dedication to sustainable infrastructure development.

ICT-Enabled Facilities: St. John's College integrates **Information and Communication Technology (ICT)** into its educational framework. The college features smart classrooms equipped with advanced technological tools to support interactive learning experiences. Additionally, the **Learning Management System (EMBASE)** facilitates efficient communication and resource sharing between faculty and students, streamlining the educational process and promoting collaborative learning opportunities. **Portable Audio-Video modules**, equipped with a CPU, LCD projector, UPS, and multimedia speakers, are available in each department, transforming any classroom into a smart classroom due to their portability.

Physical Facilities for Cultural Events: The college offers a dedicated **auditorium and an open stage** for hosting a variety of cultural events, performances and artistic showcases, providing students with platforms to showcase their talents and engage with diverse cultural experiences.

Sports, Yoga, and Gymnasium: St. John's College promotes physical fitness and well-being by offering a range of sports facilities including basketball, badminton, football, athletics track, and cricket ground. Additionally, the college provides a **Yoga Centre/Hall** and a well-equipped **gymnasium** to encourage students to lead healthy and active lifestyles.

Other Physical Facilities: In addition to academic and recreational amenities, St. John's College offers various other physical facilities to cater to the diverse needs of its students and staff. These include the **Women's Development Centre (WDC), NSS room, dedicated Examination Halls, Department Staff Rooms, Canteen, Cafeteria, Renovated Washroom Facilities, Reprographic Centre, Students Browsing Centre, College Office, IQAC room, Vehicle-Parking Area, Plant Conservation Area, NCC Storage Room and Counselor's Room.** Additionally, the WDC provides a **Sanitary Pad Vending Machine. Water Filters/Coolers** are placed at various corners of the college to provide fresh water. These facilities contribute to creating a supportive and inclusive campus environment, ensuring the well-being and comfort of all members of the college community.

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

4.1.2

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

Response: 57.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	84.99	14.565

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library has embraced automation to enhance user experience and operational efficiency:

- 1.Barcoded ID cards facilitate access through entry and exit gates, monitoring students' library usage.
- 2.A computer with Online Public Access Catalogue (OPAC) is provided at the gateway, which simplifies bibliographic searches for all library documents.
- 3.OPAC system is accessible remotely via the college website, enabling exploration of library resources from anywhere.
- 4.Full Wi-Fi connectivity ensures access to online content.
- 5.Dedicated E-Learning space (Digital Library) provides individual workstations for research students, fostering academic endeavors.

Integrated Library Management System (ILMS)

- 1.The library is fully automated with Libsoft, a free and open-source Library Management System, improving various aspects of library management.
- 2.Libsoft streamlines book circulation, enhancing user experience.
- 3.In 2021, a new Library Management system EMBASE replaced Libsoft for optimizing operations, particularly in managing the books issue and e-gate register.
- 4.Seamless operation ensures easy access to resources and a smooth borrowing experience.

Adequate Subscriptions to E-resources and Journals

- 1.The college provides ample access to e-resources and journals through various subscriptions.
- 2.The college Library subscribes to N-list, which grants access to over 6000 e-journals and

1,99,500 e-books, accessible 24/7.

3. National Digital Library offers an extensive collection of 6,00,000 e-books.

4. These subscriptions enrich the academic experience, supporting studies, research and intellectual growth.

Optimal Usage of Library by Faculty and Students

1. Nestled in the center of the college, the library offers a serene ambience for readers.

2. A library committee of six members oversees resource utilization and daily operations.

3. The library serves as an invaluable research hub and intellectual haven for students and faculty.

4. Access to advanced books and journals via digital platforms caters to innovators and learners.

5. The Department of Library hosts seminars, classes, quiz competitions and awareness programs to boost engagement.

6. Initiatives aim to cultivate a culture of learning and exploration, encouraging effective utilization of library resources.

7. Despite a decrease in footfall due to the COVID pandemic, the library remains a vibrant center of academic activity, averaging 44 visits per working day over the past five years.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

St. John's College is committed to maintaining and enhancing its IT infrastructure and internet connectivity to facilitate an ICT-enabled teaching-learning experience for all stakeholders. The IT facilities and infrastructure available within the institution are outlined here.

1. E- Governance Policy

The institution's **E- Governance Policy** emphasizes annual improvements in internet connectivity and ICT facilities to enhance the educational experience. It aims to promote ICT-enabled teaching and learning methodologies across all departments.

2. Internet Connectivity

The broadband bandwidth was **upgraded from 12 Mbps to 200 Mbps during the academic year 2020-21**, enabling faster and more reliable internet access throughout the campus. High-speed internet connectivity is available in the administrative office, library, and all departments via Wi-Fi and Wired LAN.

3. Computer Labs and Facilities

- The main computer lab houses **20 computers**, with **an additional order of 25 computers under RUSA funding** to fulfill the institution's commitment to yearly improvements under e-governance policy.
- The newest computers are multi-seat enabled, providing access to up to 50 students simultaneously with facility to upgrade provisions to include another 25 students simultaneously.
- All newly ordered computers are equipped with **Intel i5 12th generation processors and a minimum of 16GB RAM**, ensuring efficient performance for academic tasks.
- The library offers a **digital library** with six systems for accessing e-learning materials and two computers for administrative purposes and one for searching library catalogue.
- The administrative office is equipped with eight computers, facilitating administrative tasks efficiently.
- A **dedicated server** running on **ipfire** manages connectivity, backed up with 24-hour uninterrupted power supply and air-conditioned server rooms.
- Additionally, teachers use their personal laptops for effective teaching-Learning process.

4. Future Upgrades

Plans are in place to upgrade the physics computer lab with an additional six seats, enhancing research capabilities within the department.

5. Maintenance and Support

The institution has a maintenance contract with a local service station, supplemented by an in-house mechanic overseeing all services and maintenance activities.

6. Network Security

Intrusion Prevention Systems and **centralized network antivirus services** ensure the security of the institution's network. Wi-Fi access is protected using MAC authentication, allowing only authenticated systems to access the internet.

7. Accessibility

ICT facilities, including Wi-Fi access and computer labs, are accessible to all members of the college community, including students, faculty and non-teaching staff. Interactive panels and projectors are available in four departments, facilitating enhanced teaching and learning experiences.

8. Additional Facilities

The institution's ERP software **EMBASE Prosuit** includes a Learning Management Service (LMS) accessible via a mobile app, providing students and faculty with convenient access to assignments, course materials, attendance reports, and other essential information.

St. John's College is dedicated to providing state-of-the-art IT facilities and infrastructure to support its educational objectives. Through continuous upgrades and investments, the institution aims to enhance the teaching-learning experience and foster a technologically enabled academic environment.

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

4.3.2

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

Response: 26.55

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

Response: 49

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 18.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.73	4.24604	7.97719	10.01659	6.06486

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 88.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
1128	1272	1087	1198	1233

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 47.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
1128	388	184	774	714

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 15.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	99	36	26	80

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

2022-23	2021-22	2020-21	2019-20	2018-19
393	436	438	440	430

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

5.2.2

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

Response: 3.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	13	4	10	4

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

5.3 Student Participation and Activities

5.3.1

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	11	12	6

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	0	10	12

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

5.4 Alumni Engagement

5.4.1

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

Response:

ASCOSA (Anchal St John's College Old Students Association)

ASCOSA is the alumni association of St Johns College, Anchal which aims to strengthen bonds among the alumni and with their Alma Mater. Renowned film director **Sri. Rajeev Anchal** serves as President, with a twenty-five-member executive committee overseeing activities. The **Trivandrum chapter** of ASCOSA is led by Adv. Abdul Kareem. Additionally, the **UAE chapter**, ASCOSA-UAE, operates under the leadership of Mr Rajan Ezhamkulam and Mr Sherif Anchal, who serve as chairman and general secretary, respectively. St. John's alumni are prominent in various government and public service roles, many serve as professors at central and state universities, and numerous alumni work at colleges throughout the state. Notably, **12 current faculty members at St John's are its own alumni.**

The college alumni maintain a strong attachment and passion for their alma mater. They consistently stay in touch with their respective departments and former teachers. Many alumni are working in fields related to their college studies and hold positions as office bearers in various organizations and associations. The college benefits from its distinguished alumni by establishing **MoUs and receiving financial support from these organizations.** Additionally, our renowned alumni are always eager to offer **motivational classes and career advancement guidance** for UPSC and similar examinations.

The alumni provide financial support for both infrastructural development and facility enhancement at the college. A corpus fund has been collected from various graduating batches of the college, with the permission of the alumni association, this fund is utilized to meet the financial needs of the institution. In 2022, **a new cafeteria was constructed** in the college and the alumni contributed a freezer for storing cold drinks, which cost approximately Rs. 37,000. They also provided **waste segregation collection bins** for various types of waste. In addition to this, during the COVID-19 period, the alumni association extended their help to financially disadvantaged students by providing them with **gadgets to attend online classes.**

To maintain a strong relationship with their college, alumni gather in batches, often during summer vacations, to reminisce about their student days. Many departments organize occasional alumni gatherings, benefiting both students and teachers. The esteemed alumni of St. John's College, Anchal mentor their juniors guiding them towards successful lives.

Notable Alumnus

The college alumni are spread across the world, with many achieving exceptional professional success. Some of the notable alumni from our college include:

- **Sri. Rajiv Anchal, Film Director, Screen writer and Sculptor**
- **Hon'ble Justice Kemal Pasha, Former Judge High Court of Kerala**
- **Adv K. Raju, Former Minister of Forest and Wildlife**
- **Dr Arun Kumar, Journalist**
- **Ms S. Susree IPS**
- **Sri P. S. Supal MLA**
- **Sri Sajan Anchal, Film Director**
- **Ms Shiny Benjamin, Film Maker**
- **Mr Ameer Shahul, Author and Environmentalist**

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To empower individuals with insightful knowledge and critical thinking abilities that enable holistic growth, global innovation and societal progress

Mission

Fine-tuning and empowerment of individuals and the local community through high quality education and training for professional and personal success

The institution's governance and leadership structures are designed to uphold its vision and mission, as evident in various institutional practices, including the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization and active participation in governance processes through short and long-term Institutional Perspective Plans.

Governance Structure:

Decentralized and participative governance structure, ensures effective decision-making and stakeholder engagement:

- The Management Council plays a pivotal role in policy shaping and strategic planning.
- The College Council, consisting of Principal, Department Heads, IQAC Coordinator, and elected staff representatives, facilitate administrative and academic deliberations.
- The College Union, comprised of elected student representatives and a staff advisor, represent student interests and concerns.
- Faculty representatives contribute to key statutory bodies including Planning and Purchase Committees.
- Committees and cells coordinated by faculty members ensure conducive learning environments and administrative efficiency.
- Faculty advisors oversee class-level academic performance and attendance tracking.

- Administrative staff under the Assistant Superintendent support office operations.
- Parent Teacher Association and alumni are involved in governance processes enriching decision-making with diverse perspectives and experiences.

NEP Implementation:

Key initiatives pertaining to NEP include:

- Academic Bank of Credits for students.
- Organizing seminars and workshops to understand the NEP and upcoming four year degree programme (FYUGP).
- Faculty development programs focusing on ICT skill based and interdisciplinary areas.
- Investment in digital infrastructure for enhanced learning experiences.
- Promotion of research and innovation.

Academic Improvement and Research Enhancement

- The IQAC conducts reviews of the teaching-learning process, methodologies of operations and learning outcomes periodically.
- The Academic and Administrative Audit (AAA) evaluate the institution's performance through comprehensive data on academic curriculum, faculty qualifications, administrative processes, student services and infrastructure development.
- The IQAC takes relevant actions after evaluating the suggestions of the external experts of the AAA.
- The College was selected for FIST funding by DST, facilitating the establishment of a centralized research facility, enhancing interdisciplinary collaboration among faculty members.
- The integration of ICT facilities and LCD technology enhances the learning experience for students.

Sustained Growth:

To pursue the vision of holistic development of students, the college constantly improves the infrastructure facility and academic quality through organized activities.

(i) Infrastructure development during the assessment period

- Renovation of Principal's office, college administrative office and exam halls.
- Introduction of digital library.
- Setting up state of the art conference room.

- Construction of new block utilizing RUSA funding.

(ii) Academic Activities

- Two departments have attained research department status, Department of Chemistry in 2019 and Department of Environmental Science in 2023.
- Eleven research guides nurturing research endeavors.
- Seven research scholars have registered for full-time and five for part-time PhD.
- 37 among 48 permanent faculty members have doctorate degree.
- Registration with NIRF and MHRD, reflecting commitment to academic excellence and institutional advancement.
- The flagship programme SEAL, was initiated through which the students get exposure to international institutions and faculties.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

For the effective and efficient implementation of institutional strategic plans, various administrative bodies assume pivotal roles in governing different aspects of the institution.

- **Managing Council:** The Managing Council oversees general administration and is responsible for implementing policies such as the **Infrastructure Development Policy** and the **E-Governance Policy**. This council **manages the appointment processes of permanent** and guest faculty members, ensuring adherence to established procedures and regulatory requirements.
- **College Council:** The College Council is **deploying strategic plans** aligned with the institution's vision and mission. It oversees the implementation of various policies including **research policies, grievance redressal policies, Green and plastic free Campus Policies and scholarship policies**, ensuring their effective integration into the college's operational framework.

- **Role of IQAC:** The Internal Quality Assurance Cell (IQAC) is dedicated to enhancing institutional quality through a range of measures. It facilitates **faculty career advancement initiatives, conducts audits to evaluate academic and administrative effectiveness**, and plays a crucial role in fostering a culture of continuous improvement within the institution. The college's IQAC also organizes training programs aimed at familiarizing staff with the **new educational policy** and providing training to administrative staff in tender purchase processes.
- **Examination Cells:** The college has established **centralized examination committees** and cells to administer both internal examinations and end-of-semester examinations. Additionally, there is an internal **malpractice squad** operating in conjunction with the internal examination cell to prevent malpractice during examinations
- **College Level Monitoring Committee (CLMC):** The CLMC operates per the rules and regulations set by the University of Kerala. Primarily, this committee oversees the efficiency of the evaluation system, **particularly continuous evaluation (CE)**. It is responsible for scrutinizing complaints concerning marks in continuous evaluation, open course assessments and revaluation processes.
- **Office administration:** The college's administrative staff regularly participate in training programs to familiarize themselves with **tendering and purchasing processes**, as well as to **understand the software** for generating salary bills, particularly during platform migration.
- **The Parent-Teacher Association:** PTA composed of parents and teachers, plays a pivotal role in college functioning. PTA meetings address various aspects, from discipline to infrastructure. Parents actively engage, offering valuable suggestions. **PTA funds**, collected from students, primarily **support infrastructure maintenance**, fostering an optimal learning environment.

In adherence to the regulations set forth by the **University Grants Commission (UGC)**, the University of Kerala, and the **Kerala Service Rule (KSR)**, St. John's College, Anchal, follows a systematic procedure for staff appointments. Upon the emergence of new vacancies, the college management initiates the recruitment process by advertising the positions in nationally circulated newspapers, ensuring broad visibility and accessibility. Subsequently, the interview process is conducted by a panel of experts constituted in accordance with the stipulated guidelines of the UGC and the University. This ensures the selection of candidates based on merit and suitability for the respective roles. Following the interviews, a transparent rank list is published, delineating the relative performance and qualifications of the candidates.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

A. Staff Welfare Measures

Physical Facilities

The college offers the following physical facilities for staff members

- Staff room (Department wise)
- Adequate furniture for teaching and non-teaching staff to keep their belongings
- Separate dining area in each department and college office
- Separate parking facility for the staff
- Cafeteria for refreshments
- Canteen at subsidised rate for staff
- Prayer rooms
- Restroom for female staff
- Free and unlimited Wi Fi facility to all staff members.

Provision for Leave

The various types of leaves that are available to the faculty and staff include,

- Maternity Leave (180 days)
- Paternity Leave (10 days)
- Casual leave (Casual leave of 15 days for teaching staff, 15 days for lab assistants and 20 days for the non-teaching staff per year.)
- 10 days of Commuted Leave or 20 days half pay leave in a year
- The college encourages academic quality improvement of the faculty and provides Duty Leave to attend seminar/conferences/workshops (10 days in a year)

Welfare schemes

- Gratuities, Pension, Provident Fund, Festival Allowances and all other Government welfare schemes
- State Life Insurance, GIS, GPAIS
- Medical Insurance – Medisep
- Salary advances for staff
- Monthly financial assistance to permanent teachers with approval pending from the government

Recreation

- The college organizes tours for both teaching and non-teaching staff
- The staff celebrates special occasions such as Teachers' Day and Women's Day. Additionally, the college commemorates festivals like Onam, Christmas, Ramzan, Holi etc.
- The college's teaching staff association is live on the campus. A faculty member is appointed as the staff secretary who is responsible for arranging various recreational activities and hosting fare well functions for the retiring staff
- Games and sports for teachers and non-teaching staff

B. Performance Appraisal System

The institution implements a Performance-Based Appraisal System to evaluate the performance in compliance to UGC regulations and regulations of the university of Kerala of the teaching staff. Teaching staff are required to complete a Self-Appraisal System annually, detailing their involvement in various aspects such as timetable setting, class instruction, participation in co-curricular activities, research endeavours, extension initiatives and other assigned duties. Subsequently, department Heads review and endorse these self-appraisals before they are forwarded to the Principal for further examination.

Upon receipt, an API verification committee scrutinizes the Performance Based Appraisal System (PBAS) forms alongside supporting documentation. Feedback and assessment discussions with faculty members follow this evaluation process. The system not only serves as a means to assess performance but also aids in career advancement by providing teachers with regular updates on their performance levels. Recommendations for improvement are provided to teachers where necessary, encouraging professional development and growth.

Non-teaching staff engage in self-appraisal processes, with feedback and suggestions offered to support their ongoing development and enhancement. This comprehensive appraisal framework ensures a holistic

assessment of staff performance while fostering a culture of continuous improvement within the institution.

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

6.3.2

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

Response: 0.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

*training programs during the last five years***Response:** 17.58**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	22	30	13	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

A. Mobilization of funds

The college receives funds from

- **State Government to disburse the salary for Permanent Teaching and Non-teaching Staff and Salary for DD Guests**
- **PTA fund**

The Parent -Teacher Association of the college provide active support for the academic and infrastructural development of the college.

- **DST-FIST**

In 2018 college got approval for financial assistance (Rs 1,10,00,000/-) under FIST programme to strengthen the teaching and research facilities in the college

- **RUSA (Rashtriya Uchchatar Shiksha Abhiyan)**

The college has submitted detailed project for RUSA -II. As per the government order 149/2019/RUSA-SPD dated 23/09/2019 sanction was accorded to release Rs 2,00,00,000/- (Cost for Constructions-1,00,00,000/-, Cost for Renovation 65,00,00/-, Cost for Purchase -35,00,000/-)

- **Star College Scheme**

The Star College Scheme was implemented in the college under a coordinator and coordinators from the science departments. **Rs.8,96,782/-** released for the financial year 2018-'19 for the implementation of the project for strengthening Life Science and Biotechnology Education and training at undergraduate level.

- **Consultancy**

The college provide facility for water quality testing in association with Pollution Control Board

- **PD funds**

The college receive funds from PD accounts in each academic year

- **Management Fund**

The management provides financial supports to seminars, workshops, expert talks, association activities, faculty development programmes, infrastructure development, maintenance etc.

- **Kerala State Sports Council**

Sports council funds are also available for the institution. Kerala State Sports Council provides funds under day boarding scheme to the college.

- **UGC-Certificate course on IT Enabled English Language Skill Development**

A financial assistance of Rs 7,00,000/- sanctioned by the UGC for conducting certificate course on 'IT Enabled English Language Skill Development'

B. Utilization of funds

The optimal utilization of resources and funds from various sources is done by

- **Financial Budget planning**

Financial planning and budgeting are conducted at the outset of the academic year, with funds allocated to various activities.

- **Constitution of different bodies**

The college has the following bodies for the planning and optimal utilization of different funds received

- 1.College Council
- 2.Planning Committee
- 3.Purchase Committee
- 4.Infrastructure Development Committee
- 5.Building Committee
- 6.PTA Committee
- 7.Committee for RUSA
- 8.Committee for STAR College Scheme
- 9.Committee for FIST

The college established a core committee for ongoing financial oversight, ensuring efficient operation through regular internal audits. Government-related accounts undergo periodic audits by the Deputy Director of Collegiate Education, with thorough response to any queries or concerns. Following resolution of anomalies, auditors submit final reports to the Principal. Additionally, the college undergoes annual external financial audits mandated by the government, consistently receiving commendable reports over the past five years, indicating transparent fund utilization. Internal auditors, appointed by the principal, audit funds like P.T.A. and staff funds, while management funds are managed by the Bursar, subject to yearly external audits.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The **Internal Quality Assurance Cell (IQAC)** consists of members derived from the faculty, ministerial staff, students, parents, alumni and other stakeholders. Under the leadership of the Principal who is the chairperson as proposed by the NAAC the activities are coordinated and executed by a Coordinator. The IQAC functions on a process of feedback collection, analysis and constant effort towards formulating quality building initiatives. The activities are summarized here,

Activity	Details
Orientation on Revised Accreditation Framework (RAF)	Conducted on 22/10/2018, Dr Sudheer S., Director, UGC-ASC, University of Kerala was the resource person
Establishment of Research Laboratory	Department of Chemistry which acquired the status of research centre successfully put in place a research laboratory fulfilling all requirements for current scientific requirement.
Introduction of add-on courses	Based on the initiative of the IQAC add on courses were introduced at the department level.
Infrastructure augmentation	A committee of the IQAC identified infrastructural improvements and reported it to the management enabling work in this direction.
Student support	Recommendations of the IQAC lead to an increase in the various cash awards and incentives provided to students. The IQAC also coordinated efforts towards feedback collection and preparation of reports.
Faculty improvement	The IQAC ensured that the faculty who had to fulfill their career requirements ensured that it was done through online courses.
Covid protocol	A special effort was put in to ensure maintenance of covid appropriate behavior which was reflected in the low instances of covid reported from the institution.
Seminars/Workshops	12 seminars/workshops were conducted on academic topics, social issues and skill enhancement.
Quality enhancement	Talks on the quality requirements and their implementation were conducted and meetings were convened chalking out action plans which were implemented.
Audit	Academic and Administrative Audit (AAA) was conducted with three external experts and a report was prepared.

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

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our college strives for women empowerment and this is evident in the enumeration of data as follows.

1. Out of the total **student community, nearly seventy percentage accounts for females**, and among the **faculty members, seventy-seven percentage is occupied by females**; and out of which **fifty-four percentage serves as Heads of the departments**.
2. The **Principal** of the college is a female faculty who served as head of the department of Zoology. **Seven of the IQAC members are females** and hundred percentage of the NAAC accreditation procedures are spear headed by females.
3. Out of the eleven research guides of various departments, **six of them are female assistant professors. Fifty percentage of faculty members who were nominated to academic bodies** associated with the university, are female assistant professors.
4. More than **sixty percentage of students engaged in NSS and NCC activities, are girl students**. An average of **seventy-five percentage and more rank holders** of the past five years are girl students.

Gender equity and sensitization among students is ensured in the institution through various activities, motivational talks, debates, discussions, seminars and workshops as well as entrepreneurship development programmes intended to equip the students to face the challenges of the society. The **Internal Complaints Committee, Discipline Committee, Anti-ragging Committee** etc. function efficiently for maintaining equity, discipline and security of students and ascertain that they stay well informed of their rights and privileges. **Awareness classes organized by ED Club, Women's Cell, NSS and departments on topics like Women and Child Development, Gender Equality, Laws for Women, Team Building, Self Defense training** etc. help promote self-awareness among students.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution is deeply committed to fostering an inclusive environment characterized by tolerance and harmony across various cultural, regional, linguistic, communal, socioeconomic and other diversities. At our institution, discrimination based on caste, community, or socioeconomic status has no place. Faculty members, staff, and students are welcomed without any barriers, ensuring a diverse and integrated community.

Efforts are made to enhance national integration through thoughtful practices. Various programs are conducted to promote national integration, regardless of caste or community. Additionally, initiatives have been launched to improve the social and economic status of students from all backgrounds. The institution also enrolls students and faculty from nearby states and Union territories, fostering a diverse and enriching educational environment.

Scholarships, career guidance, and higher education opportunities in India and abroad are provided to deserving students. Financial barriers are overcome through fee concessions, fee waivers, and scholarships for students from all socio-economic backgrounds. Furthermore, linguistic diversity is maintained through second language courses in Malayalam, Hindi, and Syriac. Academic, co-curricular, and extracurricular activities are designed not only to enhance national integration but also to develop character, friendship, and leadership qualities among students.

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Sensitizing students and employees to constitutional obligations, values, rights, duties, and responsibilities is a key focus. The institution ensures equal opportunities and justice for all, regardless of religion, caste, or socioeconomic background. Awareness programs and activities shape students into responsible citizens and future leaders, fostering civic responsibility.

Clubs such as NCC and NSS organize various initiatives, including blood donation drives, anti-drug campaigns, and leadership camps, emphasizing values, duties, and civic responsibilities. Cultural programs enrich students with the values of unity and national integration. Important national days are observed with respect and enthusiasm, including Independence Day, Republic Day, Gandhi Jayanti, and various others, fostering civic responsibility and patriotism.

Institution celebrates / organizes national and international commemorative days, events and festivals

The institution also actively celebrates national and international commemorative days, aiming to educate students about India's diverse cultural heritage and the unity that binds the nation. Through events and programs, students are reminded of the nation's diversity and unity despite differences in culture, language, and religion. Festivals like Onam, Christmas, and Holi are celebrated, fostering a sense of community and belonging.

During the academic year 2020-2021, the institution organized a myriad of programs on various occasions, including Independence Day, Republic Day, World Environment Day, International Yoga Day, Gandhi Jayanti, Constitution Day, Indian Airforce Day, World Postal Day, World Mental Health Day, International Day for Girl Child, World Food Day, National Science Day, International Dance Day, and International Women's Day. These events, talks, and activities have collectively contributed to the holistic development of the students, nurturing them into responsible, empathetic, and informed individuals ready to contribute positively to society.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I

Title of the Practice: Elevating the Well-being of Vulnerable Communities: A Comprehensive Initiative for Health and Nutrition Assessment of Children in Chinnar Wildlife Sanctuary

Objectives of the Practice:

The overarching aim of this initiative was to meticulously assess the health and nutrition status of children below the age of 15, providing crucial insights into the well-being of marginalized communities.

The Context:

A harmonious collaboration between the Kerala Forest Department, St. John's College, Anchal, and St Joseph's Mission Hospital, Anchal, catalyzed the realization of this venture. Conceived under the auspices of the Internal Quality Assurance Cell (IQAC) of St. John's College, the program received a positive response from the tribal residents of the area. The enchanting backdrop of the Chinnar Wildlife Sanctuary, with its rich biodiversity and unique ecological setting, served as a poignant setting for an initiative driven by a profound commitment to the health and well-being of the vulnerable communities dwelling within its confines.

The Practice:

The practice is based on the conduct of medical camps, Dr Lola Paulose (Paediatrician) of St Joseph's Mission Hospital has been leading the camp from the start and her expertise has been the backbone of this venture. Dr Josin C. Tharian (Assistant Professor of Zoology) has been acting as the coordinator from the college ever since its initiation with his experience and understanding of forest landscapes coming handy. Together with them student volunteers of the college have been providing the human resource for the camps functioning providing them with a valuable learning experience.

Evidence of Success:

A tangible improvement in the nutritional well being and health of children could be measured through several parameters. This even led to the identification of malnutrition among the tribal population and its causes subsequently leading to the initiation of programmes by the Department of Forests and Wildlife encouraging cultivation and inclusion of millets and tubers which was once part of the traditional tribal diet.

Problems Encountered and Resources Required:

The geographical complexities of the area and logistic barriers requires planning and resources as the risk factor in such an initiative is true and cannot be ignored with students involved. This region is devoid of any connectivity to the outside world and special attention has to be given in ensuring reserves of all essentials. Since the area is located far from the college funding is a requirement which should be taken care of and this initiative is based on voluntary financial assistance by well wishers. This practice requires atleast a week of dedicated involvement, so finding suitable time within the curriculum is a challenge. The voluntary services of a qualified paediatrician is the pillar of this practice, the burden of the entire practice is borne by one doctor as it is difficult to find volunteers in this regard.

Notes (Optional):

The Health and Nutrition Screening of Children in Chinnar Wildlife Sanctuary stands as a beacon of conscientious intervention, an embodiment of synergy among academic, governmental, and healthcare institutions in the pursuit of communal well-being.

BEST PRACTICE II

Title of the Practice: St. John's Ecosystem of Advanced Learning (SEAL)

Objectives of the Practice:

SEAL, initiated during the 2018-19 academic year, is a flagship initiative of St. John's college management to establish and maintain an academically rigorous, globally competent research and teaching environment in a rural college setting.

The main objectives of SEAL are as follows:

- 1.To provide students and teachers opportunities to interact with nationally and internationally renowned scholars.
- 2.To appoint faculty who have academic and research exposure from national and global institutions.
- 3.To encourage faculty to take up global assignments, enter into collaborations with globally renowned scholars and publish in international journals and books.

The Context:

Like any other rural college, St. John's College, Anchal, faces resource limitations, including financial constraints and infrastructure deficiencies. Establishing advanced research laboratories and hiring globally experienced faculty requires substantial investment. Similarly, preparing students for all-India competitive examinations and facilitating their admission into foreign universities demands comprehensive training programs and individualized support. Encouraging faculty to pursue global assignments, collaborate with renowned scholars, and publish in international journals requires fostering a culture of internationalization within the institution.

The Practice:

SEAL is envisioned as a 'smart' ecosystem for nurturing quality learning in classrooms, inspiring curiosity among students, and inculcating robust research skills in a phased manner. Since 2012, during the incubation phase of SEAL, the college management took special interest in hiring faculty with global and national exposure. Between 2018 and 2023, under the aegis of SEAL, various departments of the college have initiated online and offline seminars/conferences, inviting globally renowned academics and scholars. Here is the list of globally renowned academics who visited St. John's College or attended online seminars/lectures organized by the college during the last five years.

Evidence of Success:

A few examples of the success of the initiative is provided

Accomplishments -Teachers

Dr. Sajjan Thomas has been invited by Dr. Thorvarld Sirnes (2021), a Professor at the University of Bergen (who visited St. John's College in 2018), to be an international partner in a proposal for the research project on the Covid-19 Situation in Kerala and Norway.

Dr. Dilip D. S. (Mathematics) St. John' College, Anchal has established an academic linkage with Prof. Elsayed M. Elsayed of King Abdulaziz University, Saudi Arabia toward collaborative research leading to joint publications.

Achievements-Students

Mr. Jishnu P K attained Ph.D. admission in Chemistry with fellowship at Coventry University, UK (2022) and Ms. Linsu Sara Abraham secured admission for Ph.D. in Chemistry with fellowship at Stony Brook University, US (2023).

Ms. Shincy L Stuvart, a 2020-23 batch student in the Department of Mathematics got admission in IIT Palakkad after securing adequate score in JAM 2023 exams.

Problems Encountered and Resources Required:

SEAL faces financial hurdles in building advanced labs and hiring world-class faculty. There is also a need for a cultural transformation to embrace international standards of research and teaching. Ensuring fair access to these enhanced educational resources for all students, regardless of their socioeconomic background, presents another challenge.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness: SHE-Scaffold Her Empowerment

The programme is led by The Women Cell, a student initiative that aims to empower and educate young women on the campus and beyond. The college, which has a majority of female students, believes in their potential as agents of change and social transformation. The Women Cell seeks to create awareness about the contemporary issues and opportunities that women face in the world.

The Women Cell at St. John's College is a student-led initiative that aims to empower and educate young women on the campus and beyond. The Women Cell recognizes the potential of women as agents of change and social transformation, and seeks to create awareness about the issues and challenges that

they face in the contemporary world. The main objectives of the practice are:

- 1.To enhance the self-esteem and confidence of girls by providing them with opportunities to express themselves.
- 2.To empower girls to take important decisions regarding their personal and professional lives, by offering them career guidance, counseling and mentoring.
- 3.To conduct health awareness classes that cover topics such as reproductive health, menstrual hygiene, nutrition and mental health, and to provide access to sanitary products and facilities.
- 4.To educate girls about community living and social responsibility, and to encourage them to participate in social works that benefit the marginalized and underprivileged sections of the society.

ACTIVITIES

1. MOTIVATIONAL SPEECH

The women's cell activities for the academic year 2018-2019 inaugurated by the Dr. Kaladevi exhorted the students to stand up for themselves and to be brave while talking challenges. She elaborated her own success story to enlighten the students.

2. FAMILIARIZATION OF VENDING MACHINE AND INCINERATOR TO THE STUDENTS

Upholding the importance of cleanliness and health, there is a napkin vending machine in the WDC. The vending machines were installed to ensure an effective, safe and convenient mode for any time access to the sanitary napkins. The purpose is to promote safe and hygienic sanitary practices among the women and girls. An Incinerator was also installed in the women development centre. After installation, a small demonstration in English & Malayalam was given to the female students, Teaching & Non- Teaching staff.

3. POSTER PRESENTATION COMPETITION

As part of boosting and realizing the changing needs of the time CDS, Anchal Panchayat along with women's cell conducted a poster presentation competition on the topic "Women: Yesterday, Today and tomorrow". From among various posters presented the first prize were secured by Kumari Anjali Ashok (II M.Sc Environmental Sciences), Sahana Beevi S (III B.A Communicative English) secured second place.

4. TRANSGENDER AWARENESS CLASS

The ignorance and lack of understanding about transgender people in Indian society need to be changed as soon as possible, and it can only be done by spreading awareness among people. Transgender awareness class in collaboration with Social Justice Department was held on October 25, 2019, A.N at 2 pm in the College Auditorium.

5. SPEAK OUT AND STAND WITH HER

One-week long Women's day celebration programme from 01/03/2021 to 08/03/2021 was organized in collaboration with NSS unit of our college. Along with the above WOMEN'S RIGHT AND

AWARENESS Classes were also held.

6. GENDER SENSITISATION TRAINING

A meet on "Gender Sensitization" was conducted in association with the Dept of Women & Child Development. Problems due to gender inequality, dowry related issues and backwardness of women in society were some of the topics discussed. Program officers also shared their opinions and views about the topic. The meet were conducted on Zoom platform.

7. SELF DEFENCE PROGRAMME FOR WOMEN

As part of International Women's Day celebrations, a self defence training programme for women was held on 3rd March, 2022.

8. FLASH MOB AND RALLY

As a part of international women's day celebration 2022 a women's empowerment rally and flash mob was organized to spread the importance of women's day celebrations to the general public.

9. PAMPHLET DISTRIBUTION OF WOMEN HELPLINE NUMBERS

On 7th march NSS volunteers of St. John's College, Anchal distributed pamphlets printed with women helpline numbers in shops, bus stands, auto stands etc.

10. 'ORANGE THE WORLD' CAMPAIGN

As a part of this program a campaign named 'Orange the world' was held at college by the department. Adv. Rajeesha, Family court Counsellor, Punalur led a debate on the topic United activism to end the violence against women and girls.

Facilities for girl students

1. WOMEN'S DEVELOPMENT CENTRE

Facilities provided for the girl students of the college include an exclusive dining facility for girl students arranged with two rooms, a dining room and a recreation room. The main dining room has facilities for students to take food and also for combined study if necessary.

2. AWARENESS CLASSES BY THE LADY FACULTY OF THE COLLEGE

The lady teachers of the college also take awareness classes for the girl students on various topics like cleanliness, general behaviour, women's rights etc. in general meetings convened under the auspices of the Women's Development Center.

3. RESTING ROOMS, RECREATION ROOMS AND TOILET FACILITIES FOR GIRL STUDENTS

The college provides separate rooms for the rest and recreation of girl students, equipped with indoor games, chairs, tables and reading materials. The rooms have attached washroom facilities, incinerators

for sanitary pad disposal, water purifier for drinking water both cold and normal. The rooms are designed to be comfortable, safe and gender-inclusive, following the best practices of restroom design in schools.

4. SECURITY FOR GIRL STUDENTS

The college has appointed security staff at the entry points and other strategic locations to ensure the safety and security of girl students. The college has also installed CCTV cameras at different positions in the college premises to monitor and prevent any untoward incidents.

5. APPOINTMENT OF WOMEN COUNSELLORS

The college has appointed two lady counsellors in the college so that the girls students could freely and fearlessly speak about their issues and seek the professional help.

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

5. CONCLUSION

Additional Information :

The college is ever evolving based on the need of the hour. In an ever-changing scenario of information and knowledge including means and ways of imparting information there is a need for dynamic brains with flexible minds. This makes it imperative to have mechanisms in place for proper auditing in addition to the decision-making system. Academic and administrative audit is given utmost importance with external experts brought in to provide more transparency to the process lending credibility to the efforts put in by the institution. The proposals placed before the college council are the source of planning and further action towards the pursuit of quality improvement. All these are also taken up by the IQAC which monitors the progress taking place and provides valuable guidance.

Concluding Remarks :

Alumni of this institution in numerous versatile fields are testimony to the thrust given in this direction. We are represented in sectors by our alumni in fields as diverse as civil services, national and state bureaucracy, teaching, research, defence, police, judiciary and successful entrepreneurs. The research and instrumentation facility provide all research capabilities in molecular and atomic analysis which constitutes the cutting-edge research of our times. Publications and presentations of our staff are regularly published in international peer reviewed journals. Teachers possess patents and several faculties are guides in various universities. This time period has seen the continuation of projects sanctioned by various agencies, the successful completion of projects and sanction of new projects. Interdisciplinary research and innovative research have been areas where new frontiers have been explored and are on the path of final fruition.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 38 Answer After DVV Verification :35</p>																														
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																														
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>78</td> <td>89</td> <td>86</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>59</td> <td>69</td> <td>66</td> <td>66</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	84	78	89	86	86	2022-23	2021-22	2020-21	2019-20	2018-19	54	59	69	66	66	2022-23	2021-22	2020-21	2019-20	2018-19					
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54	59	69	66	66																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>64</td> <td>56</td> <td>55</td> <td>57</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	66	64	56	55	57																				
2022-23	2021-22	2020-21	2019-20	2018-19																											
66	64	56	55	57																											

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	58	46	49	49

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.4	0	0	8.96782	92.5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	8.96782	60.5

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	7	5	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	7	4	6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	17	17	27	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	14	20	9

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	25	4	2	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	1	2	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	19	36	24	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	28	22	9

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

Answer before DVV Verification : 16

Answer After DVV Verification :8

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.26163	0	0	85.00615	15.62246

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	84.99	14.565

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.92938	4.24604	7.97719	10.01659	6.06486

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.73	4.24604	7.97719	10.01659	6.06486

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1355	388	184	774	714

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1128	388	184	774	714

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	14	4	10	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	13	4	10	4

Remark : Value as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	16	16	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	11	12	6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	4	0	20	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	0	10	12

Remark : Value updated considering events in closer dates as one

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	22	32	13	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	22	30	13	7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

28	28	28	28	28
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Remark : Considering only 5 days FDP for the metric 6.3.3.1

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions					
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 153 Answer after DVV Verification : 105</p>					
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 2007 986 2080"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

69	69	67	68	69
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	59	57	71	68

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16.82199	16.51363	15.06948	105.47271	30.02494

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.01	10.02	12.87	105.47	31.02