# YEARLY STATUS REPORT - 2022-2023

## Part A

## Data of the Institution

**1. Name of the Institution**    St. John's College

- Name of the Head of the institution    Dr Cherian John

- Designation    Principal

- Does the institution function from its own campus?    Yes

- Phone no./Alternate phone no.    04752966973

- Mobile no    8281090406

- Registered e-mail    info@stjohns.ac.in

- Alternate e-mail    office@stjohns.ac.in

- Address    Anchal P. O.

- City/Town    Anchal

- State/UT    Kerala

- Pin Code    691306

**2. Institutional status**

- Affiliated /Constituent    Affiliated

- Type of Institution    Co-education

- Location    Rural

- Financial Status    UGC 2f and 12(B)

- Name of the Affiliating University     **University of Kerala**

- Name of the IQAC Coordinator     **Jerry C. Jacson**

- Phone No.     **8136806051**

- Alternate phone No.     **9961218103**

- Mobile     **8136806051**

- IQAC e-mail address     **iqac@stjohns.ac.in**

- Alternate Email address     **jerry.jacson@stjohns.ac.in**

**3.Website address (Web link of the AQAR (Previous Academic Year)**     https://iqac.stjohns.ac.in//admin/AQAR/2021-22.pdf

**4.Whether Academic Calendar prepared during the year?**     **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:     https://ssr.stjohns.ac.in//admin/ssrfiles/Hand_Book_2022-2023.pdf

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **B+** | **76.15** | **2005** | **20/05/2005** | **19/05/2010** |
| **Cycle 2** | **A** | **3.01** | **2015** | **01/05/2015** | **30/04/2020** |

**6.Date of Establishment of IQAC**     **01/06/2005**

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **Nil** | **Nil** | **Nil** | **Nil** | **0** |

**8.Whether composition of IQAC as per latest NAAC guidelines**     **Yes**

- Upload latest notification of formation of IQAC     View File

**9.No. of IQAC meetings held during the year**      3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?      Yes

- If No, please upload the minutes of the meeting(s) and Action Taken Report      No File Uploaded

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?**      No

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

? The IQAC being aware of its responsibility in leading the institution effectively towards its transition into the NEP framework took up the sensitization of the faculty in the NEP framework using staff meetings, college council meetings and programmes, opportunities were also created for the dissemination of information regarding the same and providing clarity to the teaching staff on the various aspects.

? The organization of teams in view of the reaccreditation process was taken up and faculty were distributed into various teams assigned for each criteria, a support team of six faculty was constituted to aid the teams in overcoming hurdles that may crop up during the process and to give the guidance for aligning the work according to the latest revised QIF.

? An exercise was undertaken to identify the areas requiring quality enhancement initiatives emphasizing on infrastructural requirements. The IQAC entrusted the team leaders to prepare a report on this after making consultations and obtaining feedbacks from the concerned members. A comprehensive report was submitted to the Principal that was to be forwarded to the Management for further action.

? A team was created to look into the feedback process and to prepare an effective system. The online feedback process was improved with modifications in the website as suggested by the faculty entrusted with the work and was aligned with the process created by NAAC.

? An Administrative and Academic Audit was conducted; distinguished faculty from institutions of repute were utilized as external evaluators and a comprehensive report was prepared which could be used as a guiding document for future planning and action.

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
| --- | --- |
| 1. Undertake programmes to familiarize the faculty with the revised QIF and NEP requirements. | A workshop titled, 'Quality Enhancement Institutional and Faculty Initiatives' was organised by the IQAC on 16.06.2023 with Rev Dr Gigi Thomas (Faculty Dean, Mar Ivanios College, Thirivananathapuram and Peer team member) and Prof Dr Jijimon K. Thomas (Research Director, Mar Ivanios College, Thiruvananthapuram and NAAC mentor) were the resource persons. |
| 2. Initiate the efforts for reaccreditation of the college. | The collection of data was streamlined with departments, the college office, club coordinators, committee conveners, examination superintendents, librarian and the office superintendent provided with the list of documents to be prepared and submitted. Faculty were given the responsibility of document collection which was divided among them. Documents were compiled by team conveners and verified by the support team and the IQAC. |
| 3. Examine the existing feedback process and bring in modifications where ever necessary. | The existing process was examined and necessary changes were incorporated with the whole process made online. This was extended to all other |

| | stakeholders, faculty, parents and employers. |
|---|---|
| 4. Evaluate and improve the mentoring system of the institution. | The existing mentoring system was revamped and students were divided among the staff for mentoring. A format was prepared and circulated to the mentors which would provide a model for information collection and identification of areas of concern. |
| 5. Conduct an Administrative and Academic Audit. | Tony Philip was given the responsibility of conducting an academic audit. Data from departments and other relevant entities were collected and the audit was done by, Dr Shaji Varkey (Professor Emeritus, Dept. of Political Science, University of Kerala), Fr Dr Gigi Thomas (Dean and former Principal, Mar Ivanios College, Thiruvananthapuram) and Dr Anoop Tom (Head of the Department of Commerce, St Dominic's College, Kanjirapally). A comprehensive report was prepared and placed before the IQAC. |

**13.Whether the AQAR was placed before statutory body?**   **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| College Council | 08/05/2023 |

**14.Whether institutional data submitted to AISHE**

| **Part A** | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | St. John's College |
| • Name of the Head of the institution | Dr Cherian John |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
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| • Mobile no | 8281090406 |
| • Registered e-mail | info@stjohns.ac.in |
| • Alternate e-mail | office@stjohns.ac.in |
| • Address | Anchal P. O. |
| • City/Town | Anchal |
| • State/UT | Kerala |
| • Pin Code | 691306 |
| **2.Institutional status** | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Rural |
| • Financial Status | UGC 2f and 12(B) |
| • Name of the Affiliating University | University of Kerala |
| • Name of the IQAC Coordinator | Jerry C. Jacson |
| • Phone No. | 8136806051 |

| | |
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| • Alternate phone No. | **9961218103** |
| • Mobile | **8136806051** |
| • IQAC e-mail address | **iqac@stjohns.ac.in** |
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|---|---|

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| College Council | 08/05/2023 |

## 14.Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---|---|
| 2024 | 19/02/2024 |

**15.Multidisciplinary / interdisciplinary**

## 1. Multidisciplinary / interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multi-disciplinary institution.

This esteemed institution has made noteworthy contributions to its community by consistently leading the way in integrating diverse knowledge systems and disciplines. This is accomplished through a seamless integration of curricular and co-curricular activities, including those offered by the NSS, NCC, Nature Club, Electoral Literacy Club, Red Ribbon Club, Career Guidance Cell and Entrepreneurship Club. These entities have designed and implemented programmes that integrate various disciplines alongside their prescribed activities. The faculty members have also played a pivotal role through their research activities, seminars/workshops and teaching-learning process which effectively utilizes opportunities presented by curricula framed by the various Board of Studies.

b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

As the college is affiliated with the University of Kerala, it adheres to all initiatives outlined by the university pertaining to integrating humanities and science with STEM. To this end, add-on courses 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.

c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and

multidisciplinary education. Explain

The curriculum of the college is decided by the University. However, the flexibility given to the colleges in the choice of topics for projects is utilised keeping in mind the areas of community engagement and service, environmental education, and value-based research in order to attain a holistic and multidisciplinary education credits.

d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

As a affiliated institution, the college abides by the curriculum crafted by the University of Kerala. The implementation of a versatile multidisciplinary curriculum necessitates policy decisions made by the University.

e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?

The research centers within the college are devoted to addressing a multitude of social issues, including but not limited to 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 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.

f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

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. The seminars, workshops, expert interactions, talks by international experts and training programmes have provided inclusive opportunities to students regardless of their learning abilities or societal or divisive barriers.

**16.Academic bank of credits (ABC):**

## 1. Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020.

As per NEP 2020, the Academic Bank of Credits or ABC helps the faculty to manage the credits earned by students. As the institution is affiliated to the curricula put forward by the University of Kerala, 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,

*i)  Preparing for NAD Database Integration*

The integration process with NAD is underway and we are working closely with their authorities to ensure a smooth transition. Our team is actively involved in providing all the necessary information and support required for the integration to be successful.

*ii) Student Awareness Campaign*

Collaborating with the media cell, we created and shared a YouTube video (https://youtu.be/GIVOtAOdSPE) with students. To increase engagement on social media platforms, various strategies were utilized to disseminate information about ABC, creating anticipation among students.

*iii) Registration Facilitation*

Ensure that computer labs are outfitted with the appropriate infrastructure to enable a multitude of students to register concurrently and arrange specialized registration campaigns in

order to promote optimal participation.

b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme?  Provide details.

As per NEP 2020, the Academic Bank of Credits or ABC helps the faculty to manage the credits earned by students. As the institution is affiliated to the curricula put forward by the University of Kerala, the college cannot have autonomy in increasing the credit possibilities of students or permit multiple entry and exit.

c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

The institution is gearing up for short-term and long-term certificate courses in bringing together students across disciplines and borders. 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. The institution has also taken measures towards enrolling students in the ABC as mentioned above.

d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

 The institution has to follow the affiliation guide lines set down by the University of Kerala, so it does not have much flexibility in terms of designing the curriculum. 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. The details of programmes implemented in this regard have already been given in earlier descriptions. 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. Assessment exams are conducted during each semester; the exam papers are discussed with students and the assignments are

analysed.

e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

*Student Awareness Campaign*

Collaborating with the media cell, we created and shared a YouTube video (https://youtu.be/GIVOtAOdSPE) with students. To increase engagement on social media platforms, various strategies were utilized to disseminate information about ABC, creating anticipation among students. Additionally, workshops will be conducted on campus to educate students about the advantages of ABC and guide them through the registration process.

## 17.Skill development:

## 3. Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework

The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude. 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.

b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

Add-on programs provided by departments:

1. UGC Sponsored Add on Course IT Enabled English Language Skill Development

2. "Vivara Sankethika Vidhyaum Malayala Sahithyavum"

3. AI Integrated English Language Acquisition for Specific Purposes

4. Mushroom Cultivation and Marketing

5. Chemical Laboratory Analysis and Instrumentation Methods

6. Plant Propagation Techniques: Seed Propagation

7. Vegetative Propagation and Micropropagation

8. Analytical Tools for Industrial Processes

9. Cultivation, Collection, Processing and Storage of Drugs of Natural Origin and Conservation of Medicinal Plants

10. Aquarium Management and Ornamental Fish Culture

11. Hands-on Training on Vermicomposting

These add on courses have been designed specifically to provide for vocational education keeping in mind the requirements of the current requirement for skilled experts in different types of industries. 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.

c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

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 college organizes seminars/webinars and

competitions related to Human Rights and the Constitution, so that students are aware of the rights and duties as citizens of the nation. 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. One of our best practices included students in activities of emancipation of indigenous people which provided a direct experiential opportunity to internalise human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem) and nonviolence (ahimsa).

d) Enlist the institution's efforts to:

i) Design a credit structure to ensure that all students take at least one vocational course before graduating.

*Curriculum design*

Designing a credit structure by the college requires a policy decision from the University. The college plans to offer vocational courses in the blended mode especially for those students in and around the adjoining areas.

ii) Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

*Trained Resource Persons*

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.

iii) To offer vocational education in ODL/blended/on-campus modular modes to Learners.

*Online/Distance Learning*

Collaborations with Universities/HEI's within or outside Kerala/India will be undertaken to offer ODL or blended modules to learners. This will have to be charted out by various departments depending on the demands of the students. Students from the institution can enlighten the school students about the emerging trends in the employment sector and help them plan their

career prospects as well. Online or Distance short-term certificate courses in vocational training will be conducted.

iv) NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

The institution, in partnership with NSDC, offers add on courses under vocational education, with detailed descriptions provided for these initiatives. The college intends to continue these efforts by enhancing coordination with NSDC, sensitizing students, and empowering them to seize opportunities presented through internships, training, and apprenticeships. By strengthening collaboration with NSDC, the college aims to bolster industry partnerships in pursuit of these goals.

v) Skilling courses are planned to be offered to students through online and/or distance mode.

Online teaching is already seamlessly integrated into the college's teaching-learning process, with ongoing efforts to enhance skill development. As soon as we receive the guidelines for implementing FYUGP, we will focus on developing distance learning options for skilling courses.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

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. 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.

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

4. Appropriate integration of Indian Knowledge system

(teaching in Indian Language, culture, using online course)

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.

The basic outlook of this institution with regard to academic and non-academic pursuits has been rooted in the rich and unique cultural landscape of our great land from its inception onwards. Integrating our knowledge systems with the curriculum is a pursuit in which we are already engaged, this can be made more effective using the following strategies,

I. Ancient Indian Ayurvedic knowledge can be 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.

II. The institution has always taken a keen interest in promoting Malayalam language and tradition as well as the cultural heritage of India. 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.

III. 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. Opportunities will also be shared with the local communities, especially the neighbouring schools and colleges.

IV. Many faculty members are working towards Doctoral Degrees or awaiting guideship. The college in near future believes in becoming a recognized research centre under the University of Kerala through which pioneering studies and research in regional and English language can be conducted.

b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

Many students have received academic instruction in vernacular language (Malayalam) till 12th grade or matriculation. So, the faculty of the college have always combined English and vernacular language in classroom teaching. In order to make this bilingual mode of instruction more effective, the college plans to provide a short-term orientation course for the students and for the faculty members as well.

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

Currently, all the degree programs offered by the college are conducted in bi-lingual mode. All BA, BSc and BCom programs are conducted in English and Malayalam. Students have the option to write the University examination in either English or Malayalam. 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.

d) Describe the efforts of the institution to preserve and promote the following:

i) Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)

Four papers in Sanskrit are mandatory undergraduate course in Malayalam. Important literary and cultural events are always celebrated in the college. Acclaimed novelists, poets, artists, critics are regularly invited to the college to interact with the students in order to inculcate in the man interest towards Malayalam Language and Literature, Indian Culture and Arts etc. Creative writing contests in Indian languages and performing arts are regularly held in the college. Research in early Malayalam and Sanskrit literature and carried out by the faculty of the Department of Malayalam further advances the promotion and preservation of our ancient and traditional languages.

ii) Indian ancient traditional knowledge

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. Sanskrit is taught as a course with the faculty involved in producing several literary works and studies on Sanskrit language and literature.

iii) Indian Arts

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.

iv) Indian Culture and traditions.

The college plans to establish a mural archive centre to preserve and restore the indigenous cultures and traditions. Courses are offered in Malayalam as the main UG Programme as well as Additional Language. Several co-scholastic bodies like Theatre Club, Performing Arts and Folklore Club function in the campus with the aim of promoting language, literature and culture.

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

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. Sanskrit is taught as a course with the faculty involved in producing several literary works and studies on Sanskrit language and literature. Acclaimed novelists, poets, artists, critics are regularly invited to the college to interact with the students in order to inculcate in the man interest towards Malayalam Language and Literature, Indian Culture and Arts etc.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

5. Focus on Outcome based education (OBE):

a) Describe the institutional initiatives to transform its

curriculum towards Outcome based Education (OBE)

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. Under the initiative of the IQAC faculty of the teaching departments have outlined and mapped both Programme Outcomes and Course Outcomes.

b) Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

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 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 career. 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.

c) Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

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.

**20.Distance education/online education:**

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

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'.

b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

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 The institution ensures that the instructors are provided with pedagogical training and consultation as well as technical support with online modules.

c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

The institution has made certain that faculty members 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.Programme

| 1.1 Number of courses offered by the institution across all programs during the year | **539** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

## 2.Student

| 2.1 Number of students during the year | **1301** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **105** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of outgoing/ final year students during the year | **490** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

## 3.Academic

| 3.1 Number of full time teachers during the year | **61** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | **View File** |

| 3.2 | **69** |
|---|---|
| Number of sanctioned posts during the year | |

| File Description | Documents |
|---|---|
| Data Template | **View File** |

**4.Institution**

| 4.1 | **38** |
|---|---|
| Total number of Classrooms and Seminar halls | |

| 4.2 | **31.77588** |
|---|---|
| Total expenditure excluding salary during the year (INR in lakhs) | |

| 4.3 | **27** |
|---|---|
| Total number of computers on campus for academic purposes | |

## Part B

**CURRICULAR ASPECTS**

**1.1 - Curricular Planning and Implementation**

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

**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. The Board of Studies and the Academic Council of the University together design the curriculum. St John's College has 1 memberin the Academic Council, 1 in the Academic Committee, 3 membersin the Board of Studiesand 4 membersin the Board of Examinations.**

**The active involvement of the college community is highlighted through this.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 processincludes numerous methods and strategies including offline and online lectures, presentations, assignments, seminars, experiential learning, ICT enabled pedagogy which makes the learning student centric.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/ 12__Curriculum_Delivery_Plan.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institution follows the Academic Calendardesigned 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 levelCurriculum Delivery Planfor the proper implementation of the curriculum. The University evaluates and assesses on the basis of End Semester Examinationand Continuous Evaluation for Undergraduate Programmes in the proportion of 80:20 and for Post-Graduate Programmesin the ratio of 75:25. The Educational App EMBASE Pro Suitassists 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 | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/ Internal_Assessment_Calendar.pdf |

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University**

**A. All of the above**

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

**11**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

**17**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

## 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

**889**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

## 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

1.  **Eco sensitisationis 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 Scienceand 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.**
2.  **One of the best practices of the institution has been the Medical Camp in collaboration with St Joseph's Hospital, to Chinaar 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 Chinaar.**
3.  **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 Awarenessprogrammes have been organized to develop Professional Ethicsamong 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.**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | [View File](#) |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

**14**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Programme / Curriculum/ Syllabus of the courses | [View File](#) |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | [View File](#) |
| MoU's with relevant organizations for these courses, if any | **No File Uploaded** |
| Institutional Data in Prescribed Format | [View File](#) |

## 1.3.3 - Number of students undertaking project work/field work/ internships

**490**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | [View File](#) |

**1.4 - Feedback System**

**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni**

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://ssr.stjohns.ac.in/Welcome/Files/1/13/41 |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

**1.4.2 - Feedback process of the Institution may be classified as follows**

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

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://ssr.stjohns.ac.in/Welcome/Files/1/13/41 |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of students admitted during the year**

**449**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC,**

**Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**84**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

**We try to identify advanced and slow learners as early as possible with the help of class room discussions, question and answer method and their previous year performance. Once the advanced and slow learner students are identified, the teaching and monitoring techniques are discussed among the teachers and are put intopractice without delay. Advanced learners are provided with several opportunities to develop and improve their knowledge and skills. The students are encouraged to read reference books. They are encouraged to take part in various inter college and inter university competitions. On the Merit Day University rank holders are given scholarship and medals.**

**Special attention through remedial coaching and extra classes are given to the slow learners. The major objective is to make them competent and self-confident to face the exams and reduce the drop out ratio. Motivational talks are arranged for them to improve their confidence levels. Faculty members guide the students personally and the students are encouraged to discuss their problems. Extra time is allotted to slow learners to complete their tasks.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/ 4__Learning_Platforms.pdf |
| Upload any additional information | View File |

## 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|---|---|
| 1301 | 61 |

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |

## 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

1. The instructional strategies of Blended learningand Flipped classroomensure student engagement.
2. The audio/video lectures of faculty, YouTubeand Telegram channelsmaintained 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.
3. The college has subscribed to EMBASE Pro Suit, an educational application to enhance the pedagogical experience.
4. Blended learningis implemented through the LMS platformon the App and through online platforms like Google Meet, Google Classroom, Zoom, and MS teams were used for online classes during COVID times.
5. The faculty utilized subject specific ICT tools like Canva, Kahoot, Pear Deck, Quizizz, Jam board, SmartDraw, Graphing calculator 3D, and GeoGebra.
6. The Flipped classroomstrategy is used where the faculty posts online the learning resources prior to the class to ensure student engagement, higher order thinking and problem solving.
7. 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File] |
| Link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/2__Experiential_Learning.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

1. **The institution is a recognized local chapter of SWAYAM-NPTEL– National Programme on Technology Enhanced e-learning.**
2. **The college has a fully automated library that provides access to more than 6,000 e-journals, 1,99,500 e-books under N-Listand over 6,00,000 e-books through NDLand a college component of e-ShodhSindhu.**
3. **Free e-resources from e-Pathshala, JSTOR and Project Gutenberg aids learners in self-paced learning.**
4. **The digital library provides Web OPACfacility, enabling remote access to library catalogue.**
5. **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.**
6. **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.**
7. **UGC sponsored Add on Course IT Enabled English Language Skill Developmentto improve the language acquisition with the support of ICT devices.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File] |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | [View File] |

## 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

## 2.3.3.1 - Number of mentors

61

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

61

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

## 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

38

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

## 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

## 2.4.3.1 - Total experience of full-time teachers

**389**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**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 college council decides the schedule. The Internal Exam committee prepares the time-table, 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 internalevaluationsjc@stjohns.ac.in**

**· A proper seating plan is followed for internal assessment tests and it is displayed on the Notice board.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/<br>4__Extracts_from_College_Hand_book.pdf |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

• **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.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/<br>1__UGC_Online_Students_Grievance_Redressal<br>.pdf |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

St John's College, Anchal follows a distinct mechanismto 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 isuploaded 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/2_6_2_Evaluation_of_Attainment_of_CO.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | [View File](#) |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

• **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.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | [https://ssr.stjohns.ac.in//admin/ssrfiles/2_6_2_Evaluation_of_Attainment_of_CO.pdf](https://ssr.stjohns.ac.in//admin/ssrfiles/2_6_2_Evaluation_of_Attainment_of_CO.pdf) |

**2.6.3 - Pass percentage of Students during the year**

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

297

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for the annual report | https://ssr.stjohns.ac.in//admin/ssrfiles/Pass_Percentage.pdf |

## 2.7 - Student Satisfaction Survey

### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://iqac.stjohns.ac.in//admin/documents/merge_compressed_(1).pdf

## 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 year (INR in Lakhs)

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

5.4

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| e-copies of the grant award letters for sponsored research projects /endowments | [View File](#) |
| List of endowments / projects with details of grants(Data Template) | [View File](#) |

## 3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

### 3.1.2.1 - Number of teachers recognized as research guides

5

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

## 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

## 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

**4**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://dst.gov.in/scientific-programmes/scientific-engineering-research/fund-improvement-st-infrastructure-higher-educational-institutions-fist |

## 3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

- **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 both preliminary exploration and advanced analysis of innovative concepts.**

- **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.

- **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.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ssr.stjohns.ac.in/Welcome/Files/3/26/62 |

## 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

## 3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

2

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

## 3.3 - Research Publications and Awards

## 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

## 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | https://stjohns.ac.in/Welcome/ResearchGuides |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**21**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

**16**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

**3.4 - Extension Activities**

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

1. **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.

2. Annual health camps under "Punarjani" are held regularly in tribal zones, where people are given free medicines and nutritious food supplies.

3. Under "Hridayapoorvam", students are given training as home nurses to help the terminally ill in the local community.

4. 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.

5. 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.

6. In the wake of the rising domestic harassment and cybercrimes against women the students executed "Speak Out and Stand with Her" Campaign.

7. Seminars and discussions on sexual minorities.

8. 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.

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.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/StudentsCampus/Programs |
| Upload any additional information | View File |

## 3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

## 3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

2

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Number of awards for extension activities in last 5 year (Data Template) | [View File](#) |
| e-copy of the award letters | [View File](#) |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

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

**33**

| File Description | Documents |
|---|---|
| Reports of the event organized | [View File](#) |
| Any additional information | [View File](#) |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | [View File](#) |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**2341**

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| Any additional information | [View File](#) |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | [View File](#) |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**7**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**3**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

**The college is in possession of 30 UG classrooms in addition to 8 PG classrooms. Also, there are seven laboratories and one computer lab with 30 computers catering to the academic needs of the**

students. There are 13 department staff rooms for faculty members belonging to various disciplines. A well-furnished library is equipped with computerised cataloguing and lending technology for easy access and distribution of reading materials and provides other digital services. An internet browsing centre with six computers can be utilised by the students in order to surf the internet. The college has incorporated all possible measures to ensure safe use of the internet. It is a matter of achievement that the college has initiated the construction of three modern research labs which are incorporated with state - of - the - art equipment to augment the research culture of the institution. An audio-visual room with 300 seating capacity is sufficient enough to conduct various academic and non-academic meetings.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/6 |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The college has an audio-visual room with a seating capacity for 300 people. The college also has a large auditorium with a capacity of over 1000 people which is used for conducting various programmes of the college. Moreover, the auditorium is provided to host programmes after carefully scrutinising applications of various sister institutions along with the local body and other government offices. The college always favours the overall development of the students. A gymnasium with all necessary and modern equipment is incorporated keeping in mind the needs of the students and faculty. It is also regularly updated as and when required. A resting and dining room for girls is designed with a woman friendly environment to cater to the needs of girl students. The college also provides separate toilet complex for both boys and girls.

The college also has a 200 m athletic track cum football ground with a dimension of 110 m × 50 m. A multipurpose playground that can be used for volleyball and ball and 7's football is possessed by the college with a dimension of 110m × 30 m.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://departments.stjohns.ac.in/Welcome/Home/16 |

## 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

13

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://departments.stjohns.ac.in/Welcome/Gallery/9 |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

## 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

## 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

0.26163

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

## 4.2 - Library as a Learning Resource

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

The library is situated at the heart of the College. It has an area of 8000 sq. feet. A reading space of 2000 sq. feet is arranged on two floors. Total seating capacity for 122 persons Library is fully automated with LIBSOFT software and an auto footfall counter. It has a spacious circulation counter and a well-furnished reading space. Teak wood cupboards and wood and iron racks are used for keeping books. The carpet area of the Stack Room is 3000 Sq. feet. It is full-fledged, well-furnished and computerized with a digital library. The library was upgraded as a first-grade library in 1982. At its initial stage, the library depended upon the Management for funds for the procurement of books and other developments. Later the Government began to extend financial support. The library receives UGC grants also. The library houses about sixty-five thousand and three hundred books in print. The college library is meant to supplement the academic, intellectual, informational, inspirational, spiritual and recreational requirements of the academia with its rich resources and services. The library provides open access to its documents and any member can browse through the collections which are arranged according to Dewey Decimal Classification (DDC).

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://stjohns.ac.in/Welcome/Infrastructure/1 |

**4.2.2 - The institution has subscription for the** A. Any 4 or more of the above **following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-**

**journals during the year (INR in Lakhs)**

**2.43744**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

**8**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

## 4.3 - IT Infrastructure

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

**SJC Information Technology services provide secure and seamless access to information resources in all forms and provide exceptional support to faculty and staff. All PCs are connected to Local Area Network (LAN). Campus wide Wi-Fi is given to faculty on their laptops and mobile phones. The Wi-Fi facility is updated according to the requirement and it was last updated in2021. College has a fibre optic high speed Internet connection of 200 mbps bandwidth which is distributed throughout the campus using wired and Wi-Fi connectivity. There are 14 Wi-Fi access points. All staffrooms are provided with network connected PC's with centralised UPS supply. Digital access facility with 6 computers with high speed internet connectivity has been setup within the library. Students are free to access these terminals during working hours.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/Wi_Fi_compressed.pdf |

## 4.3.2 - Number of Computers

**65**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| List of Computers | View File |

## 4.3.3 - Bandwidth of internet connection in the Institution     A. ? 50MBPS

| File Description | Documents |
|---|---|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

## 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

**12.24**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

**The college management as well as the teaching community are keen to provide a conducive learning ambience to the students through the up gradation and augmentation of existing infrastructure and learning resources. Several new projects have been initiated in the current year , both academic and miscellaneous, that would help improve teaching quality and enhance the performance of students.Classrooms, furniture and other equipment are allotted to the departments to ensure their optimal utilization for conducting curricular and co-curricular activities. The HoDs are expected to report to the Bursar, the requirements for repair and maintenance in laboratory as and when required. Though preference for the utilisation of laboratories is given to our students, those from other institutions also are permitted to use the facilities of labs with special permission. The Library Advisory Committee reviews the functioning of the library, facilities available and suggests required measures to update the library. Regular upgradations of the computers are done on the basis of the suggestions from the Heads of the Departments and lab technicians. The College has a well-qualified physical education department who train and motivate the students for various intercollege sports competitions.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/ Hand_Book_2022-2023.pdf |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

963

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

165

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://stjohns.ac.in/StudentsCampus/Programs |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

73

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

1282

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

A. All of the above

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | *View File* |
| Upload any additional information | *View File* |
| Details of student grievances including sexual harassment and ragging cases | *View File* |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

`11`

| File Description | Documents |
|---|---|
| Self-attested list of students placed | *View File* |
| Upload any additional information | *View File* |
| Details of student placement during the year (Data Template) | *View File* |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

`72`

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | *View File* |
| Any additional information | *View File* |
| Details of student progression to higher education | *View File* |

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**17**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**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 year**

**5.3.1.1 - 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 year.**

**15**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

**The college possesses a Students Union which is elected purely following the democratic means. The election procedure strictly follows the Lyngdoh Commission report. To guide the College Union**

a Staff Advisor has been appointed by the Principal. The composition of the college union is as follows, Chairman, Vice-chairman, General Secretary, Arts Club Secretary, Magazine Editor, University Union Councillors (2 posts), Lady Representatives (2 posts) and Class Representatives. The College union is entrusted with the responsibility of conducting and organizing various events/ initiatives. The fund for the college union activities is allocated by the University and the deficit is managed by the college. Apart from the college union, all the departments also elect an association secretary who is responsible for leading the events organized by the Department. Students Council is entrusted with the organization of Co-curricular and Extra Curricular activities. Students are divided into four houses for the smooth conduct of Annual Sports, Athletics and Cultural competitions. The following academic and administrative bodies have student representatives in them. They are: Grievance Redressal Cell, Women's Grievance Redressal Cell, Anti-Ragging Cell, Anti-Ragging Squad, IQAC, College Union, College Magazine, Organizing committees of various sociocultural, co curricular and extra-curricular programmes.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/NewsMore/47 |
| Upload any additional information | View File |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

15

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

The college has a registered alumni association- Anchal St. John's College Students Association (ASCOSA). The association has two chapters-the UAE chapter and the Trivandrum chapter. The UAE chapter provides financial assistance to the meritorious students with brilliant academic performance. It is an encouragement for the students to perform their best in both the internal and University examinations. The feedback received from the alumni are received with dignity and due consideration is accorded during the implementation. Also, all the departments also have individual Department Alumni Association. The service of the former teachers is available to the college on request. Several of our accomplished alumni come to the college and share their ideas and success with the students giving a lot of inspiration and this is a source of immense encouragement. They give feedback on curriculum and facilities available on the campus and contribute to the improvement of infrastructural facilities. There was a general meeting and departmental level meetings. This year these were organized on an online platform. Alumni members also contribute in non-financial ways. They support during conferences, seminars, and other programmes organized by the various departments.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/NotableAlumni |
| Upload any additional information | View File |

## 5.4.2 - Alumni contribution during the year (INR in Lakhs)   E. <1Lakhs

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

- **Vision**

To illumine generations with insights, to eradicate the darkness of ignorance, poverty, evils and effect their holistic growth.

- **Mission**

Transformation and empowerment of students and the local community through curricular, co-curricular, extra-curricular initiatives and extension activities.

The governance structure at St. John's College is designed to uphold the institution's vision and mission. At the apex of this structure is the Management Council, which plays a pivotal role in shaping the college's policies and planning. This body convenes periodically, engaging with various stakeholders in accordance with established norms. Its primary responsibility is to assess and review the strategies and policies that guide the institution, ensuring that they are in alignment with the broader objectives, strategies, and goals outlined in the institution's vision and mission statements.Sustained institutional growth, a testament to effective governance in line with the institution's vision, is exemplified through the strategically crafted Perspective Plan, which had input from stakeholders. Notably, the Department of

Science and Technology (DST), Ministry of Science and Technology, Government of India, has selected the college for FIST funding. As a result, a centralized research facility has been established, harnessing the expertise of faculties from all departments.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/Mission |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Decentralization of decision-making is the hallmark of the college's governance model, while the Principal serves as the academic and administrative head, a diverse group of faculty members hold key positions in roles such as Chief Superintendent of University Examinations (CoE), Internal Quality Assurance Cell (IQAC) Coordinator, Dean of Academics, Dean of Student Affairs, Heads of Departments (HoDs), Programme Coordinators, Placement Officer, and committee conveners and members. The Parent Teacher Association supports the Principal in the efficient management of the college. Administrative staff under the supervision of the Assistant Superintendent supports the principal in the smooth functioning of the office system. This decentralized structure ensures that multiple perspectives contribute to the smooth functioning of the institution, in line with the vision of collective illumination.

Participation in institutional governance is encouraged at all levels. Important statutory bodies like the Finance Committee, Governing Body, and Academic Council include faculty representatives who actively participate in and contribute to administrative and academic discussions. Some of the Heads of the Departments, who serve as Chairpersons of the Board of Studies (BOS), play a critical role in creating a distinct environment of educational excellence.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/CollegeAdministration |
| Upload any additional information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

St. John's College, Anchal, part of the Major Archdiocese of Trivandrum under the Malankara Syrian Catholic Management, functions under the guidance of the Director of Collegiate Education.The college is led by the Principal, supported by an administrative team headed by the Administrative Assistant. Academic activities are overseen by the College Council, comprising the Principal, department heads, and elected representatives, holding executive authority. Department heads collaborate with faculty and students within their departments. Statutory committees work in tandem with the college Principal to ensure smooth operations.

The college boasts a proactive IQAC that positively influences curricular and extracurricular activities. The Parent-Teacher Association (PTA), composed of parents and teachers, plays a pivotal role in college functioning. Monthly 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.The College Strategic Plan outlines priorities for the college, divisions, and departments. The Principal and IQAC Coordinator, along with other members, have held extensive sessions to develop action plans. This committee oversees plan implementation and resource allocation.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/Index |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

**The Organogram of the institution describes the decentralized structure of administration. The power of decision making is vested in the Manager who with the Principal and Bursar formulates the broad policy matters. The general management of the college is vested with the Management Council whose ex-officio president is the Manager. College administration is a cooperative effort of the Principal, faculty, non-teaching staff and students with the cooperation and support of all stakeholders. The head of the institution is the Principal who makes mandatory consultations through formal meetings with the college council, the staff council, IQAC and student representatives of the College Union. The College Council has a well defined and decentralized organizational set up to implement the academic, administrative and financial policies of the college. The entire administrative structure ensures the smooth functioning of the academic and non-academic facets of the institution and the organization and implementation of various administrative, academic and quality enhancement programmes of the college. The Principal also heads the various Committees which include IQAC, Developmentcum-finance Committee, Committee for SC/ST, Magazine Committee, Library Committee, Internal Complaints Committee, Research Journal Committee, Sports Committee and Time- Table Committee.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/CollegeAdministration |
| Link to Organogram of the institution webpage | https://iqac.stjohns.ac.in//admin/documents/organogram_compressed.pdf |
| Upload any additional information | View File |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

The institution places a strong emphasis on providing comprehensive welfare measures for both teaching and non-teaching staff, aiming to foster motivation and a positive work environment. By ensuring that staff members have access to essential amenities in a congenial setting, the institution enhances the quality of labor and promotes a selfless commitment to the institution's growth.

To support the well-being of our employees, we offer various welfare initiatives. Eligible employees have access to Medical Leave and Maternity Leave, ensuring their health and family needs are addressed. In addition, we have a canteen on the premises, providing affordable meals for staff members to promote their refreshment and convenience.

Creating a women-friendly workplace is a top priority, and we give due importance to addressing the concerns and queries of our employees. Employee grievances are carefully considered and resolved, demonstrating our commitment to their well-being.

For the education of our staff members' children, we offer educational facilities. Furthermore, we recognize and celebrate various occasions by providing festival allowances and gifts to non-teaching and temporary staff members. Financial aid and assistance are extended to employees in need, taking into account their current fiscal status.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/BestPractice/3 |
| Upload any additional information | View File |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

1

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

1

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | [View File](#) |
| Reports of Academic Staff College or similar centers | [View File](#) |
| Upload any additional information | [View File](#) |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | [View File](#) |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**4**

| File Description | Documents |
|---|---|
| IQAC report summary | [View File](#) |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | [View File](#) |
| Upload any additional information | [View File](#) |
| Details of teachers attending professional development programmes during the year (Data Template) | [View File](#) |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

**The performance appraisal of the staff is conducted on the basis of the feedback received from various stakeholders. The Principal assigns duties to the staff on the basis of identified merits. The head of the institution monitors the functioning of various**

committees and regularly provides necessary impetus stimulating the staff for enhanced performance. The appraisal of the staff is based on the performance in curricular, co-curricular and extra-curricular events focusing on faculty orientation towards research,administration, management and social service. The performance appraisal reports are having a profound influence upon the performance output of every staff. It helps in acknowledging the strength and weakness of individuals and strategies to be adopted to reorient themselves for better performance. The Principal formally and informally communicates with the staff and apprises them regarding their performances. The performance appraisal based system of promotion has been instrumental in providing faculty with opportunities for searching and acquiring levels of excellence and gaining an understanding of the areas that need improvement.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/minutes/AAA_finald1.pdf |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The government and UGC both provide funding to the college. The PTA and the College Development Council offers assistance as needed. The Directorate of Collegiate Education conducts internal audits, and the Comptroller and Auditor General of India conducts external audits. The Directorate of Collegiate Education conducts an audit of the College Development Council fund. A Chartered Accountant carefully audits the monies received by the UGC and RUSA (Rashtriya Uchchatar Shiksha Abhiyan). Additionally, a dual audit of PTA money is conducted by a senior member of the college faculty.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/2022-23_compressed.pdf |
| Upload any additional information | View File |

## 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

## 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of resources in education refers to the process of gathering and allocating resources to support the development and improvement of the education sector. This can include financial, human, and technological resources. The main objective of the Resource mobilisation policy is to identify the resources available for various program for efficient management of funds and to widen the resource base for the attainment of the set goals.

• The college receives funds mainly from UGC, RUSA (Rashtriya Uchchatar Shiksha Abhiyan), DST-FIST, P. T. A., Alumni Association, Management, Kerala State Sports Council etc.

• For central government funds, the FIST committee, RUSA (Rashtriya Uchchatar Shiksha Abhiyan) committee and purchase committee jointly allocates funds to various departments for developmental activities, for academic resources such as books and journals and for infrastructure development which includes labs,

equipment purchasing, networking etc.

• The funds received from the state government are used for the activities of various clubs of the college.

• The Management/ PTA/ Alumni funds and other contributions are utilized to meet the developmental needs, for giving salary to guest faculty, to give scholarships for deserving students etc.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/6_4_3_compressed.pdf |
| Upload any additional information | View File |

## 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

The Internal Quality Assurance Cell (IQAC) of our college plays a crucial role in institutionalizing quality assurance strategies and processes in our college. IQAC aims at ensuring and enhancing the quality of education and overall performance of our institution. The IQAC conducts regular reviews of the teaching-learning process, structures, methodologies of operations, and learning outcomes at periodic intervals which helps in identifying areas of strengths and weaknesses within the institution and provides valuable insights for improvement.

By recording and analysing the incremental improvements in various fields, the IQAC helps in identifying areas that require further development and devising strategies to address them. This helps in enhancing the overall quality and effectiveness of our institution. The IQAC also promotes a culture of quality consciousness within the institution. The IQAC has constantly encouraged the faculties to participate actively in various orientation programmes, Refresher programmes, webinars and online training programmes for the regular upgradation of domain knowledge and for acquiring greater expertise in their fields. This, in turn, leads to the improvement of teaching methodologies, learning resources, and assessment practices.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/IQAC_report_2022-23.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

he IQAC of the college has contributed towards institutionalizing the quality assurance strategies and developing various processes. The IQAC has constantly encouraged the faculty to participate actively in various orientation programmes, refresher programmes, webinars and online training programmes for the regular up gradation of domain knowledge and for acquiring greater expertise in their fields. IQAC has also initiated the implementation of various programmes for the students, for instance seminars, webinars, guest lectures, conferences, etc. and tried to implement and enhance the use of ICT tools for strengthening the teaching-learning process. The progresses among students were monitored through internal assessments, debates, quiz programs, etc. and weaker students were provided with extra attention. Various student-centric methods like experimental learning, participative learning and problem-solving methodologies were experimented and received better response from students. IQAC has initiated an important step for collecting the feedback from various stakeholders. The feedback covered various

aspects of teaching, curriculum and skill-based parameters, along with relevant suggestions and recommendations. IQAC also envisions greater integration of teaching, technology and infrastructure and support services to facilitate the smooth flow of teaching-learning process.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/Documents |
| Upload any additional information | View File |

**6.5.3 - Quality assurance initiatives of the**     B. Any 3 of the above

**institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://iqac.stjohns.ac.in/Welcome/Documents |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

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

1. Out of the total student community, nearlyseventy 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 Principalof the college is a female faculty who served as head of the department of Zoology. Seven of the IQACmembers are femalesand 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 bodiesassociated with the university, are female assistant professors.
4. More thansixty percentage of students engaged in NSS and NCC activities, are girl students.An average of seventy-five

percentage and more rank holdersof 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.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://ssr.stjohns.ac.in//admin/ssrfiles/Hand_Book_2022-2023.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://stjohns.ac.in/StudentsCampus/Clubs/19 |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management : Colour coded bins have been installed in the campus to facilitate the smooth segregation of waste into degradable and non-degradable types. Degradable waste is put into green bins, while non-degradable waste is put into

blue bins. The college has a dump pit for converting degradable

bio waste to compost, which is then used to feritilize the trees and shrubs in the campus. Liquid Waste management: The college management has installed a well planned drainage system to drain out the waste water coming from different wash areas inside the campus. The water overflow during monsoon season is also channeled through interconnected sewerage.

Biomedical waste management: The college women development centre (WDC) has a sanitary pad vending machine and a well functioning system to dispose the used sanitary pads.

Waste recycling system: Non- degradable waste materials are handed over to the municipality while degradable waste is used to power the college bio-gas plant. A part of the degradable waste is converted into compost and is used to fertilize plants inside the campus.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

B. Any 3 of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles

3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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. Special exam timetables are arranged to accommodate minority students' religious practices, including providing a designated prayer area on the ground floor.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.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - 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.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://stjohns.ac.in/StudentsCampus/Programs |
| Any other relevant information | https://stjohns.ac.in/StudentsCampus/Seminars |

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for**    **B. Any 3 of the above**

**students,        teachers, administrators and other staff    4. Annual awareness programmes on Code of Conduct are organized**

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - 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 2022-2023, 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 | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | <u>View File</u> |
| Geo tagged photographs of some of the events | <u>View File</u> |
| Any other relevant information | <u>View File</u> |

## 7.2 - Best Practices

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

**I. Health and Nutrition Assessment in Chinnar Wildlife Sanctuar**

**Objectives: The overarching aim of this initiative was to meticulously assess the health and nutrition status of children below the age of 15.**

**Context: A harmonious collaboration between the Kerala Forest Department, St. John's College, Anchal, and St Joseph's Mission Hospital, Anchal.**

**Practice: The medical camp.**

**Evidence of Success: The resounding success of the Health and Nutrition Screening initiative in Chinnar Wildlife Sanctuary echoed deeply within the tribal community.**

**Problems and Resources: Documenting the resources mobilized, whether they be in the form of partnerships, expertise, or financial support.**

**II. St. John's Ecosystem of Advanced Learning (SEAL)**

**Objectives: SEAL endeavors to curate and deliver a comprehensive set of educational resources and services.**

**Practice: SEAL aspires to elevate academic prowess by offering tailored support services, including personalized tutoring, workshops, and access to an extensive repository of educational resources.**

**Evidence of Success: Success within SEAL is gauged through its**

impact on students' academic performance, career readiness, physical well-being, community engagement, and research output.

Problems and Resources: Anticipated challenges encompass resource allocation, community outreach, and the imperative of sustaining engagement.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://iqac.stjohns.ac.in/Welcome/BestPractices |
| Any other relevant information | https://iqac.stjohns.ac.in/Welcome/BestPractice/3 |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Inspired by the vision of Pandit Jawaharlal Nehru, who said, "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family," St. John's College has designed a programme titled 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.

| Part B |
|---|

**CURRICULAR ASPECTS**

**1.1 - Curricular Planning and Implementation**

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

**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. The Board of Studies and the Academic Council of the University together design the curriculum. St John's College has 1 memberin the Academic Council, 1 in the Academic Committee, 3 membersin the Board of Studiesand 4 membersin the Board of Examinations.**

**The active involvement of the college community is highlighted through this.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 processincludes numerous methods and strategies including offline and online lectures, presentations, assignments, seminars, experiential learning, ICT enabled pedagogy which makes the learning student centric.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/12__Curriculum_Delivery_Plan.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

**The institution follows the Academic Calendardesigned 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 levelCurriculum Delivery Planfor the proper implementation of the curriculum. The University evaluates and assesses on the basis of End Semester Examinationand Continuous Evaluation for Undergraduate Programmes in the proportion of 80:20 and for Post- Graduate Programmesin the ratio of 75:25. The Educational App EMBASE Pro Suitassists 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 | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | [https://ssr.stjohns.ac.in//admin/ssrfiles/Internal_Assessment_Calendar.pdf](https://ssr.stjohns.ac.in//admin/ssrfiles/Internal_Assessment_Calendar.pdf) |

| | |
|---|---|
| **1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.  Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University** | A. All of the above |

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View File](#) |
| Any additional information | [View File](#) |

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

11

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

17

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

889

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

**1.3 - Curriculum Enrichment**

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

1. Eco sensitisationis 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 Scienceand 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.

2. One of the best practices of the institution has been the Medical Camp in collaboration with St Joseph's Hospital, to Chinaar 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 Chinaar.

3. 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 Awarenessprogrammes have been organized to develop Professional Ethicsamong 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.

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

**1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year**

14

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | **No File Uploaded** |
| Institutional Data in Prescribed Format | View File |

## 1.3.3 - Number of students undertaking project work/field work/ internships

**490**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

## 1.4 - Feedback System

| | |
|---|---|
| **1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://ssr.stjohns.ac.in/Welcome/Files/1/13/41 |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

| **1.4.2 - Feedback process of the Institution may be classified as follows** | **A. Feedback collected, analyzed and action taken and feedback available on website** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://ssr.stjohns.ac.in/Welcome/Files/1/13/41 |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment Number Number of students admitted during the year

### 2.1.1.1 - Number of students admitted during the year

**449**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**84**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

**We try to identify advanced and slow learners as early as possible with the help of class room discussions, question and answer method and their previous year performance. Once the advanced and slow learner students are identified, the teaching and monitoring techniques are discussed among the teachers and are put intopractice without delay. Advanced learners are provided with several opportunities to develop and improve their knowledge and skills. The students are encouraged to read reference books. They are encouraged to take part in various inter college and inter university competitions. On the Merit Day University rank holders are given scholarship and medals.**

**Special attention through remedial coaching and extra classes are given to the slow learners. The major objective is to make them competent and self-confident to face the exams and reduce the drop out ratio. Motivational talks are arranged for them to improve their confidence levels. Faculty members guide the students personally and the students are encouraged to discuss their problems. Extra time is allotted to slow learners to complete their tasks.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/4_ Learning Platforms.pdf |
| Upload any additional information | View File |

## 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|---|---|
| 1301 | 61 |

| File Description | Documents |
| --- | --- |
| Any additional information | [View File] |

## 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

1. **The instructional strategies of Blended learningand Flipped classroomensure student engagement.**
2. **The audio/video lectures of faculty, YouTubeand Telegram channelsmaintained 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.**
3. **The college has subscribed to EMBASE Pro Suit, an educational application to enhance the pedagogical experience.**
4. **Blended learningis implemented through the LMS platformon the App and through online platforms like Google Meet, Google Classroom, Zoom, and MS teams were used for online classes during COVID times.**
5. **The faculty utilized subject specific ICT tools like Canva, Kahoot, Pear Deck, Quizizz, Jam board, SmartDraw, Graphing calculator 3D, and GeoGebra.**
6. **The Flipped classroomstrategy is used where the faculty posts online the learning resources prior to the class to ensure student engagement, higher order thinking and problem solving.**
7. **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.**

| File Description | Documents |
| --- | --- |
| Upload any additional information | [View File] |
| Link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/2__Experiential_Learning.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write

description in maximum of 200 words

1. **The institution is a recognized local chapter of SWAYAM-NPTEL- National Programme on Technology Enhanced e-learning.**
2. **The college has a fully automated library that provides access to more than 6,000 e-journals, 1,99,500 e-books under N-Listand over 6,00,000 e-books through NDLand a college component of e-ShodhSindhu.**
3. **Free e-resources from e-Pathshala, JSTOR and Project Gutenberg aids learners in self-paced learning.**
4. **The digital library provides Web OPACfacility, enabling remote access to library catalogue.**
5. **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.**
6. **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.**
7. **UGC sponsored Add on Course IT Enabled English Language Skill Developmentto improve the language acquisition with the support of ICT devices.**

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )**

**2.3.3.1 - Number of mentors**

61

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full time teachers against sanctioned posts during the year

61

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

38

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

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

**389**

| File Description | Documents |
|---|---|
| Any additional information | **View File** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | **View File** |

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

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 college council decides the schedule. The Internal Exam committee prepares the time-table, 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 internalevaluationsjc@stjohns.ac.in

• A proper seating plan is followed for internal assessment tests and it is displayed on the Notice board.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/4__Extracts_from_College_Hand_book.pdf |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

• **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.**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/1__UGC_Online_Students_Grievance_Redressal.pdf |

**2.6 - Student Performance and Learning Outcomes**

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

St John's College, Anchal follows a distinct mechanismto 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 isuploaded 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File] |
| Paste link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/2_6_2_Evaluation_of_Attainment_of_CO.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | [View File] |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

- 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/2_6_2_Evaluation_of_Attainment_of_CO.pdf |

**2.6.3 - Pass percentage of Students during the year**

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

**297**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for the annual report | https://ssr.stjohns.ac.in//admin/ssrfiles/Pass_Percentage.pdf |

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://iqac.stjohns.ac.in//admin/documents/merge_compressed_(1).pdf

**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 year (INR in Lakhs)**

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

**5.4**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

**5**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

**4**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://dst.gov.in/scientific-programmes/scientific-engineering-research/fund-improvement-st-infrastructure-higher-educational-institutions-fist |

**3.2 - Innovation Ecosystem**

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

- **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 both preliminary exploration and advanced analysis of innovative concepts.**

- **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.**

- **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.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://ssr.stjohns.ac.in/Welcome/Files/3/26/62 |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

**2**

| File Description | Documents |
| --- | --- |
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

**2**

| File Description | Documents |
| --- | --- |
| URL to the research page on HEI website | https://stjohns.ac.in/Welcome/ResearchGuides |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**21**

| File Description | Documents |
| --- | --- |
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

**16**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

## 3.4 - Extension Activities

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

1. 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.
2. Annual health camps under "Punarjani" are held regularly in tribal zones, where people are given free medicines and nutritious food supplies.
3. Under "Hridayapoorvam", students are given training as home nurses to help the terminally ill in the local community.
4. 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.
5. 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.
6. In the wake of the rising domestic harassment and cybercrimes against women the students executed "Speak Out and Stand with Her" Campaign.
7. Seminars and discussions on sexual minorities.
8. 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.

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.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/StudentsCampus/Programs |
| Upload any additional information | View File |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**2**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

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

**33**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**2341**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**7**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**3**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

## INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

**The college is in possession of 30 UG classrooms in addition to 8 PG classrooms. Also, there are seven laboratories and one computer lab with 30 computers catering to the academic needs of the students. There are 13 department staff rooms for faculty members belonging to various disciplines. A well-furnished library is equipped with computerised cataloguing and lending technology for easy access and distribution of reading materials and provides other digital services. An internet browsing centre with six computers can be utilised by the students in order to surf the internet. The college has incorporated all possible measures to ensure safe use of the internet. It is a matter of achievement that the college has initiated the construction of three modern research labs which are incorporated with state - of - the - art equipment to augment the research culture of the institution. An audio-visual room with 300 seating capacity is sufficient enough to conduct various academic and non-academic meetings.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/6 |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The college has an audio-visual room with a seating capacity for 300 people. The college also has a large auditorium with a capacity of over 1000 people which is used for conducting various programmes of the college. Moreover, the auditorium is provided to host programmes after carefully scrutinising applications of various sister institutions along with the local body and other government offices. The college always favours the overall development of the students. A gymnasium with all necessary and modern equipment is incorporated keeping in mind the needs of the students and faculty. It is also regularly updated as and when required. A resting and dining room for girls is designed with a woman friendly environment to cater to the needs of girl students. The college also provides separate toilet complex for both boys and girls.

The college also has a 200 m athletic track cum football ground with a dimension of 110 m × 50 m. A multipurpose playground that can be used for volleyball and ball and 7's football is possessed by the college with a dimension of 110m × 30 m.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://departments.stjohns.ac.in/Welcome/Home/16 |

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

13

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://departments.stjohns.ac.in/Welcome/Gallery/9 |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year**

| **(INR in Lakhs)** |
| --- |

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

`0.26163`

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

**4.2 - Library as a Learning Resource**

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

The library is situated at the heart of the College. It has an area of 8000 sq. feet. A reading space of 2000 sq. feet is arranged on two floors. Total seating capacity for 122 persons Library is fully automated with LIBSOFT software and an auto footfall counter. It has a spacious circulation counter and a well-furnished reading space. Teak wood cupboards and wood and iron racks are used for keeping books. The carpet area of the Stack Room is 3000 Sq. feet. It is full-fledged, well-furnished and computerized with a digital library. The library was upgraded as a first-grade library in 1982. At its initial stage, the library depended upon the Management for funds for the procurement of books and other developments. Later the Government began to extend financial support. The library receives UGC grants also. The library houses about sixty-five thousand and three hundred books in print. The college library is meant to supplement the academic, intellectual, informational, inspirational, spiritual and recreational requirements of the academia with its rich resources and services. The library provides open access to its documents and any member can browse through the collections which are arranged according to Dewey Decimal Classification (DDC).

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://stjohns.ac.in/Welcome/Infrastructure/1 |

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

**A. Any 4 or more of the above**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**2.43744**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

**8**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

## 4.3 - IT Infrastructure

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

**SJC Information Technology services provide secure and seamless access to information resources in all forms and provide exceptional support to faculty and staff. All PCs are connected to Local Area Network (LAN). Campus wide Wi-Fi is given to faculty on their laptops and mobile phones. The Wi-Fi facility is updated according to the requirement and it was last updated in2021. College has a fibre optic high speed Internet connection of 200 mbps bandwidth which is distributed throughout the campus using wired and Wi-Fi connectivity. There are 14 Wi-Fi access points. All staffrooms are provided with network connected PC's with centralised UPS supply. Digital access facility with 6 computers with high speed internet connectivity has been setup within the library. Students are free to access these terminals during working hours.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/Wi_Fi_compressed.pdf |

### 4.3.2 - Number of Computers

**65**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| List of Computers | View File |

| | |
|---|---|
| **4.3.3 - Bandwidth of internet connection in the Institution** | **A. ? 50MBPS** |

| File Description | Documents |
|---|---|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

## 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

**12.24**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

**The college management as well as the teaching community are keen to provide a conducive learning ambience to the students through the up gradation and augmentation of existing infrastructure and learning resources. Several new projects have been initiated in the current year , both academic and miscellaneous, that would help improve teaching quality and enhance the performance of students.Classrooms, furniture and other equipment are allotted to the departments to ensure their optimal utilization for conducting curricular and co-curricular activities. The HoDs are expected to report to the Bursar, the requirements for repair and maintenance in laboratory as and when required. Though preference for the utilisation of laboratories is given to our students, those from other institutions also are permitted to use the facilities of labs with special permission. The Library Advisory Committee reviews**

the functioning of the library, facilities available and suggests required measures to update the library. Regular upgradations of the computers are done on the basis of the suggestions from the Heads of the Departments and lab technicians. The College has a well-qualified physical education department who train and motivate the students for various intercollege sports competitions.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/Hand_Book_2022-2023.pdf |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

**963**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

**165**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

| File Description | Documents |
|---|---|
| Link to Institutional website | https://stjohns.ac.in/StudentsCampus/Programs |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**73**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**1282**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

11

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

72

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**17**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**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 year**

**5.3.1.1 - 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 year.**

**15**

| File Description | Documents |
| --- | --- |
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

**The college possesses a Students Union which is elected purely following the democratic means. The election procedure strictly follows the Lyngdoh Commission report. To guide the College Union a Staff Advisor has been appointed by the Principal. The composition of the college union is as follows, Chairman, Vice-chairman, General Secretary, Arts Club Secretary, Magazine Editor, University Union Councillors (2 posts), Lady Representatives (2 posts) and Class Representatives. The College union is entrusted with the responsibility of conducting and organizing various events/ initiatives. The fund for the college union activities is allocated by the University and the deficit is managed by the college. Apart from the college union, all the departments also elect an association secretary who is responsible for leading the events organized by the Department. Students Council is entrusted with the organization of Co-curricular and Extra Curricular activities. Students are divided into four houses for the smooth conduct of Annual Sports, Athletics and Cultural competitions. The following academic and administrative bodies have student representatives in them. They are: Grievance Redressal Cell, Women's Grievance Redressal Cell, Anti-Ragging Cell, Anti-Ragging Squad, IQAC, College Union, College Magazine, Organizing committees of various sociocultural, co curricular and extra-curricular programmes.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/NewsMore/47 |
| Upload any additional information | View File |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

15

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

**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

The college has a registered alumni association- Anchal St. John's College Students Association (ASCOSA). The association has two chapters-the UAE chapter and the Trivandrum chapter. The UAE chapter provides financial assistance to the meritorious students with brilliant academic performance. It is an encouragement for the students to perform their best in both the internal and University examinations. The feedback received from the alumni are received with dignity and due consideration is accorded during the implementation. Also, all the departments also have individual Department Alumni Association. The service of the former teachers is available to the college on request. Several of our accomplished alumni come to the college and share their ideas and success with the students giving a lot of inspiration and this is a source of immense

encouragement. They give feedback on curriculum and facilities available on the campus and contribute to the improvement of infrastructural facilities. There was a general meeting and departmental level meetings. This year these were organized on an online platform. Alumni members also contribute in non-financial ways. They support during conferences, seminars, and other programmes organized by the various departments.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/NotableAlumni |
| Upload any additional information | View File |

| **5.4.2 - Alumni contribution during the year (INR in Lakhs)** | E. <1Lakhs |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

- Vision

To illumine generations with insights, to eradicate the darkness of ignorance, poverty, evils and effect their holistic growth.

- Mission

Transformation and empowerment of students and the local community through curricular, co-curricular, extra-curricular initiatives and extension activities.

The governance structure at St. John's College is designed to uphold the institution's vision and mission. At the apex of this structure is the Management Council, which plays a pivotal role in shaping the college's policies and planning. This body convenes periodically, engaging with various stakeholders in

accordance with established norms. Its primary responsibility is to assess and review the strategies and policies that guide the institution, ensuring that they are in alignment with the broader objectives, strategies, and goals outlined in the institution's vision and mission statements.Sustained institutional growth, a testament to effective governance in line with the institution's vision, is exemplified through the strategically crafted Perspective Plan, which had input from stakeholders. Notably, the Department of Science and Technology (DST), Ministry of Science and Technology, Government of India, has selected the college for FIST funding. As a result, a centralized research facility has been established, harnessing the expertise of faculties from all departments.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/Mission |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Decentralization of decision-making is the hallmark of the college's governance model, while the Principal serves as the academic and administrative head, a diverse group of faculty members hold key positions in roles such as Chief Superintendent of University Examinations (CoE), Internal Quality Assurance Cell (IQAC) Coordinator, Dean of Academics, Dean of Student Affairs, Heads of Departments (HoDs), Programme Coordinators, Placement Officer, and committee conveners and members. The Parent Teacher Association supports the Principal in the efficient management of the college. Administrative staff under the supervision of the Assistant Superintendent supports the principal in the smooth functioning of the office system. This decentralized structure ensures that multiple perspectives contribute to the smooth functioning of the institution, in line with the vision of collective illumination.

Participation in institutional governance is encouraged at all levels. Important statutory bodies like the Finance Committee, Governing Body, and Academic Council include faculty representatives who actively participate in and contribute to administrative and academic discussions. Some of the Heads of

the Departments, who serve as Chairpersons of the Board of Studies (BOS), play a critical role in creating a distinct environment of educational excellence.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/CollegeAdministration |
| Upload any additional information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

St. John's College, Anchal, part of the Major Archdiocese of Trivandrum under the Malankara Syrian Catholic Management, functions under the guidance of the Director of Collegiate Education.The college is led by the Principal, supported by an administrative team headed by the Administrative Assistant. Academic activities are overseen by the College Council, comprising the Principal, department heads, and elected representatives, holding executive authority. Department heads collaborate with faculty and students within their departments. Statutory committees work in tandem with the college Principal to ensure smooth operations.

The college boasts a proactive IQAC that positively influences curricular and extracurricular activities. The Parent-Teacher Association (PTA), composed of parents and teachers, plays a pivotal role in college functioning. Monthly 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.The College Strategic Plan outlines priorities for the college, divisions, and departments. The Principal and IQAC Coordinator, along with other members, have held extensive sessions to develop action plans. This committee oversees plan implementation and resource allocation.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/Index |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Organogram of the institution describes the decentralized structure of administration. The power of decision making is vested in the Manager who with the Principal and Bursar formulates the broad policy matters. The general management of the college is vested with the Management Council whose ex-officio president is the Manager. College administration is a cooperative effort of the Principal, faculty, non-teaching staff and students with the cooperation and support of all stakeholders. The head of the institution is the Principal who makes mandatory consultations through formal meetings with the college council, the staff council, IQAC and student representatives of the College Union. The College Council has a well defined and decentralized organizational set up to implement the academic, administrative and financial policies of the college. The entire administrative structure ensures the smooth functioning of the academic and non-academic facets of the institution and the organization and implementation of various administrative, academic and quality enhancement programmes of the college. The Principal also heads the various Committees which include IQAC, Developmentcum-finance Committee, Committee for SC/ST, Magazine Committee, Library Committee, Internal Complaints Committee, Research Journal Committee, Sports Committee and Time- Table Committee.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/CollegeAdministration |
| Link to Organogram of the institution webpage | https://iqac.stjohns.ac.in//admin/documents/organogram_compressed.pdf |
| Upload any additional information | View File |

| **6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

**The institution places a strong emphasis on providing comprehensive welfare measures for both teaching and non-teaching staff, aiming to foster motivation and a positive work environment. By ensuring that staff members have access to essential amenities in a congenial setting, the institution enhances the quality of labor and promotes a selfless commitment to the institution's growth.**

**To support the well-being of our employees, we offer various welfare initiatives. Eligible employees have access to Medical Leave and Maternity Leave, ensuring their health and family needs are addressed. In addition, we have a canteen on the premises, providing affordable meals for staff members to promote their refreshment and convenience.**

Creating a women-friendly workplace is a top priority, and we give due importance to addressing the concerns and queries of our employees. Employee grievances are carefully considered and resolved, demonstrating our commitment to their well-being.

For the education of our staff members' children, we offer educational facilities. Furthermore, we recognize and celebrate various occasions by providing festival allowances and gifts to non-teaching and temporary staff members. Financial aid and assistance are extended to employees in need, taking into account their current fiscal status.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/BestPractice/3 |
| Upload any additional information | View File |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

1

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

1

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**4**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

**The performance appraisal of the staff is conducted on the basis of the feedback received from various stakeholders. The Principal assigns duties to the staff on the basis of**

identified merits. The head of the institution monitors the functioning of various committees and regularly provides necessary impetus stimulating the staff for enhanced performance. The appraisal of the staff is based on the performance in curricular, co-curricular and extra-curricular events focusing on faculty orientation towards research,administration, management and social service. The performance appraisal reports are having a profound influence upon the performance output of every staff. It helps in acknowledging the strength and weakness of individuals and strategies to be adopted to reorient themselves for better performance. The Principal formally and informally communicates with the staff and apprises them regarding their performances. The performance appraisal based system of promotion has been instrumental in providing faculty with opportunities for searching and acquiring levels of excellence and gaining an understanding of the areas that need improvement.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/minutes/AAA_finald1.pdf |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The government and UGC both provide funding to the college. The PTA and the College Development Council offers assistance as needed. The Directorate of Collegiate Education conducts internal audits, and the Comptroller and Auditor General of India conducts external audits. The Directorate of Collegiate Education conducts an audit of the College Development Council fund. A Chartered Accountant carefully audits the monies received by the UGC and RUSA (Rashtriya Uchchatar Shiksha Abhiyan). Additionally, a dual audit of PTA money is conducted by a senior member of the college faculty.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/2022-23_compressed.pdf |
| Upload any additional information | View File |

## 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

## 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

**0**

| File Description | Documents |
|---|---|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of resources in education refers to the process of gathering and allocating resources to support the development and improvement of the education sector. This can include financial, human, and technological resources. The main objective of the Resource mobilisation policy is to identify the resources available for various program for efficient management of funds and to widen the resource base for the attainment of the set goals.

• The college receives funds mainly from UGC, RUSA (Rashtriya Uchchatar Shiksha Abhiyan), DST-FIST, P. T. A., Alumni Association, Management, Kerala State Sports Council etc.

• For central government funds, the FIST committee, RUSA (Rashtriya Uchchatar Shiksha Abhiyan) committee and purchase committee jointly allocates funds to various departments for developmental activities, for academic resources such as books and journals and for infrastructure development which includes

**labs, equipment purchasing, networking etc.**

**• The funds received from the state government are used for the activities of various clubs of the college.**

**• The Management/ PTA/ Alumni funds and other contributions are utilized to meet the developmental needs, for giving salary to guest faculty, to give scholarships for deserving students etc.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/6_4_3_compressed.pdf |
| Upload any additional information | View File |

## 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

**The Internal Quality Assurance Cell (IQAC) of our college plays a crucial role in institutionalizing quality assurance strategies and processes in our college. IQAC aims at ensuring and enhancing the quality of education and overall performance of our institution. The IQAC conducts regular reviews of the teaching-learning process, structures, methodologies of operations, and learning outcomes at periodic intervals which helps in identifying areas of strengths and weaknesses within the institution and provides valuable insights for improvement.**

**By recording and analysing the incremental improvements in various fields, the IQAC helps in identifying areas that require further development and devising strategies to address them. This helps in enhancing the overall quality and effectiveness of our institution. The IQAC also promotes a culture of quality consciousness within the institution. The IQAC has constantly encouraged the faculties to participate actively in various orientation programmes, Refresher programmes, webinars and online training programmes for the regular upgradation of domain knowledge and for acquiring greater expertise in their fields. This, in turn, leads to the improvement of teaching methodologies, learning resources, and assessment practices.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/IQAC_report_2022-23.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

he IQAC of the college has contributed towards institutionalizing the quality assurance strategies and developing various processes. The IQAC has constantly encouraged the faculty to participate actively in various orientation programmes, refresher programmes, webinars and online training programmes for the regular up gradation of domain knowledge and for acquiring greater expertise in their fields. IQAC has also initiated the implementation of various programmes for the students, for instance seminars, webinars, guest lectures, conferences, etc. and tried to implement and enhance the use of ICT tools for strengthening the teaching-learning process. The progresses among students were monitored through internal assessments, debates, quiz programs, etc. and weaker students were provided with extra attention. Various student-centric methods like experimental learning, participative learning and problem-solving methodologies were experimented and received better response from students. IQAC has initiated an important step for collecting the feedback from various stakeholders. The feedback covered various

aspects of teaching, curriculum and skill-based parameters, along with relevant suggestions and recommendations. IQAC also envisions greater integration of teaching, technology and infrastructure and support services to facilitate the smooth flow of teaching-learning process.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/Documents |
| Upload any additional information | View File |

| 6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://iqac.stjohns.ac.in/Welcome/Documents |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

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

1. Out of the total student community, nearlyseventy 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 Principalof the college is a female faculty who served as head of the department of Zoology. Seven of the IQACmembers are femalesand 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 bodiesassociated with the university, are female
   assistant professors.
4. More thansixty percentage of students engaged in NSS and
   NCC activities, are girl students.An average of seventy-
   five percentage and more rank holdersof 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.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://ssr.stjohns.ac.in//admin/ssrfiles/Hand_Book_2022-2023.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://stjohns.ac.in/StudentsCampus/Clubs/19 |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy          Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management : Colour coded bins have been installed

in the campus to facilitate the smooth segregation of waste
into degradable and non-degradable types. Degradable waste is
put into green bins, while non-degradable waste is put into

blue bins. The college has a dump pit for converting degradable
bio waste to compost, which is then used to feritilize the
trees and shrubs in the campus. Liquid Waste management: The
college management has installed a well planned drainage system
to drain out the waste water coming from different wash areas
inside the campus. The water overflow during monsoon season is
also channeled through interconnected sewerage.

Biomedical waste management: The college women development
centre (WDC) has a sanitary pad vending machine and a well
functioning system to dispose the used sanitary pads.

Waste recycling system: Non- degradable waste materials are
handed over to the municipality while degradable waste is used
to power the college bio-gas plant. A part of the degradable
waste is converted into compost and is used to fertilize plants
inside the campus.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | [View File](#) |
| Geo tagged photographs of the facilities | [View File](#) |

| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Any other relevant information | [View File](#) |

**7.1.5 - Green campus initiatives include**

| 7.1.5.1 - The institutional initiatives for greening the campus are as follows:<br><br>1. Restricted entry of automobiles<br>2. Use of bicycles/ Battery-powered vehicles<br>3. Pedestrian-friendly pathways<br>4. Ban on use of plastic<br>5. Landscaping | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

| 7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | A. Any 4 or all of the above |
|---|---|

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

| 7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly | B. Any 3 of the above |
|---|---|

**washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment    5. Provision for enquiry and  information : Human assistance, reader, scribe, soft copies of reading material, screen        reading**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Policy documents and information brochures on the support to be provided | [View File](#) |
| Details of the Software procured for providing the assistance | [View File](#) |
| Any other relevant information | [View File](#) |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**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. Special exam timetables are arranged to accommodate minority students' religious practices, including providing a designated prayer area on the ground floor.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.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - 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.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://stjohns.ac.in/StudentsCampus/Programs |
| Any other relevant information | https://stjohns.ac.in/StudentsCampus/Seminars |

| | |
|---|---|
| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - 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 2022-2023, 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 | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

## 7.2 - Best Practices

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

I. Health and Nutrition Assessment in Chinnar Wildlife Sanctuar

Objectives: The overarching aim of this initiative was to meticulously assess the health and nutrition status of children below the age of 15.

Context: A harmonious collaboration between the Kerala Forest Department, St. John's College, Anchal, and St Joseph's Mission Hospital, Anchal.

Practice: The medical camp.

Evidence of Success: The resounding success of the Health and Nutrition Screening initiative in Chinnar Wildlife Sanctuary echoed deeply within the tribal community.

Problems and Resources: Documenting the resources mobilized, whether they be in the form of partnerships, expertise, or financial support.

II. St. John's Ecosystem of Advanced Learning (SEAL)

Objectives: SEAL endeavors to curate and deliver a comprehensive set of educational resources and services.

Practice: SEAL aspires to elevate academic prowess by offering tailored support services, including personalized tutoring, workshops, and access to an extensive repository of educational resources.

**Evidence of Success:** Success within SEAL is gauged through its impact on students' academic performance, career readiness, physical well-being, community engagement, and research output.

**Problems and Resources:** Anticipated challenges encompass resource allocation, community outreach, and the imperative of sustaining engagement.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://iqac.stjohns.ac.in/Welcome/BestPractices |
| Any other relevant information | https://iqac.stjohns.ac.in/Welcome/BestPractice/3 |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

**Inspired by the vision of Pandit Jawaharlal Nehru, who said, "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family," St. John's College has designed a programme titled 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.**

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. Complete the re accreditation process of the college.
2. Identify the areas of improvement through a comprehensive analysis based on the AAA conducted
3. Evaluate and strengthen the counselling activities and create avenues for mental support and emotional assistance to students in need.
4. Enhance the support to faculty with regard to academic development.
5. Provide training through workshops on the FYUGP.
6. Identify faculty with requirements in their career advancement and provide assistance and support where ever necessary.
7. Encourage the departments, clubs and cells to conduct more proghrammes of contemporary relevance.
8. Explore areas of industry cooperation providing greater opportunities to students
9. Conduct more placement drives.
10. Enter into more collaborations and linkages for research and innovation.