



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

| | | |
|--|--|-------------------------------|
| 1.Name of the Institution | | St. John's College |
| • Name of the Head of the institution | | Prof. Dr. Nisha Thomas |
| • Designation | | Professor |
| • 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 | Dr Tony Philip |
| • Phone No. | 9946936886 |
| • Alternate phone No. | 6235289417 |
| • Mobile | 9946936886 |
| • IQAC e-mail address | iqac@stjohns.ac.in |
| • Alternate Email address | tonyphilip@stjohns.ac.in |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://iqac.stjohns.ac.in//admin/AQAR/2022-23_compressed1.pdf |
| 4.Whether Academic Calendar prepared during the year? | Yes |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://stjohns.ac.in//admin/pdf/Academic_Calander2023-2024-2-50-55.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 |
| Cycle 3 | A | 3.15 | 2024 | 25/10/2024 | 24/10/2029 |

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 | Nil |

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 | |
| <ul style="list-style-type: none">Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none">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 | |
| <ul style="list-style-type: none">If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| To support the institution's transition into the NEP framework, the Internal Quality Assurance Cell (IQAC) of the college facilitated the introduction of the Four-Year Undergraduate Programmes (FYUGP) of the State. In this regard, the IQAC, in collaboration with the University of Kerala, organized a college-level training programme on the Four-Year Degree Programme (FYUGP) for faculty on 27 February 2024.As part of its efforts to disseminate crucial information about the upcoming Four-Year Undergraduate Programme (FYUGP), the IQAC coordinated an informative online session.The FYUGP Coordinator, led the session, providing an in-depth explanation of the programme's details and addressing queries from both parents and students. | | |
| The IQAC, in collaboration with the Research and Development Cell, has organized the RDC Lecture Series to inspire undergraduate students and introduce them to various research horizons. The students are exposed to diverse research areas, and the invited speakers are professors from international universities. | | |
| The IQAC devised a plan of action for 2023-24 to complete the accreditation process, and the institution successfully submitted the SSR for Cycle 3 during this assessment period. | | |
| The IQAC organized a one-day workshop on the Government e-Marketplace (GeM) to help staff understand the purchasing procedures under various government schemes. Mr. Riyas K., a master trainer for GeM, explained the different purchasing procedures to the attendees. | | |

The IQAC assigned a team of teachers to collect feedback from various stakeholders. A dedicated team was formed to oversee the feedback process and develop an effective system. The online feedback process was enhanced with modifications to the website, as suggested by the faculty entrusted with the task, and aligned with the guidelines set by NAAC

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 |
|---|--|
| <p>To ensure the successful completion of the Cycle III accreditation process within the academic year 2023-24, the following measures will be undertaken. Criteria-wise teams will be constituted to address specific accreditation requirements, with clearly defined roles and responsibilities for efficient and comprehensive task execution. Additionally, a supporting team and a co-coordinator will be assigned to provide assistance and ensure seamless coordination among the criteria-wise teams. Regular review meetings will be conducted to monitor progress, address challenges, and ensure adherence to the timeline.</p> | <p>The college successfully submitted the Institutional Information for Quality Assessment (IIQA) on 26/03/2024, which was subsequently accepted on 16/04/2024. Furthermore, the college ensured compliance with the process by completing the upload of the Self-Study Report (SSR) within the stipulated timeline, meeting all necessary requirements for the accreditation process.</p> |
| <p>To address the shortage of classrooms resulting from the introduction of the new undergraduate program in 2020, the IQAC plans to communicate this concern to the management and recommend necessary measures to resolve the issue. Additionally, the IQAC will highlight the need for proper maintenance of infrastructure and laboratory facilities to</p> | <p>The ongoing RUSA building construction was expedited, enabling the commencement of classes in the new building from January 2024. Additionally, the committee for RUSA 2.0 prepared and submitted a detailed proposal to address the college's future infrastructure needs, ensuring long-term solutions for space and facility requirements.</p> |

| | |
|--|---|
| ensure a conducive learning environment for students. | |
| The IQAC has decided to conduct training and awareness programmes for teaching staff focused on online course content creation, outcome-based education, and the revised reaccreditation frameworks. Additionally, professional efficiency improvement programmes will be organized for supporting staff to enhance their skills and contribute more effectively to the institution's academic and operational objectives, such as planning, purchase, and overall administrative functions. | An LMS training workshop was conducted by the IQAC in collaboration with Embase Pro Suit, where faculty members were trained on how to create and manage online courses using the LMS platform. In preparation for the launch of the four-year degree program at Kerala University and affiliated colleges, the IQAC organized a Public Awareness Talk. |
| The IQAC has decided to recommend the Research and Development (R&D) Cell to organize a lecture series on recent advancements in various disciplines. | The R&D Cell of the college successfully launched the RDC Lecture Series to ignite and support students' research aptitude. The series provided students with exposure to cutting-edge research, inspired innovative thinking, and fostered a research-oriented mindset across various academic disciplines. |
| To create a more student-friendly campus, the IQAC decided to insist the management to facilitate gadget friendly access to various student's services. | QR codes were successfully installed at key locations across the campus. Students could easily navigate to the grievance redressal portal, feedback portal, and Library OPAC system using their mobile devices. |
| It is planned to introduce increase the number of collaborations and introduce skill enhancement course to students. | An MoU was established with the nodal office of NSDC and under this MoU add on courses were conducted by four departments. |

| | | | | | |
|--|--------------------|------|--------------------|-----------------|------------|
| 13. Whether the AQAR was placed before statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <tr> <td>Name</td> <td>Date of meeting(s)</td> </tr> <tr> <td>College Council</td> <td>16/01/2025</td> </tr> </table> | | Name | Date of meeting(s) | College Council | 16/01/2025 |
| Name | Date of meeting(s) | | | | |
| College Council | 16/01/2025 | | | | |
| 14. Whether institutional data submitted to AISHE | | | | | |
| <table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td>2023</td> <td>19/02/2024</td> </tr> </table> | | Year | Date of Submission | 2023 | 19/02/2024 |
| Year | Date of Submission | | | | |
| 2023 | 19/02/2024 | | | | |
| 15. Multidisciplinary / interdisciplinary | | | | | |
| <p>St. John's College, Anchal has a well-defined vision to evolve into a holistic, multidisciplinary hub, fostering diverse knowledge systems and disciplines in alignment with the principles of NEP 2020. Its consistent contributions to the community are reflected in the seamless integration of curricular and co-curricular activities. Initiatives led by the NSS, NCC, Nature Club, Electoral Literacy Club, Red Ribbon Club, Career Guidance Cell, and Entrepreneurship Club promote interdisciplinary learning and active community engagement. Faculty members play a crucial role through their impactful research, seminars, workshops, and innovative teaching-learning methodologies, effectively utilizing the opportunities provided by the curriculum. Additionally, strategic MoUs and linkages with reputed institutions and colleges enhance multidisciplinary research and academic excellence. Our college is committed to engaging in multidisciplinary research to address society's pressing challenges through innovative and impactful solutions. It houses two research departments: Chemistry and Environmental Sciences. The Chemistry department focuses on cutting-edge research in water splitting, including photo and electro-catalysis, contributing to the development of green energy and hydrogen liberation which comes under the section Research advancing UN SDG 7: Affordable and clean energy, Research advancing UN SDG 12: Responsible consumption and production, Solar energy showcase and Blue and Green Hydrogen Production & Storage. The Environmental Science department addresses critical environmental concerns such as landslides, water pollution, and preservation measures, promoting sustainability. Beyond these departments, faculty members are actively involved in multidisciplinary research, including the</p> | | | | | |

Mathematics department, which explores marine population dynamics and pandemic modeling, and organizes workshops and seminars on these topics. Additionally, the Political Science department, in collaboration with the Norwegian Institute of Science and Technology, contributes significantly through research on climate change and climate politics, with faculty publishing insightful columns in national and international newspapers. These diverse initiatives demonstrate the institution's dedication to impactful multidisciplinary research and its commitment to addressing global and local challenges. The institution also plans to disseminate the knowledge gained from its research through academic publications, community outreach programs, and interdisciplinary seminars, ensuring the broader impact of its work. Apart from this, the college departments organized multidisciplinary seminars and workshops. The Department of Mathematics conducted two workshops on the theme "Mathematics Behind Machine Learning." The Department of Chemistry, St. John's College, Anchal, in association with the Centre for Renewable Energy, University of Kerala, and IAHEAM, organized "HEAM Parliamentarian 2024." Additionally, many other departments hosted workshops and seminars of an interdisciplinary nature. An MoU was established with the nodal office of NSDC, facilitating the introduction of add-on courses by four departments. These courses are designed to equip students with industry-relevant skills, enhancing their employability and career readiness. By integrating specialized training with academic learning, this initiative ensures holistic development and prepares students to meet the demands of a competitive job market.

16.Academic bank of credits (ABC):

As the institution is affiliated to the the University of Kerala, the curricula is provided by the University, the college cannot have autonomy in increasing the credit possibilities of students but will be able to move in this direction once the FYUGP is implemented. The measures taken up so far in this regard includes, putting in place an integration process with the National Academic Depository (NAD), working closely with their authorities to ensure a smooth transition and taking measures to ensure that all student data is accurate and up-to-date before it is submitted to NAD including verifying student records ensuring that all documents are complete with no discrepancy in the data. Moving forward we plan to maintain a strong relationship with the NAD and continue collaborating with them on future initiatives. We believe that this partnership will benefit our students immensely by providing them with greater access to academic opportunities and resources. Collaborating with the media cell, we created and shared a YouTube video

(<https://youtu.be/GIVOtA0dSPE>) with students in order to create awareness. Registration facilities have been put in place by ensuring that computer labs are outfitted with the appropriate infrastructure to enable a multitude of students to register concurrently. We plan to solicit the support of student volunteers to aid their peers throughout the registration process, arrange specialized registration campaigns in order to promote optimal participation and create a specialized help desk to promptly resolve any problems students may encounter following the integration process. We also plan to host regular training programs for faculty and staff to ensure their proficiency in utilizing ABC features. Since the University has to make the necessary policy decisions we are anticipating changes in this regard related to the implementation of FYUGP; with the shift to the new system the college proposes to enter into collaboration with both Indian and foreign Universities for dual-degree and twinning programmes as and when permission is granted by the University that would enable the students to attain national and international exposure. Online MOOCs and multidisciplinary courses can help the institution to collaborate with other foreign or Indian institutions in order to provide students with greater opportunities in higher education. Since there is going to be a shift in tune with the NEP, the institution has already taken measures to provide the necessary information to the faculty with regard to the frameworks that shall be enforced, providing them with the know how to incorporate imaginative pedagogical approaches. As of now new and need-based pedagogical approaches are incorporated in the curriculum including conducting online assignments, and preparatory and reference material for New Generation courses.

17.Skill development:

The institution tries to cater to the vocational needs of the students by conducting Career orientation programmes. The Career Guidance Cell, NSS, Women's Development Cell and a few Open Course Programmes play an integral role in strengthening vocational education. The Oratory Training Club helps in improving the soft skills of students and help them overcome stage fright. Training and workshops by the NSS are designed with the purpose of skill enhancement with regard to developing vocational abilities increasing employability and entrepreneurship ideas. The Young Innovators Programme (YIP) in collaboration with Kerala Startup Mission and National Skill Development Corporation holds training programmes and talks providing awareness on vocational disciplines with contemporary relevance. Add on courses in collaboration with NSDC provide opportunities for vocational skill improvement and

possibilities for acquiring certificates and fulfilling qualification requirements for the job market. In future each of these courses shall be evaluated for their relevance and suitability and the curriculum framed shall be developed into major and minor courses or added as part of other courses. Courses such as Data Analytics, Accounting, Content Writing, Hospitality Management, Counselling and Therapy will be introduced. There is an option of Open Course where students can opt for multidisciplinary subjects offered by various departments. The Department of Botany offers Horticulture, and the Malayalam Department teaches a course called 'Malayala Pathrapravarthanam' which focuses on Print and Online Media. The college proposes to teach the well- designed courses rooted in Indian spirituality and constitutional values initiated by the University. Students will be encouraged to learn, understand and practice the values that they follow. The institution organizes orientation classes to inculcate value-based lessons among the students. The institution has NSS and NCC units which are active with good participation from students, the programmes organised and mandatory activities are oriented towards inculcating values, skills and attitudes towards better citizenship and human conduct. Add on courses like 'Skillathon' and 'Challenges of the Modern Family' have been designed with the specific objective of creating a deep-rooted sense of responsibility incorporating the cultural distinctiveness of our nation. Since the University is moving for the implementation of the FYUGP the institution shall implement credit structures urging students to go for at least one vocational course; faculty have already been sensitised in this regard. The college plans to offer vocational courses in the blended mode especially for those students in and around the adjoining areas. The college has been concentrating on making the services of experts available to students so that relevant areas of expertise and skill training can be imparted through workshops, seminars and talks. MoUs will be signed with nearby factory or industrial units like the Oil Palm India Ltd., so that students get hands on experience. Collaborations with Universities/HEI's within or outside Kerala/India will be undertaken to offer ODL or blended modules to learners.

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

Integrating our knowledge systems with the curriculum is a pursuit in which we are already engaged. Ancient Indian Ayurvedic knowledge is imparted to students studying Plant Science through the topic Ethnobotany. The topic covers various aspects like collecting ethnobotanical data, identifying plant parts used by tribes in their daily life as food, clothing, shelter and medicine. Gaining

information on the traditional method of treatment using crude drugs derived from plants brings students close to nature and helps to convey traditional and tribal knowledge to future generations. The college plans to provide Teaching Learning Materials (TLMs) for different programmes in both English and Malayalam. Students will have the option to do seminar presentations and other activities in the bi-lingual mode. Learning assessments and comprehensive evaluation of students will be conducted in both the languages. A regular UG programme in Malayalam is offered by the college, in which Sanskrit language and Malayalam literature and culture is mandatory. An additional language course in Malayalam is also offered which under graduate students of any stream can opt for study in their fresher and sophomore years. A highly functional Theatre Club/Performing Arts and Folklore Club in the college offers interested students exposure to the rich tradition of theatre and performing arts of Kerala life; Kathakali, Koodiyattam etc. The college will impart training to its faculty members to conduct classes in the bi-lingual mode. Special attention will be given to develop a bi-lingual compendium of terms and concepts related to each course for quick and easy reference. Currently, all the degree programs offered by the college are conducted in bi-lingual mode. A BA Programme in Malayalam is offered by the college. Additional language courses in Malayalam, Hindi and Syriac are also offered of which students of any stream can opt one language for study. Four papers in Sanskrit are mandatory for the undergraduate course in Malayalam. Acclaimed novelists, poets, artists and critics are regularly invited to the college to interact with the students in order to inculcate in them an interest towards Malayalam Language and Literature, Indian Culture and Arts. Research in early Malayalam and Sanskrit literature carried out by the faculty of the Department of Malayalam further advances the promotion and preservation of our ancient and traditional languages. The institution with the help of the Department of Botany maintains a botanical garden with medicinal plants used in traditional ayurvedic treatment methods. The Department of Malayalam is involved in research of medieval literature and preservation of traditional art through live shows, exhibitions and interactions with renowned artists and writers. A highly functional Theatre Club/Performing Arts and Folklore Club in the college offers interested students exposure to the rich tradition of theatre and performing arts of Kerala life; 'Kathakali', 'Koodiyattam' etc. Seminars and talks are also conducted under the auspices of the Department of Malayalam with live performances on 'Theyyam', 'Kakkarassi natakam' and film shows highlighting classical cinema depicting Indian art and culture.

19.Focus on Outcome based education (OBE):Focus on 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. It aims to increase Gross Enrolment Ratio in higher education, promote multilingualism and build the capacity of faculty. Under the initiative of the IQAC, faculty of the teaching departments have outlined and mapped both Programme Outcomes and Course Outcomes. The college has put in place a template designed by our faculty with inputs from several external experts which has already been used in evaluating attainment of outcomes. Teachers and students are given orientation to understand outcome-based teaching and learning practices. Teachers are encouraged to design sessions that could facilitate outcome-based education. Add on Courses sponsored by the UGC and other collaborators, have been proving effective for OBE. IT Enabled English Language Skill Development sponsored by the UGC and run by the English department helps in realizing OBE goals, with students having to download the ORELL Digital lab app to improve their learning. The app has teacher consoles for the faculty to be actively engaged in the teaching-learning process. Teachers constantly monitor the progress of the learners. Academic Audit (department wise) is done to assess and analyse OBE. The institution conducts value-based courses, bridge courses and add-on course in addition to undergraduate and postgraduate courses as envisaged by the University of Kerala. The institution through its dedicated efforts augments not only the learning but also the soft as well as the much-required life skills of the students for successful careers. The methodology and means deployed by the institution are fruitful to the students as is evident from its above par academic results and student progression. The college has established a structured system to identify outcomes at both the Programme and Course levels within the curriculum. Faculty members have undergone training for this purpose, and the entire process is overseen by designated teachers. Google Forms were utilized to collect data, which was then organized into tabular format. Evaluation of objective attainment was conducted through a process devised by coordinators, incorporating insights from external experts and student performance data. Comprehensive evaluation of outcome attainment is planned to refine the teaching-learning approach and implement remedial measures effectively.

20.Distance education/online education:

The college proposes to offer courses in ODL mode using the potential of technology and social media. The initiatives by the college have been detailed in the heading 'skill development'. Students are provided with learning material available on the web beforehand and topic discussion is done in live class. Online learning platforms such as Google Classroom and Moodle are extensively used by teachers for their courses. Efforts have been made towards offering courses in the blended mode. Blended learning is the effective combination of education and educational technology. Future learning should be differentiated by how varied aspects are blended. It facilitates an independent and collaborative learning experience. It increases the accessibility to the course content and materials. The institution ensures that the instructors are provided with pedagogical training and consultation as well as technical support with online modules. This enables a learning-centered approach, where both teachers and students will have complementary responsibilities in a blended course. The institution has made certain that faculty members 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 EMIL 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

1.1 551

Number of courses offered by the institution across all programs during the year

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

2.Student

2.1 1175

Number of students during the year

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

2.2

95

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

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

2.3

418

Number of outgoing/ final year students during the year

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

3.Academic

3.1

69

Number of full time teachers during the year

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

3.2

69

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1 551

Number of courses offered by the institution across all programs during the year

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

2.Student

2.1 1175

Number of students during the year

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

2.2 95

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

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

2.3 418

Number of outgoing/ final year students during the year

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

3.Academic

3.1 69

Number of full time teachers during the year

| 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 | 43 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 132.88 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 99 |
| 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 with sufficient focus on scholastic and co-scholastic curricula. 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. The faculty of St John's College have various academic responsibilities like Curriculum planning, and being a part and parcel of the Board of Studies at the University level. 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 process includes numerous

methods and strategies including offline and online lectures, presentations, assignments, seminars, experiential learning, ICT enabled pedagogy which makes the learning student centric.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/1_1_1_Additional_Information.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 Calendar designed by the University Level Monitoring Committee (ULMC). The College Level Monitoring Committee (CLMC) along with the IQAC, ensures that the academic schedule is at par with the academic calendar, and is stringently followed by the DLMC. There is a department level Curriculum Delivery Plan for the proper implementation of the curriculum. The University evaluates and assesses on the basis of End Semester Examination and Continuous Evaluation for Undergraduate Programmes in the proportion of 80:20 and for Post Graduate Programmes in the ratio of 75:25. The Educational App EMBASE Pro Suit assists in analysing the Continuous Assessment(CA) and sending the reports to the concerned faculty and Heads of the Department, in the form of Assessment Reports. The Internal Examination Committee along with the External Examination Committee, monitor the smooth conduct of internal and external examinations. The Action Taken Report prepared by the IQAC at the end of the academic year gives a feedback regarding the time-bound implementation of the curriculum. The College Council is also actively involved in examination planning and execution, including schedule of exams.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://stjohns.ac.in/Welcome/InternalExam |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating **A. All of the above**

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

| 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

15

| 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)

9

| 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

183

| 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

Holistic education coupled with social commitment and ethical responsibility is at the core of the educational values St John's College has always stood for. The college has always upheld professional ethics and academic integrity and our students are moulded and guided in the same path. Seminars, invited talks, field trips and field work, hands-on learning sensitise students to important social issues like gender, environmental protection, sustainable living and development.

- Eco-sensitisation is a key focus of the curriculum framework. The departments of Environmental Science, English and Zoology regularly conduct field trips.
- The department of Zoology, in collaboration with St Joseph's Hospital has been distributing free medicines and medical supplies to fight malnutrition among the tribal children in Chinnar Wildlife Sanctuary.
- The department of Chemistry conducted HEAM parliamentarian, a school level debate competition and workshop to promote start -ups based on renewable energy sources.
- The department of Communicative English organized a one -day seminar on Gender and Resistance. The students of presented

papers exhibiting various nuances of gender like gender spectrum, LGBTQ+ and identity.

- The college is registered with the Kerala Knowledge Economy Mission, an initiative by the government of Kerala to provide employment opportunities to undergraduates.

| 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

15

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| 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

897

| 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

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://iqac.stjohns.ac.in//admin/feedback/FEEDBACK_ANALYSIS_REPORT_2023-241.pdf |
| 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 | No File Uploaded |

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://iqac.stjohns.ac.in//admin/feedback/FEEDBACK_ANALYSIS_REPORT_2023-241.pdf |

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

391

| 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

88

| 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

After the admission procedure, the proficiency of the students, including their abilities and skills are analyzed through diagnostic tests. Based on this and the qualifying marks for UG/PG examination the students are categorized. Tailored interventions are made to enhance their confidence, skills, and academic performance. Specific programmes are introduced for advanced and slow learners, apart from the common programmes for facilitating a level playing field

Advanced Learners:

- Skill enhancement add on courses offered by the departments in association with NSDC
- Endowments, incentives, and awards
- Financial support for paper presentations in seminars
- SEAL (St John's Ecosystem for Advanced Learning) to promote advanced learning

- Erudite lecture series by national and international scholars conducted by the Research and Development cell
- Student-Teacher Brigade where advanced learners don the role of teachers
- Coaching for NET, JAM, and other competitive exams
- Young Innovators Programme
- Enrolment for SWAYAM NPTEL courses

Slow Learners:

- Remedial coaching
- Peer group learning
- Mentoring and tutoring with regular updates to parents on the progression
- Providing simplified materials for learning

Level Playing Field for All Learners:

- Bridge courses
- Induction programme
- Career guidance classes
- Soft skill training and grooming classes
- Language and communication skill development programme
- Placement support
- Programme to enhance employability skills

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/BestPractice/3 |
| 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 |
|--------------------|--------------------|
| 1175 | 69 |

| 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

Student-centric approaches like experiential learning, participative learning and problem-solving methodologies along with chosen advanced ICT infrastructure are the core of teaching-learning strategies adopted by St John's College, Anchal. Flipped Classroom and Blended learning strategies ensure student engagement.

Experiential Learning Activities:

- Well-equipped laboratories
- Subject specific ICT tools like Canva, Kahoot, Pear Deck, Quizizz, SmartDraw, Graphing calculator 3D and GeoGebra
- Field visits and industrial visits
- Podcasts and vlogs

Critical analysis, synthesis and evaluation are key to experiential learning

Participatory Learning Activities:

Students are made to participate actively in learning process by providing them opportunities to analyse, evaluate, synthesize, and relate various concepts

- Group discussion, group presentations, and brainstorming sessions
- Workshops, seminars, webinars, debates
- Role plays
- Exhibitions

Problem Solving Methodologies:

- Case studies
- Subject specific games and riddles,
- Research laboratories.
- Student projects
- Young Innovators Programme
- LMS based learning

YouTube and Telegram channels maintained by the faculty and the departments, social media groups and pages, laptops, computer lab, projectors, e-books, e-journals, and e-resources effectively streamline the teaching-learning process. The college has subscribed to EMBASE Pro Suit, an educational application to enhance the pedagogical experience. Apart from the real classrooms, Google classrooms ensure hybrid experience. E-resources from e-Pathshala, JSTOR and Project Gutenberg aids in self-paced learning.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/13 |

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

- The college has subscribed to EMBASE Pro Suit, an educational application to enhance the pedagogical experience.
- The institution is a recognized local chapter of SWAYAM-NPTEL
- All departments are equipped with computers and projectors, interactive panels for effective course delivery.
- Faculty members implement blended learning through the LMS platforms.
- The audio/video lectures of faculty are provided through Whatsapp, YouTube and Telegram channels maintained by the faculty.
- Major ICT initiatives of Ministry of Education, Government of India such as SWAYAM, Swayam Prabha, National Digital Library of India, e-Pathshala, Shodhganga, Shodhsindhu and Vidwan are used by faculty members for streamlining teaching-learning process.
- Online platforms like Google Meet, Zoom, and MS teams are used by faculty members for providing ample support to students.
- Online platforms like Google Classroom are utilized for providing online assignments and also for content sharing in flipped classrooms.
- Institution makes conscious efforts in equipping the conference halls with ICT facilities for conducting

International and national webinars.

- The college has a fully automated library that provides access to more than 6,000 e-journals 1,99,500 e-books under N-List and over 6,00,000 e-books through NDL and a college component of e-ShodhSindhu
- The digital library provides Web OPAC facility, enabling remote access to library catalogue.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

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**

69

| 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**

69

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| 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

40

| 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

455

| 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 Continuous Evaluation (CE). A robust and transparent internal assessment mechanism ensures fairness, consistency, and academic integrity in evaluating student performance.

- Induction programme introduces the CE framework to the students and parents.
- The college handbook states the process of assessment.
- For UG programmes, the CE weightage is 20% and for PG, it is 25%.
- The CE of 2023 admissions (UG) are based on assignment and internal examination, while seminars, field trip reports, practical, records and internal exams decide the PG internal marks.
- The college council decides the schedule of exams. The Internal Exam committee prepares the timetable, collects the question papers, allocates teachers for duty and distributes answer scripts to the respective departments.
- The seating arrangement for internal exam is displayed on the notice board.
- Examination squad curbs the malpractice.
- Internal assessment scores are published two weeks before semester examinations, allowing students ample time to review and raise any concerns.
- Before uploading the marks to the University, student verifies and put their signature, followed by verification from the side of Faculty, HoD, and the Principal.
- Timely feedback and remedial teaching enhance the student performance.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://stjohns.ac.in/Welcome/InternalExam |

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

St John's College has a transparent, time-bound, and efficient grievance redressal system. A three-tier grievance redressal system has been in force to address concerns related to internal assessments.

- The grievances related to CE assessments are solved with utmost priority
- 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 university level.
- DLMC ensures that all grievances are addressed, and the learner is convinced.
- Every department conducts PTA meeting 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 the internal 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.
- By implementing these measures, St John's College, Anchal aims to maintain a fair, transparent, and efficient system for assessments and grievance redressal, thereby fostering a supportive academic environment for all students.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://igac.stjohns.ac.in/Welcome/StatutoryDetails/8 |

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 and robust mechanism for disseminating and assessing the programme and course outcomes. The faculty is given orientation about Outcome Based Education (OBE) at the beginning of every academic year

- Outcome based syllabus of every programme is uploaded on the college website.
- College handbook is provided to every student carrying details about the courses they have to learn.
- Hard copies of syllabus with Programme and Course outcomes 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.
- Detailed syllabi of every course is 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 and course outcomes. Faculty advisers familiarize the students with the reference books available in the library for their programme.
- Department staff meetings are conducted at the beginning of every semester to remind the course advisers to focus on the expected outcomes.

| File Description | Documents |
|---|--|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://stjohns.ac.in/Welcome/UnderGraduate_e_ https://stjohns.ac.in/Welcome/PostGraduate |
| 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, while exit survey, student's progression to higher education and employment constitute the indirect methods.
- First year students undertake Bridge course, at the end of which a test paper is conducted to evaluate their foundation in the subject.
- Formative evaluation constitutes assignments and seminars delivered by students in hybrid mode.
- The results of the continuous evaluation are consolidated by the Course Coordinator and forwarded to DLMC, who after analysing the report identifies students requiring special attention, for whom remedial teaching and peer group learning are initiated.
- DLMC forwards this list to CLMC and the service of Counsellor is ensured for students who are in need of special support.
- End semester result analysis is done by DLMC and the assessment report is forwarded to CLMC. Along with the college council, CLMC analyze the data and communicate suggestions to departments.

- Students feedback is taken to analyze the attainment of POs and COs.
- At the end of every academic year each department evaluates the progression of their students to higher studies and employment.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

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

284

| 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://stjohns.ac.in//admin/about/Annual_Report_2023-2024_-_Final(1).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/feedback/FEEDBACK_ANALYSIS_REPORT_2023-241.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)**

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| 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**

11

| 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**

1

| File Description | Documents |
|---|--|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | www.envt.kerala.gov.in |

3.2 - Innovation Ecosystem

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

St. John's College, Anchal, fosters an innovation ecosystem focused on the creation, application, and dissemination of knowledge. Through its vision and mission, the college supports innovative thinking among students, faculty, and the academic community.

Institutional Support for Innovation The college has a dedicated Research and Development Cell offers guidance, resources, and funding to support innovative projects and a sophisticated instruments lab which facilitate innovations

Research-Oriented Curriculum and Practices The curriculum integrates research methodologies across disciplines, encouraging analytical and critical thinking. Workshops, seminars, and conferences provide platforms for knowledge sharing. The R&D cell is conducting RDC lecture series to introduce students in advanced research areas.

YIP Club and Incubation Support The YIP Club promotes entrepreneurial thinking, offering mentorship, technical assistance, and funding networks like MSME. Collaborations with industries, government bodies, and NGOs further enhance the innovation ecosystem.

Community Engagement and Sustainability The college shares knowledge with the local community through outreach programs, addressing issues like health and sustainability. Green innovation is prioritized through initiatives like green audits, energy efficiency, and waste management.

Creativity and Recognition Cultural and academic events encourage creativity and out-of-the-box thinking. The achievements of students and faculty at state and national levels reflect the institution's commitment to innovation and excellence.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

13

| 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

18

| 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

16

| 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

10

| 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

At St. John's College, a commitment to social responsibility drives initiatives addressing hunger, poverty, and health disparities, while inspiring students to engage in impactful social work.

Key Initiatives:

1. SJC Noon Meal Programme: Hygienic meals are provided to underprivileged individuals, raising student awareness of poverty and hunger.
2. Health Camps - "Punarjani": Annual health camps in tribal areas offer free medical supplies and nutritious food.
3. Home Nursing Training - "Hridayapoorvam": Students receive training to care for terminally ill patients, fostering compassion.
4. Palliative Care - "Sparsam": Students distribute relief items like wheelchairs and medicines to terminally ill patients.
5. Gender Justice Campaign - "Speak Out and Stand with Her":

Seminars and discussions challenge gender norms and address violence against women.

6. Renewable Energy Promotion: The HEAM Parliament fosters student innovation in renewable energy and startup ideas through collaborations with research organizations.

Educational Impact:

These initiatives educate students on community-oriented actions, inequality in healthcare, and local support strategies, especially highlighted during the pandemic. By addressing social challenges, St. John's College cultivates a culture of responsibility, empowering students to contribute to a more equitable society.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/NewsMore/26 |
| 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

13

| 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 | No File Uploaded |

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

41

| 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

252

| 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

2

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| 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

5

| 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.

St. John's College provides robust infrastructure and facilities to ensure quality teaching and learning as per statutory requirements. The institution provides 41 spacious, well-ventilated classrooms, most equipped with LCD projectors and public addressing systems, and supported by campus-wide Wi-Fi.

Specialized facilities include a Central Computer Lab with 50 computers, LAN, and internet access. Research lab of Chemistry and Tissue culture lab of Botany department are equipped with advanced technology including interactive board and specific software. There are five science labs, and two museums for hands-on learning. The infrastructures includes a 200 seat Audio Visual Theatre, a 100 seat Conference Room and a Main Auditorium with 1000 seat capacity. Additionally, a conference room with AV aids accommodates 60 people. Key areas such as the IQAC, NCC, NSS Offices, and Women Development centre are allocated separate spaces. The campus is equipped with CCTV surveillance

.Other resources include hostel facility, open-air nature classroom, a well-stocked library, with more than 60000 book, a digital library and 13 staff rooms with computer and internet

access. These comprehensive facilities create an environment fostering academic excellence and holistic development.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/7 |

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

St. John's College offers extensive facilities for sports, games, and cultural activities, supporting the overall development of students. The college has a large auditorium and an open stage, providing ideal spaces for cultural events, performances, and artistic expressions. The sports infrastructure includes a basketball court, badminton courts, a football field, an athletics track, and a cricket ground, catering to a wide range of outdoor and indoor sports activities. These facilities promote physical fitness and engage students in healthy, competitive sports.

For wellness, the college offers a fully equipped gymnasium and a yoga center, ensuring students have access to facilities that support both physical and mental well-being. The college also has well-maintained classrooms with Wi-Fi and LCD projectors, ensuring an integrated approach to both academic and extracurricular learning.

With adequate space and modern infrastructure, these facilities cater to a high user rate, providing opportunities for students to excel in sports, games, and cultural activities. The availability of these resources ensures that St. John's College fosters a balanced environment that promotes holistic growth, creativity, and physical fitness among its students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/31 |

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

19

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/TT_Photos1.pdf |
| 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)

18.62637

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

1. Barcoded ID cards facilitate access through entry and exit gates, monitoring students' library usage.
2. A computer with Online Public Access Catalogue (OPAC) is provided at the gateway, which simplifies bibliographic searches for all library documents.

3. OPAC system is accessible remotely via the college website, enabling exploration of library resources from anywhere.
4. Full Wi-Fi connectivity ensures access to online content.
5. Dedicated E-Learning space (Digital Library) provides individual workstations for research students, fostering academic endeavors.

Integrated Library Management System (ILMS)

1. In 2021, a new Library Management system EMBASE replaced Libsoft for optimizing operations, particularly in managing the books issue and e-gate register.
2. QR Codes are provided at key positions to enhance the user accessibility to the OPAC system
3. The college provides ample access to e-resources and journals through various subscriptions.
4. The college Library subscribes to N-list, which grants access to over 6000 e-journals and 1,99,500 e-books, accessible 24/7.
5. National Digital Library offers an extensive collection of 6,00,000 e-books.
6. These subscriptions enrich the academic experience, supporting studies, research and intellectual growth.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://stjohns.embase.in/opac/#/ |

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

| 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

38

| 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

The institution is committed to providing a cutting-edge learning environment, leveraging advanced digital technologies to enrich student education. Embracing a culture of continuous innovation, we regularly upgrade our technology and infrastructure to ensure an exceptional educational experience.

Wi-Fi Connectivity: Complimentary Wi-Fi access throughout the campus.

Smart Classrooms: 17 state-of-the-art smart classrooms with interactive screens and LCD & LED projectors (4 new additions this year).

Computer Lab: 2 fully-equipped computer labs with latest hardware, software, and internet connectivity. Additionally, lab is fitted

with projector, enabling enhanced presentations and learning experiences.

Departmental Facilities: Departmental facilities with computers, digital devices, projectors, and Bluetooth speakers.

Maintenance: Regular maintenance IT facilities, including software updates and hardware upgrades. Outdated computers are periodically assessed and either replaced or upgraded with improved configurations to maintain cutting-edge technology.

Network Security and Surveillance: Secure Wi-Fi network and 50 CCTV cameras for enhanced security and surveillance

Recent Upgrades:

- The college recently added 4 new smart classrooms with interactive panels.
- The network connectivity has been expanded to cover all departments and classroom across the campus with a free wifi zone to students usage
- Internet bandwidth has been significantly upgraded to 200 Mbps for faster internet access.
- Faculty have been trained to conduct online classes and provide e-learning content.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/12 |

4.3.2 - Number of Computers

99

| 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)

75.78841

| 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 follows a well-structured protocol to ensure the efficient maintenance and utilization of its physical, academic, and other facilities. The Principal oversees all facilities, with management delegated to Heads of Departments, faculty, administrative staff, and support personnel. The Bursar, acting as the Estate Officer, is responsible for maintaining college assets, employing support staff like gardeners, electricians, plumbers,

and security personnel. Each department is managed by its Head and faculty, who ensure proper stock management and monitor the usage of laboratories, with dedicated attendants responsible for preparation, upkeep, and safety of equipment. A mechanic handles electrical and electronic repairs.

The library, managed by the Librarian and assistants, boasts standard infrastructure, including e-learning tools, Wi-Fi, and comfortable furniture. Sports facilities, including playgrounds and gymnasiums, are actively used by staff and students and are maintained by the Physical Education Department. Classrooms and computer labs are fully utilized, with daily cleaning and maintenance handled by support staff. The college ensures optimal energy usage, with CCTV surveillance for security and round-the-clock personnel for asset protection. Committees like the Academic, Library, IQAC, and others play vital roles in the continuous upkeep and efficient use of the facilities.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in//admin/about/Infrastructure_Policy_Document1.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

110

| 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 benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

23

| 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 | Nil |
| 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

1026

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

1026

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted 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 | No File Uploaded |

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

3

| 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

107

| 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

30

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| 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.

24

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| 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)

Students actively participate in administrative, extracurricular, and co-curricular activities throughout the academic year, fostering leadership, teamwork, and organizational skills. Class representatives, association secretaries, and house captains organize events like arts festivals, cultural celebrations, sports meets, and intellectual sessions, ensuring effective communication between students and faculty. Students also serve as representatives in key bodies like IQAC, ICC, and the Grievance Redressal Cell, contributing to institutional decision-making and policy implementation.

Students take on responsibilities such as logistics, budget management, and guest coordination for college-level events, including national seminars, workshops, and webinars. Peer teaching and mentorship provide academic guidance, campus policy awareness, and career insights. Enthusiastic participation in clubs, committees, and sports enables students to showcase their talents across diverse areas.

Community service initiatives like blood donation drives and cleanliness campaigns under NSS and NCC develop their sense of

social responsibility. Students excel in debates, quizzes, and paper presentations at regional and national levels, fostering innovative thinking. Collaborating with faculty on research projects and academic endeavors further enriches their learning experience.

Balancing academic, administrative, and extracurricular activities sharpens time management skills, broadens perspectives, and prepares students for real-world challenges. These experiences instill responsibility, leadership, and essential life skills while enhancing personal and academic growth.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/IQAC/IQAC_Notification.pdf |
| Upload any additional information | No File Uploaded |

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

27

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| 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 Anchal St.john's College Old Students Association (ASCOSA) strengthens the institution's network, provides mentorship

to current students, and fosters pride and belonging among former students. A robust alumni network and active social media groups are pivotal to these efforts.

Key Alumni Engagement Activities:

1. **Alumni Meets and Reunions:** Annual meets and reunions reconnect alumni with peers and faculty, enabling the exchange of experiences and professional achievements.
2. **Mentorship Programs:** Alumni mentor current students through career guidance sessions, civil service orientations, and industry-specific workshops. Personalized one-on-one sessions provide tailored advice on career paths and higher education.
3. **Guest Lectures and Webinars:** Prominent alumni deliver lectures and webinars on topics like technical advancements, soft skills, and career strategies, offering students insights into real-world applications of their learning.
4. **Internship and Job Placement Support:** With FYUGP emphasizing internships, alumni leverage their networks to facilitate opportunities and placements for students.
5. **Financial Contributions and Scholarships:** Alumni support infrastructure, research, and scholarships for meritorious and economically disadvantaged students, promoting inclusivity and academic excellence.

Alumni involvement significantly benefits the institution by inspiring students, enhancing opportunities, and contributing to its growth and success.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://stjohns.ac.in/StudentsCampus/AlumniAssociation |
| Upload any additional information | No File Uploaded |

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

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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, Heads of Departments (HoDs), Programme Coordinators, Placement Officer, and committee conveners and members. The management council makes policies for achieving the mission and vision. The college has a well established council in which all Head of the departments are members and 3 elected member. 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/ManagementCouncil |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution adopts the following strategies for the effective functioning

- Focus on learner-centered academic practices to enhance faculty performance and student outcomes. Strengthen learning experiences using Bloom's Taxonomy and reinforce Outcome-Based Education (OBE). Introduce innovative examination-evaluation methods, promote ICT-enabled teaching approaches, and establish advanced academic practices. Encourage faculty to attend refresher courses.
- Enhance research quality and expand internship opportunities. by recruiting internationally trained

faculty. Support book publications, research article in reputed journals, and promote participation in conferences, seminars, workshops, and refresher courses. Provide seed money and awards for quality research, facilitate research grant applications, and inspire students to pursue innovative research. Establish research awards, offer unrestricted access to funding to strengthen the R&D Cell.

- Instill values and professional ethics in students through certificate, value-added courses to develop entrepreneurial life skills. Promote community engagement, participation in sports, cultural activities, and extension programs.
- Create a sustainable Wi-Fi-enabled campus with enhanced ICT facilities. Strengthen campus security with CCTV. Promote energy conservation through renewable energy systems.
- Strengthen the placement cell, publish brochures, conduct soft skills training, group discussions, and other programs to boost placements.
- Build a strong Alumni Association, form department-wise groups, utilize alumni for placements, internships, and motivational sessions. The institution adopts the following T

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/Strategic_Plan_-_Final.pdf |
| Upload any additional information | No File Uploaded |

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.

Institutional strategic plans rely on various administrative bodies to ensure effective and efficient governance across different operational aspects.

- **Managing Council:** Responsible for general administration, the council implements policies like the Infrastructure Development Policy and E-Governance Policy. It oversees faculty appointments, adhering to established regulations.
- **College Council:** Aligning with the institution's vision, the council deploys strategic plans and enforces policies, including research, grievance redressal, and Green Campus policies.

- **Internal Quality Assurance Cell (IQAC):** Dedicated to institutional quality enhancement, IQAC organizes faculty career development initiatives, audits academic and administrative processes, and fosters continuous improvement. It also conducts training for staff on new educational policies and tender purchase procedures.
- **Examination Cells:** Centralized committees manage internal and semester exams. An internal malpractice squad ensures examination integrity.
- **College Level Monitoring Committee (CLMC):** Governed by University of Kerala rules, the CLMC monitors the continuous evaluation (CE) system and resolves related complaints.
- **Office Administration:** Administrative staff undergo training on tendering, purchasing, and salary software, particularly during platform transitions.
- **Parent-Teacher Association (PTA):** Comprising parents and teachers, PTA addresses disciplinary and infrastructure issues, utilizing funds for campus improvements.
- **Staff Appointments:** Adhering to UGC and University of Kerala guidelines, the recruitment process includes advertisements, expert panel interviews, and transparent rank lists for merit-based selection.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/6_2_2_Additional_Document1.pdf |
| 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 college provides various facilities and benefits to its staff members. Physical facilities include department-wise staff rooms, separate dining areas, parking facilities, cafeteria, canteen at subsidized rates, prayer rooms, restrooms for female staff, and free Wi-Fi.

Leave provisions comprise maternity leave (180 days), paternity leave (10 days), casual leave (15-20 days/year), commuted leave (10 days/year), and duty leave (10 days/year) to attend seminars/conferences.

Welfare schemes includes gratuities, pension, provident fund, festival allowances, government welfare schemes, state life insurance, medical insurance, salary advances for staff

Recreational activities include staff tours, celebrations of Teachers' Day, Women's Day, Various festivals, and sports.

The college has a Performance Appraisal System, which includes self-appraisal, department head review, principal's review, and API verification committee scrutiny. The system not only serves as a means to assess performance but also aids in career advancement by providing teachers with regular updates on their performance levels. Recommendations for improvement are provided to teachers , encouraging professional development and growth. Non-teaching staff engage in self-appraisal processes, with feedback and suggestions offered to support their ongoing development and enhancement. This comprehensive appraisal framework ensures a holistic assessment of staff performance while fostering a culture of continuous improvement within the institution.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| 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

2

| 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

4

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| 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

15

| 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 | No File Uploaded |
| 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 appraises them regarding their performances. The performance appraisal-based system (PBAS) 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 | Nil |
| 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

Mobilization of funds

The college receives funds from

State government to disburse the salary for Permanent Teaching and Non-teaching Staff and Salary for DD Guests

- PTA fund
- RUSA (Rashtriya Uchchatar Shiksha Abhiyan)
- Consultancy
- PD funds
- Management Fund

Constitution of different bodies

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

1. College Council
2. Planning Committee
3. Purchase Committee
4. Infrastructure Development Committee
5. Building Committee
6. PTA Committee
7. Committee for RUSA

The college established a core committee for ongoing financial oversight, ensuring efficient operation through regular internal audits. Government-related accounts undergo periodic audits by the Deputy Director of Collegiate Education, with thorough responses to queries or concerns. Following resolution of anomalies, auditors submit final reports to the Principal. Additionally, the college undergoes annual external financial audits mandated by the government, consistently receiving commendable reports over the past five years, indicating transparent fund utilization.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| 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)

109.05

| 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), P. T. A., Alumni Association, Management, Kerala State Sports Council etc. • For central government funds, 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 | Nil |
| 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 IQAC of St. John's College has played a pivotal role in

institutionalizing quality assurance strategies and processes through a series of well-structured initiatives. For the academic year 2023-24, the IQAC devised a comprehensive plan to complete the accreditation process, successfully leading to the submission of the Self-Study Report (SSR) for Cycle 3 during the assessment period.

To inspire undergraduate students and nurture a research-oriented mindset, the IQAC, in collaboration with the Research and Development Cell, launched the RDC Lecture Series, inviting professors from international universities to expose students to diverse research areas. Faculty development was prioritized through training programs on online course content creation, outcome-based education, and revised reaccreditation frameworks, while professional efficiency improvement sessions were organized for supporting staff to enhance operational capabilities like planning and purchase management.

Workshops such as a one-day session on the Government e-Marketplace (GeM) equipped staff with knowledge of government procurement processes. In preparation for the Four Year Undergraduate Program (FYUGP), the IQAC organized talks and training programs in association with Kerala University to provide essential insights. Furthermore, the IQAC enhanced the stakeholder feedback process by forming a dedicated team and upgrading the online feedback mechanism in alignment with NAAC guidelines.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/Annual_Report_IQAC.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

The college has continuously reviewed and improved its teaching-learning processes, structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC). At the beginning of the year, aligned with the academic calendar prepared by the university, a well-structured schedule is prepared for the curriculum delivery. Faculty advisors were appointed for each programme, providing students with personalized guidance.

Courses were effectively mapped in the Embase Pro Suit to ensure alignment with academic goals. Continuous evaluation was carried out through seminars and internal examinations, allowing for real-time tracking of student progress. A dedicated team of teachers was responsible for preparing and evaluating assessment results, ensuring a transparent and fair evaluation system.

To support weaker students, remedial and peer group learning sessions were successfully conducted, helping them improve their understanding of the curriculum. The IQAC team actively collected feedback from students, faculty, and alumni, analyzed the data, and submitted a comprehensive report. Based on the analysis, the IQAC discussed and implemented actions, with an action taken report submitted to the principal for further consideration. Additionally, IQAC successfully initiated skill enhancement courses in collaboration with NSDC, aimed at boosting students' employability. These efforts reflect the institution's dedication to ongoing improvement and enhancing the overall quality of education.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/Feedbacks |
| 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://stjohns.ac.in//admin/about/Annual_Report_2023-2024_-_Final(1).pdf |
| 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

St. John's College ensures gender equity and sensitization among students through a variety of initiatives, including motivational talks, debates, discussions, seminars, and workshops. These activities, along with entrepreneurship development programs, equip students to address societal challenges effectively. The institution fosters equity, discipline, and security through the efficient functioning of committees like the Internal Complaints Committee, Discipline Committee, and Anti-Ragging Committee, ensuring that students are well-informed about their rights and privileges.

Awareness programs organized by the ED Club, Women's Cell, NSS, and various departments emphasize gender equality, women's rights, team building, and self-defence training, thereby promoting self-awareness and confidence among students. Notably, the college has introduced a flagship program titled SHE (Scaffold Her Empowerment), spearheaded by the Women's Cell. This student-led initiative is dedicated to empowering and educating young women within and beyond the campus. The Student-Teacher Brigade is another significant initiative aimed at promoting gender equity, where students from our college, particularly girls, serve as mentors for other students. Additionally, the college provides exclusive facilities for girl students, including well-equipped recreation rooms featuring indoor games, comfortable seating, and reading materials. These initiatives collectively reflect the institution's commitment to fostering an inclusive, supportive, and empowering environment for all students, enabling them to

thrive both personally and professionally while championing the principles of gender equity.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | Nil |
| 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://iqac.stjohns.ac.in/Welcome/InstitutionalDistinctiveness |

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 | No File Uploaded |

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

St. John's College is dedicated to maintaining an environmentally responsible waste management system, aligning with green standards and fostering sustainability across its campus. Through a combination of innovative practices and stakeholder involvement, the college ensures efficient waste reduction, segregation, and recycling while promoting eco-friendly alternatives.

- Commitment to Green Practices:**

- Adheres to Swachh Bharat Abhiyan principles for campus cleanliness and hygiene.
- Encourages stakeholders to minimize waste production and take individual responsibility.

- **3R Approach:**
 - Implements the Reduce, Reuse, and Recycle strategy.
 - Discourages single-use plastics, replacing them with eco-friendly substitutes.
- **Waste Segregation and Disposal:**
 - Utilizes colour-coded bins (Green, Blue, Red, Yellow) for effective waste segregation.
 - Sorts waste into biodegradable, non-biodegradable, hazardous, and non-hazardous categories.
 - Composting biodegradable waste on campus for organic manure production.
 - Sends non-biodegradable waste to recycling units via Haritha Karma Sena.
 - Disposes hazardous waste responsibly on-site or through authorized facilities.
- **Enhanced Facilities:**
 - Provides accessible sanitation and trash bins.
 - Installs sanitary napkin incinerators for safe disposal.
- **Reducing Electronic and Paper Waste:**
 - Conducts regular maintenance to minimize e-waste.
 - Promotes paperless communication to reduce paper waste.

These measures ensure a sustainable, clean, and eco-friendly campus environment.

•

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| 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

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

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 | No File Uploaded |

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

B. Any 3 of the above

**following 1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green
campus recognitions/awards 5. Beyond the
campus environmental promotional activities**

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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. Faculty members, staff, and students are welcomed without any barriers, ensuring a diverse and integrated community. Various programs are conducted to promote national integration, regardless of caste or community. Additionally, initiatives have been launched to improve the social and economic status of students from all backgrounds.

The institution also enrolls students and faculty from nearby states and Union territories, fostering a diverse and enriching educational environment. Scholarships, career guidance, and higher education opportunities in India and abroad are provided to deserving students. Financial barriers are overcome through fee concessions, fee waivers, and scholarships for students from all socio-economic backgrounds. Furthermore, linguistic diversity is maintained through second language courses in Malayalam, Hindi, and Syriac. Academic, co-curricular, and extracurricular activities are designed to develop character, friendship, and leadership qualities among students.

| 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 | No File Uploaded |

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

St John's College, Anchal gives great emphasis on sensitizing students and employees to constitutional obligations, values, rights, duties, and responsibilities, fostering an environment rooted in equality, justice, and inclusivity. It ensures that individuals, irrespective of religion, caste, or socioeconomic background, are treated with fairness and provided with equal opportunities. A range of awareness programs and activities is conducted to shape students into responsible citizens and future leaders with a strong sense of civic responsibility and moral values.

Clubs such as NCC and NSS contribute significantly by organizing impactful initiatives, including blood donation drives, anti-drug campaigns, leadership camps, and community outreach programs.

These activities highlight the importance of selflessness, discipline, and dedication to society. Additionally, cultural programs are conducted regularly to instill values of unity, harmony, and national integration, while promoting diversity and mutual respect.

The institution also places a high priority on commemorating national events that hold historical and cultural significance. Days such as Independence Day, Republic Day, Gandhi Jayanti, and other occasions are observed with enthusiasm and reverence. These celebrations inspire patriotism, civic responsibility, and respect for the nation's heritage. By nurturing such values, the institution prepares students and employees to contribute meaningfully to society.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://ssr.stjohns.ac.in//admin/ssrfiles/7_1_9_Brochures_Cerificates.pdf |
| Any other relevant information | https://stjohns.ac.in/Welcome/PhotoGallery |

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

C. Any 2 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 | No File Uploaded |

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

St. John's College is proud to celebrate a diverse array of national and international commemorative days, cultural festivals, and academic events, fostering unity, awareness, and the holistic growth of its community. National observances such as Independence Day and Republic Day are celebrated with great enthusiasm, including flag hoisting ceremonies, patriotic rallies, and cultural programs, nurturing a sense of patriotism among students. Teacher's Day offers a heartfelt opportunity to honor the invaluable contributions of educators.

Cultural festivals such as Onam and Christmas are celebrated with joy and fervor, promoting the rich traditions of unity and togetherness. Events like She Fest and Ethnic Day on International Women's Day further showcase the college's commitment to inclusivity and empowerment.

In the realm of science and environmental awareness, programs like National Science Day, World Space Week, and World Environment Day emphasize innovation and sustainability through seminars, exhibitions, and creative presentations. Social awareness campaigns such as the "Say No to Drugs" campaign and World Suicide Prevention Day activities create meaningful dialogues on pressing societal issues.

The college also commemorates its heritage and visionaries, paying tributes to Archbishop Benedict Mar Gregorios, Dr. M.S. Swaminathan, and Major Archbishop Cyril Baselios, celebrating their contributions to society. Through such events, St. John's College stands as a beacon of education, culture, and awareness.

| 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.

Best Practice I

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

Objectives: SEAL establishes a globally competent research and teaching environment in a rural setting.

Context: The initiative aligns with the UN Sustainable Development Goals to promote relevant academic and research efforts.

Practice: Departments organized seminars and conferences with renowned scholars. Faculty research collaborations resulted in publications in international journals.

Evidence of Success: Students secured admissions to central universities and research centers. Chemistry researchers published in leading journals on renewable energy. Dr. Sajan Thomas was selected by 360info.org to write on climate change.

Challenges: Financial constraints, hiring global-standard faculty, cultural adaptation to international standards, and equitable access to resources remain key issues.

Best Practice II

Title of the Practice: Punarjjani - Health and Nutritional Interventions in the Chinnar Wildlife Sanctuary

Objectives: To improve the health and nutrition of children under 15.

Context: A collaborative effort involving Kerala Forest Department, St. John's College, and St. Joseph's Mission Hospital.

Practice: Medical camps led by Dr. Lola Paulose and coordinated by Dr. Josin C. Tharian involved Zoology students as volunteers.

Evidence of Success: Malnutrition reduced to 25%, anemia to 20%, and goiter eliminated. Vision and heart issues were identified. The New Indian Express featured this initiative.

Challenges: Geographical and logistical barriers required meticulous planning and resources.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://igac.stjohns.ac.in/Welcome/BestPractices |
| Any other relevant information | https://ssr.stjohns.ac.in//admin/ssrfiles/BestPractices.pdf |

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

The institutional distinctiveness of St. John's College, Anchal, aptly named "Scaffold Her Empowerment (SHE)," embodies the college's commitment to empowering women through multifaceted initiatives. During the academic year 2023-24, the Women's Cell spearheaded various programs designed to foster self-confidence, skill development, and social awareness among female students.

Highlights of the year include a self-defence training program conducted in collaboration with the Kerala State Women's Development Corporation, empowering 100 students with practical techniques to ensure personal safety. The paper craft workshop, led by faculty, nurtured creativity and mindfulness while reducing screen time, engaging participants in innovative crafting activities.

An interactive session on menstrual hygiene, led by a student facilitator, broke societal stigmas and introduced participants to sustainable practices like menstrual cups. Events such as the Kanal Fest, organized in partnership with the NSS and the Kerala

Government, emphasized gender awareness through self-defense training and motivational sessions.

The SHE Fest on International Women's Day celebrated the role of women through cultural programs and gender education sessions in collaboration with Snehitha Gender Help Desk. These initiatives, blending creativity, awareness, and empowerment, reflect the college's dedication to fostering an inclusive and equitable environment. Future programs under SHE promise to further enhance its distinctiveness.

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 with sufficient focus on scholastic and co-scholastic curricula. 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. The faculty of St John's College have various academic responsibilities like Curriculum planning, and being a part and parcel of the Board of Studies at the University level. 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 process includes numerous methods and strategies including offline and online lectures, presentations, assignments, seminars, experiential learning, ICT enabled pedagogy which makes the learning student centric.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/1_1_1_Additional_Information.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 Calendar designed by the University Level Monitoring Committee (ULMC). The College Level Monitoring Committee (CLMC) along with the IQAC, ensures that the academic schedule is at par with the academic calendar, and is stringently followed by the DLMC. There is a department

level Curriculum Delivery Plan for the proper implementation of the curriculum. The University evaluates and assesses on the basis of End Semester Examination and Continuous Evaluation for Undergraduate Programmes in the proportion of 80:20 and for Post Graduate Programmes in the ratio of 75:25. The Educational App EMBASE Pro Suit assists in analysing the Continuous Assessment(CA) and sending the reports to the concerned faculty and Heads of the Department, in the form of Assessment Reports. The Internal Examination Committee along with the External Examination Committee, monitor the smooth conduct of internal and external examinations. The Action Taken Report prepared by the IQAC at the end of the academic year gives a feedback regarding the time-bound implementation of the curriculum. The College Council is also actively involved in examination planning and execution, including schedule of exams.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://stjohns.ac.in/Welcome/InternalExam |

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****15**

| 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)****9**

| 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**183**

| 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

Holistic education coupled with social commitment and ethical responsibility is at the core of the educational values St John's College has always stood for. The college has always upheld professional ethics and academic integrity and our students are moulded and guided in the same path. Seminars, invited talks, field trips and field work, hands-on learning sensitise students to important social issues like gender, environmental protection, sustainable living and development.

- Eco-sensitisation is a key focus of the curriculum framework. The departments of Environmental Science, English and Zoology regularly conduct field trips.
- The department of Zoology, in collaboration with St Joseph's Hospital has been distributing free medicines and medical supplies to fight malnutrition among the tribal children in Chinnar Wildlife Sanctuary.
- The department of Chemistry conducted HEAM parliamentarian, a school level debate competition and workshop to promote start -ups based on renewable energy sources.
- The department of Communicative English organized a one -day seminar on Gender and Resistance. The students of presented papers exhibiting various nuances of gender like gender spectrum, LGBTQ+ and identity.
- The college is registered with the Kerala Knowledge Economy Mission, an initiative by the government of Kerala to provide employment opportunities to undergraduates.

| 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

15

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| 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

897

| 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 | A. All of the above |
| | |

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://igac.stjohns.ac.in//admin/feedback/FEEDBACK_ANALYSIS_REPORT_2023-241.pdf |
| 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 | No File Uploaded |

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://igac.stjohns.ac.in//admin/feedback/FEEDBACK_ANALYSIS_REPORT_2023-241.pdf |

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

391

| 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

88

| 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

After the admission procedure, the proficiency of the students, including their abilities and skills are analyzed through diagnostic tests. Based on this and the qualifying marks for UG/PG examination the students are categorized. Tailored interventions are made to enhance their confidence, skills, and academic performance. Specific programmes are introduced for advanced and slow learners, apart from the common programmes for facilitating a level playing field

Advanced Learners:

- Skill enhancement add on courses offered by the departments in association with NSDC
- Endowments, incentives, and awards
- Financial support for paper presentations in seminars
- SEAL (St John's Ecosystem for Advanced Learning) to promote advanced learning
- Erudite lecture series by national and international scholars conducted by the Research and Development cell
- Student-Teacher Brigade where advanced learners don the role of teachers
- Coaching for NET, JAM, and other competitive exams
- Young Innovators Programme
- Enrolment for SWAYAM NPTEL courses

Slow Learners:

- Remedial coaching
- Peer group learning
- Mentoring and tutoring with regular updates to parents on the progression
- Providing simplified materials for learning

Level Playing Field for All Learners:

- Bridge courses
- Induction programme
- Career guidance classes
- Soft skill training and grooming classes
- Language and communication skill development programme
- Placement support
- Programme to enhance employability skills

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/BestPractice/3 |
| 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 |
|--------------------|--------------------|
| 1175 | 69 |

| 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

Student-centric approaches like experiential learning, participative learning and problem-solving methodologies along with chosen advanced ICT infrastructure are the core of teaching-learning strategies adopted by St John's College, Anchal. Flipped Classroom and Blended learning strategies ensure student engagement.

Experiential Learning Activities:

- Well-equipped laboratories
- Subject specific ICT tools like Canva, Kahoot, Pear Deck, Quizizz, SmartDraw, Graphing calculator 3D and GeoGebra
- Field visits and industrial visits
- Podcasts and vlogs

Critical analysis, synthesis and evaluation are key to experiential learning

Participatory Learning Activities:

Students are made to participate actively in learning process by providing them opportunities to analyse, evaluate, synthesize, and relate various concepts

- Group discussion, group presentations, and brainstorming sessions
- Workshops, seminars, webinars, debates
- Role plays
- Exhibitions

Problem Solving Methodologies:

- Case studies
- Subject specific games and riddles,
- Research laboratories.
- Student projects
- Young Innovators Programme
- LMS based learning

YouTube and Telegram channels maintained by the faculty and the departments, social media groups and pages, laptops, computer lab, projectors, e-books, e-journals, and e-resources effectively streamline the teaching-learning process. The college has subscribed to EMBASE Pro Suit, an educational application to enhance the pedagogical experience. Apart from the real classrooms, Google classrooms ensure hybrid experience. E-resources from e-Pathshala, JSTOR and Project Gutenberg aids in self-paced learning.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/13 |

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

- The college has subscribed to EMBASE Pro Suit, an educational application to enhance the pedagogical experience.
- The institution is a recognized local chapter of SWAYAM-NPTEL
- All departments are equipped with computers and projectors, interactive panels for effective course delivery.

- Faculty members implement blended learning through the LMS platforms.
- The audio/video lectures of faculty are provided through Whatsapp, YouTube and Telegram channels maintained by the faculty.
- Major ICT initiatives of Ministry of Education, Government of India such as SWAYAM, Swayam Prabha, National Digital Library of India, e-Pathshala, Shodhganga, Shodhsindhu and Vidwan are used by faculty members for streamlining teaching-learning process.
- Online platforms like Google Meet, Zoom, and MS teams are used by faculty members for providing ample support to students.
- Online platforms like Google Classroom are utilized for providing online assignments and also for content sharing in flipped classrooms.
- Institution makes conscious efforts in equipping the conference halls with ICT facilities for conducting International and national webinars.
- The college has a fully automated library that provides access to more than 6,000 e-journals 1,99,500 e-books under N-List and over 6,00,000 e-books through NDL and a college component of e-ShodhSindhu
- The digital library provides Web OPAC facility, enabling remote access to library catalogue.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

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

69

| 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**

69

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| 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**

40

| 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

455

| 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 Continuous Evaluation (CE). A robust and transparent internal assessment mechanism ensures fairness, consistency, and academic integrity in evaluating student performance.

- Induction programme introduces the CE framework to the students and parents.
- The college handbook states the process of assessment.
- For UG programmes, the CE weightage is 20% and for PG, it is 25%.
- The CE of 2023 admissions (UG) are based on assignment and internal examination, while seminars, field trip reports, practical, records and internal exams decide the PG internal marks.
- The college council decides the schedule of exams. The Internal Exam committee prepares the timetable, collects the question papers, allocates teachers for duty and distributes answer scripts to the respective departments.
- The seating arrangement for internal exam is displayed on the notice board.

- Examination squad curbs the malpractice.
- Internal assessment scores are published two weeks before semester examinations, allowing students ample time to review and raise any concerns.
- Before uploading the marks to the University, student verifies and put their signature, followed by verification from the side of Faculty, HoD, and the Principal.
- Timely feedback and remedial teaching enhance the student performance.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://stjohns.ac.in/Welcome/InternalExam |

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

St John's College has a transparent, time-bound, and efficient grievance redressal system. A three-tier grievance redressal system has been in force to address concerns related to internal assessments.

- The grievances related to CE assessments are solved with utmost priority
- 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 university level.
- DLMC ensures that all grievances are addressed, and the learner is convinced.
- Every department conducts PTA meeting 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 the internal 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.
- By implementing these measures, St John's College, Anchal aims to maintain a fair, transparent, and efficient system for assessments and grievance redressal, thereby fostering a supportive academic environment for all students.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://iqac.stjohns.ac.in/Welcome/StatutoryDetails/8 |

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 and robust mechanism for disseminating and assessing the programme and course outcomes. The faculty is given orientation about Outcome Based Education (OBE) at the beginning of every academic year

- Outcome based syllabus of every programme is uploaded on the college website.
- College handbook is provided to every student carrying details about the courses they have to learn.
- Hard copies of syllabus with Programme and Course outcomes 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.

- Detailed syllabi of every course is 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 and course outcomes. Faculty advisers familiarize the students with the reference books available in the library for their programme.
- Department staff meetings are conducted at the beginning of every semester to remind the course advisers to focus on the expected outcomes.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://stjohns.ac.in/Welcome/UnderGraduate , https://stjohns.ac.in/Welcome/PostGraduate |
| 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, while exit survey, student's progression to higher education and employment constitute the indirect methods.
- First year students undertake Bridge course, at the end of which a test paper is conducted to evaluate their

foundation in the subject.

- Formative evaluation constitutes assignments and seminars delivered by students in hybrid mode.
- The results of the continuous evaluation are consolidated by the Course Coordinator and forwarded to DLMC, who after analysing the report identifies students requiring special attention, for whom remedial teaching and peer group learning are initiated.
- DLMC forwards this list to CLMC and the service of Counsellor is ensured for students who are in need of special support.
- End semester result analysis is done by DLMC and the assessment report is forwarded to CLMC. Along with the college council, CLMC analyze the data and communicate suggestions to departments.
- Students feedback is taken to analyze the attainment of POs and COs.
- At the end of every academic year each department evaluates the progression of their students to higher studies and employment.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

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

284

| 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://stjohns.ac.in//admin/about/Annual_Report_2023-2024_-_Final(1).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/feedback/FEEDBACK_ANALYSIS_REPORT_2023-241.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)

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| 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

11

| 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

1

| File Description | Documents |
|---|--|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | www.envt.kerala.gov.in |

3.2 - Innovation Ecosystem

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

St. John's College, Anchal, fosters an innovation ecosystem focused on the creation, application, and dissemination of knowledge. Through its vision and mission, the college supports innovative thinking among students, faculty, and the academic community.

Institutional Support for Innovation The college has a dedicated Research and Development Cell offers guidance, resources, and funding to support innovative projects and a sophisticated instruments lab which facilitate innovations

Research-Oriented Curriculum and Practices The curriculum integrates research methodologies across disciplines, encouraging analytical and critical thinking. Workshops, seminars, and conferences provide platforms for knowledge sharing. The R&D cell is conducting RDC lecture series to

introduce students in advanced research areas.

YIP Club and Incubation Support The YIP Club promotes entrepreneurial thinking, offering mentorship, technical assistance, and funding networks like MSME. Collaborations with industries, government bodies, and NGOs further enhance the innovation ecosystem.

Community Engagement and Sustainability The college shares knowledge with the local community through outreach programs, addressing issues like health and sustainability. Green innovation is prioritized through initiatives like green audits, energy efficiency, and waste management.

Creativity and Recognition Cultural and academic events encourage creativity and out-of-the-box thinking. The achievements of students and faculty at state and national levels reflect the institution's commitment to innovation and excellence.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

13

| 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**18**

| 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****16**

| 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****10**

| 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

At St. John's College, a commitment to social responsibility drives initiatives addressing hunger, poverty, and health disparities, while inspiring students to engage in impactful social work.

Key Initiatives:

1. SJC Noon Meal Programme: Hygienic meals are provided to underprivileged individuals, raising student awareness of poverty and hunger.
2. Health Camps - "Punarjani": Annual health camps in tribal areas offer free medical supplies and nutritious food.
3. Home Nursing Training - "Hridayapoorvam": Students receive training to care for terminally ill patients, fostering compassion.
4. Palliative Care - "Sparsam": Students distribute relief items like wheelchairs and medicines to terminally ill patients.
5. Gender Justice Campaign - "Speak Out and Stand with Her": Seminars and discussions challenge gender norms and address violence against women.
6. Renewable Energy Promotion: The HEAM Parliament fosters student innovation in renewable energy and startup ideas through collaborations with research organizations.

Educational Impact:

These initiatives educate students on community-oriented actions, inequality in healthcare, and local support strategies, especially highlighted during the pandemic. By addressing social challenges, St. John's College cultivates a culture of responsibility, empowering students to contribute to a more equitable society.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://stjohns.ac.in/Welcome/NewsMore/26 |
| 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

13

| 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 | No File Uploaded |

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**

41

| 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**

252

| 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

2

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| 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

5

| 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.

St. John's College provides robust infrastructure and facilities to ensure quality teaching and learning as per statutory requirements. The institution provides 41 spacious, well-ventilated classrooms, most equipped with LCD projectors and public addressing systems, and supported by campus-wide Wi-Fi.

Specialized facilities include a Central Computer Lab with 50 computers, LAN, and internet access. Research lab of Chemistry and Tissue culture lab of Botany department are equipped with advanced technology including interactive board and specific software. There are five science labs, and two museums for hands-on learning. The infrastructures includes a 200 seat Audio Visual Theatre, a 100 seat Conference Room and a Main Auditorium with 1000 seat capacity. Additionally, a conference room with AV aids accommodates 60 people. Key areas such as the IQAC, NCC, NSS Offices, and Women Development centre are allocated separate spaces. The campus is equipped with CCTV surveillance

. Other resources include hostel facility, open-air nature classroom, a well-stocked library, with more than 60000 books, a digital library and 13 staff rooms with computer and internet access. These comprehensive facilities create an environment fostering academic excellence and holistic development.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/7 |

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

St. John's College offers extensive facilities for sports, games, and cultural activities, supporting the overall development of students. The college has a large auditorium and an open stage, providing ideal spaces for cultural events,

performances, and artistic expressions. The sports infrastructure includes a basketball court, badminton courts, a football field, an athletics track, and a cricket ground, catering to a wide range of outdoor and indoor sports activities. These facilities promote physical fitness and engage students in healthy, competitive sports.

For wellness, the college offers a fully equipped gymnasium and a yoga center, ensuring students have access to facilities that support both physical and mental well-being. The college also has well-maintained classrooms with Wi-Fi and LCD projectors, ensuring an integrated approach to both academic and extracurricular learning.

With adequate space and modern infrastructure, these facilities cater to a high user rate, providing opportunities for students to excel in sports, games, and cultural activities. The availability of these resources ensures that St. John's College fosters a balanced environment that promotes holistic growth, creativity, and physical fitness among its students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/31 |

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

19

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/TT_Photos1.pdf |
| 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)

18.62637

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

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

Integrated Library Management System (ILMS)

1. In 2021, a new Library Management system EMBASE replaced Libsoft for optimizing operations, particularly in managing the books issue and e-gate register.
2. QR Codes are provided at key positions to enhance the user accessibility to the OPAC system
3. The college provides ample access to e-resources and journals through various subscriptions.

4. The college Library subscribes to N-list, which grants access to over 6000 e-journals and 1,99,500 e-books, accessible 24/7.
5. National Digital Library offers an extensive collection of 6,00,000 e-books.
6. These subscriptions enrich the academic experience, supporting studies, research and intellectual growth.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://stjohns.embase.in/opac/#/ |

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

| 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

38

| 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

The institution is committed to providing a cutting-edge learning environment, leveraging advanced digital technologies to enrich student education. Embracing a culture of continuous innovation, we regularly upgrade our technology and infrastructure to ensure an exceptional educational experience.

Wi-Fi Connectivity: Complimentary Wi-Fi access throughout the campus.

Smart Classrooms: 17 state-of-the-art smart classrooms with interactive screens and LCD & LED projectors (4 new additions this year).

Computer Lab: 2 fully-equipped computer labs with latest hardware, software, and internet connectivity. Additionally, lab is fitted with projector, enabling enhanced presentations and learning experiences.

Departmental Facilities: Departmental facilities with computers, digital devices, projectors, and Bluetooth speakers.

Maintenance: Regular maintenance IT facilities, including software updates and hardware upgrades. Outdated computers are periodically assessed and either replaced or upgraded with improved configurations to maintain cutting-edge technology.

Network Security and Surveillance: Secure Wi-Fi network and 50 CCTV cameras for enhanced security and surveillance

Recent Upgrades:

- The college recently added 4 new smart classrooms with interactive panels.
- The network connectivity has been expanded to cover all departments and classroom across the campus with a free wifi zone to students usage
- Internet bandwidth has been significantly upgraded to 200 Mbps for faster internet access.
- Faculty have been trained to conduct online classes and provide e-learning content.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in/Welcome/Infrastructure/12 |

4.3.2 - Number of Computers

99

| 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)

75.78841

| 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 follows a well-structured protocol to ensure the efficient maintenance and utilization of its physical, academic, and other facilities. The Principal oversees all facilities, with management delegated to Heads of Departments, faculty, administrative staff, and support personnel. The Bursar, acting as the Estate Officer, is responsible for maintaining college assets, employing support staff like gardeners, electricians, plumbers, and security personnel. Each department is managed by its Head and faculty, who ensure proper stock management and monitor the usage of laboratories, with dedicated attendants responsible for preparation, upkeep, and safety of equipment. A mechanic handles electrical and electronic repairs.

The library, managed by the Librarian and assistants, boasts standard infrastructure, including e-learning tools, Wi-Fi, and comfortable furniture. Sports facilities, including playgrounds and gymnasiums, are actively used by staff and students and are maintained by the Physical Education Department. Classrooms and computer labs are fully utilized, with daily cleaning and maintenance handled by support staff. The college ensures optimal energy usage, with CCTV surveillance for security and round-the-clock personnel for asset protection. Committees like the Academic, Library, IQAC, and others play vital roles in the continuous upkeep and efficient use of the facilities.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://stjohns.ac.in//admin/about/Infrastructure_Policy_Document1.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

110

| 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 benefitted 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 benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

23

| 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 | Nil |
| 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

1026

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

1026

| 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

A. All of the above

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

| 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 | No File Uploaded |

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

3

| 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

107

| 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

30

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| 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.

24

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| 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)

Students actively participate in administrative, extracurricular, and co-curricular activities throughout the academic year, fostering leadership, teamwork, and organizational skills. Class representatives, association secretaries, and house captains organize events like arts festivals, cultural celebrations, sports meets, and intellectual sessions, ensuring effective communication between students and faculty. Students also serve as representatives in key bodies like IQAC, ICC, and the Grievance Redressal Cell, contributing to institutional decision-making and policy implementation.

Students take on responsibilities such as logistics, budget management, and guest coordination for college-level events, including national seminars, workshops, and webinars. Peer teaching and mentorship provide academic guidance, campus policy awareness, and career insights. Enthusiastic participation in clubs, committees, and sports enables students to showcase their talents across diverse areas.

Community service initiatives like blood donation drives and cleanliness campaigns under NSS and NCC develop their sense of social responsibility. Students excel in debates, quizzes, and paper presentations at regional and national levels, fostering innovative thinking. Collaborating with faculty on research projects and academic endeavors further enriches their learning experience.

Balancing academic, administrative, and extracurricular activities sharpens time management skills, broadens

perspectives, and prepares students for real-world challenges. These experiences instill responsibility, leadership, and essential life skills while enhancing personal and academic growth.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/IQAC/IOAC_Notification.pdf |
| Upload any additional information | No File Uploaded |

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

27

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| 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 Anchal St.john's College Old Students Association (ASCOSA) strengthens the institution's network, provides mentorship to current students, and fosters pride and belonging among former students. A robust alumni network and active social media groups are pivotal to these efforts.

Key Alumni Engagement Activities:

1. Alumni Meets and Reunions: Annual meets and reunions

- reconnect alumni with peers and faculty, enabling the exchange of experiences and professional achievements.
2. **Mentorship Programs:** Alumni mentor current students through career guidance sessions, civil service orientations, and industry-specific workshops. Personalized one-on-one sessions provide tailored advice on career paths and higher education.
 3. **Guest Lectures and Webinars:** Prominent alumni deliver lectures and webinars on topics like technical advancements, soft skills, and career strategies, offering students insights into real-world applications of their learning.
 4. **Internship and Job Placement Support:** With FYUGP emphasizing internships, alumni leverage their networks to facilitate opportunities and placements for students.
 5. **Financial Contributions and Scholarships:** Alumni support infrastructure, research, and scholarships for meritorious and economically disadvantaged students, promoting inclusivity and academic excellence.

Alumni involvement significantly benefits the institution by inspiring students, enhancing opportunities, and contributing to its growth and success.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://stjohns.ac.in/StudentsCampus/AlumniAssociation |
| Upload any additional information | No File Uploaded |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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, Heads of Departments (HoDs), Programme Coordinators, Placement Officer, and committee conveners and members. The management council makes

policies for achieving the mission and vision. The college has a well established council in which all Head of the departments are members and 3 elected member. 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/ManagementCouncil |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution adopts the following strategies for the effective functioning

- Focus on learner-centered academic practices to enhance faculty performance and student outcomes. Strengthen learning experiences using Bloom's Taxonomy and reinforce Outcome-Based Education (OBE). Introduce innovative examination-evaluation methods, promote ICT-enabled teaching approaches, and establish advanced academic practices. Encourage faculty to attend refresher courses.
- Enhance research quality and expand internship opportunities. by recruiting internationally trained faculty. Support book publications, research article in reputed journals, and promote participation in conferences, seminars, workshops, and refresher courses. Provide seed money and awards for quality research,

facilitate research grant applications, and inspire students to pursue innovative research. Establish research awards, offer unrestricted access to funding to strengthen the R&D Cell.

- Instill values and professional ethics in students through certificate, value-added courses to develop entrepreneurial life skills. Promote community engagement, participation in sports, cultural activities, and extension programs.
- Create a sustainable Wi-Fi-enabled campus with enhanced ICT facilities. Strengthen campus security with CCTV. Promote energy conservation through renewable energy systems.
- Strengthen the placement cell, publish brochures, conduct soft skills training, group discussions, and other programs to boost placements.
- Build a strong Alumni Association, form department-wise groups, utilize alumni for placements, internships, and motivational sessions. The institution adopts the following T

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/Strategic_Plan_-_Final.pdf |
| Upload any additional information | No File Uploaded |

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.

Institutional strategic plans rely on various administrative bodies to ensure effective and efficient governance across different operational aspects.

- **Managing Council:** Responsible for general administration, the council implements policies like the Infrastructure Development Policy and E-Governance Policy. It oversees faculty appointments, adhering to established regulations.
- **College Council:** Aligning with the institution's vision, the council deploys strategic plans and enforces policies, including research, grievance redressal, and

Green Campus policies.

- **Internal Quality Assurance Cell (IQAC):** Dedicated to institutional quality enhancement, IQAC organizes faculty career development initiatives, audits academic and administrative processes, and fosters continuous improvement. It also conducts training for staff on new educational policies and tender purchase procedures.
- **Examination Cells:** Centralized committees manage internal and semester exams. An internal malpractice squad ensures examination integrity.
- **College Level Monitoring Committee (CLMC):** Governed by University of Kerala rules, the CLMC monitors the continuous evaluation (CE) system and resolves related complaints.
- **Office Administration:** Administrative staff undergo training on tendering, purchasing, and salary software, particularly during platform transitions.
- **Parent-Teacher Association (PTA):** Comprising parents and teachers, PTA addresses disciplinary and infrastructure issues, utilizing funds for campus improvements.
- **Staff Appointments:** Adhering to UGC and University of Kerala guidelines, the recruitment process includes advertisements, expert panel interviews, and transparent rank lists for merit-based selection.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://ssr.stjohns.ac.in//admin/ssrfiles/6_2_2_Additional_Document1.pdf |
| 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 college provides various facilities and benefits to its staff members. Physical facilities include department-wise staff rooms, separate dining areas, parking facilities, cafeteria, canteen at subsidized rates, prayer rooms, restrooms for female staff, and free Wi-Fi.

Leave provisions comprise maternity leave (180 days), paternity leave (10 days), casual leave (15-20 days/year), commuted leave (10 days/year), and duty leave (10 days/year) to attend seminars/ conferences.

Welfare schemes includes gratuities, pension, provident fund, festival allowances, government welfare schemes, state life insurance, medical insurance, salary advances for staff

Recreational activities include staff tours, celebrations of Teachers' Day, Women's Day, Various festivals, and sports.

The college has a Performance Appraisal System, which includes self-appraisal, department head review, principal's review, and API verification committee scrutiny. The system not only serves as a means to assess performance but also aids in career advancement by providing teachers with regular updates on their performance levels. Recommendations for improvement are provided to teachers , encouraging professional development and growth. Non-teaching staff engage in self-appraisal processes, with feedback and suggestions offered to support their ongoing development and enhancement. This comprehensive appraisal framework ensures a holistic assessment of staff performance while fostering a culture of continuous improvement within the

institution.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| 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

2

| 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

4

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| 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

15

| 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 | No File Uploaded |
| 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 (PBAS) 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 | Nil |
| 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

Mobilization of funds

The college receives funds from

State government to disburse the salary for Permanent Teaching and Non-teaching Staff and Salary for DD Guests

- PTA fund
- RUSA (Rashtriya Uchchatar Shiksha Abhiyan)
- Consultancy
- PD funds
- Management Fund

Constitution of different bodies

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

1. College Council
2. Planning Committee
3. Purchase Committee
4. Infrastructure Development Committee
5. Building Committee
6. PTA Committee
7. Committee for RUSA

The college established a core committee for ongoing financial oversight, ensuring efficient operation through regular internal audits. Government-related accounts undergo periodic audits by the Deputy Director of Collegiate Education, with thorough responses to queries or concerns. Following resolution of anomalies, auditors submit final reports to the Principal. Additionally, the college undergoes annual external financial audits mandated by the government, consistently receiving commendable reports over the past five years, indicating transparent fund utilization.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| 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)

109.05

| 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), P. T. A., Alumni Association, Management, Kerala State Sports Council etc. • For central government funds, 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 | Nil |
| 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 IQAC of St. John's College has played a pivotal role in institutionalizing quality assurance strategies and processes through a series of well-structured initiatives. For the academic year 2023-24, the IQAC devised a comprehensive plan to complete the accreditation process, successfully leading to the submission of the Self-Study Report (SSR) for Cycle 3 during the assessment period.

To inspire undergraduate students and nurture a research-oriented mindset, the IQAC, in collaboration with the Research and Development Cell, launched the RDC Lecture Series, inviting professors from international universities to expose students to diverse research areas. Faculty development was prioritized through training programs on online course content creation, outcome-based education, and revised reaccreditation frameworks, while professional efficiency improvement sessions were organized for supporting staff to enhance operational capabilities like planning and purchase management.

Workshops such as a one-day session on the Government e-Marketplace (GeM) equipped staff with knowledge of government procurement processes. In preparation for the Four Year Undergraduate Program (FYUGP), the IQAC organized talks and training programs in association with Kerala University to provide essential insights. Furthermore, the IQAC enhanced the stakeholder feedback process by forming a dedicated team and upgrading the online feedback mechanism in alignment with NAAC guidelines.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in//admin/documents/Annual_Report_IQAC.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

The college has continuously reviewed and improved its teaching-learning processes, structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC). At the beginning of the year, aligned with the academic calendar prepared by the university, a well-structured schedule is

prepared for the curriculaum delivery. Faculty advisors were appointed for each programme, providing students with personalized guidance. Courses were effectively mapped in the Embase Pro Suit to ensure alignment with academic goals. Continuous evaluation was carried out through seminars and internal examinations, allowing for real-time tracking of student progress. A dedicated team of teachers was responsible for preparing and evaluating assessment results, ensuring a transparent and fair evaluation system.

To support weaker students, remedial and peer group learning sessions were successfully conducted, helping them improve their understanding of the curriculum. The IQAC team actively collected feedback from students, faculty, and alumni, analyzed the data, and submitted a comprehensive report. Based on the analysis, the IQAC discussed and implemented actions, with an action taken report submitted to the principal for further consideration. Additionally, IQAC successfully initiated skill enhancement courses in collaboration with NSDC, aimed at boosting students' employability. These efforts reflect the institution's dedication to ongoing improvement and enhancing the overall quality of education.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://iqac.stjohns.ac.in/Welcome/Feedbacks |
| 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://stjohns.ac.in//admin/about/Annual_Report_2023-2024_-_Final(1).pdf |
| 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

St. John's College ensures gender equity and sensitization among students through a variety of initiatives, including motivational talks, debates, discussions, seminars, and workshops. These activities, along with entrepreneurship development programs, equip students to address societal challenges effectively. The institution fosters equity, discipline, and security through the efficient functioning of committees like the Internal Complaints Committee, Discipline Committee, and Anti-Ragging Committee, ensuring that students are well-informed about their rights and privileges.

Awareness programs organized by the ED Club, Women's Cell, NSS, and various departments emphasize gender equality, women's rights, team building, and self-defence training, thereby promoting self-awareness and confidence among students. Notably, the college has introduced a flagship program titled SHE (Scaffold Her Empowerment), spearheaded by the Women's Cell. This student-led initiative is dedicated to empowering and educating young women within and beyond the campus. The Student-Teacher Brigade is another significant initiative aimed at promoting gender equity, where students from our college, particularly girls, serve as mentors for other students. Additionally, the college provides exclusive facilities for girl students, including well-equipped recreation rooms featuring indoor games, comfortable seating, and reading materials. These initiatives collectively reflect the

institution's commitment to fostering an inclusive, supportive, and empowering environment for all students, enabling them to thrive both personally and professionally while championing the principles of gender equity.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | Nil |
| 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://igac.stjohns.ac.in/Welcome/InstitutionalDistinctiveness |

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 | No File Uploaded |

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

St. John's College is dedicated to maintaining an environmentally responsible waste management system, aligning with green standards and fostering sustainability across its campus. Through a combination of innovative practices and stakeholder involvement, the college ensures efficient waste reduction, segregation, and recycling while promoting eco-friendly alternatives.

- **Commitment to Green Practices:**
 - Adheres to Swachh Bharat Abhiyan principles for campus cleanliness and hygiene.

- Encourages stakeholders to minimize waste production and take individual responsibility.
- 3R Approach:
 - Implements the Reduce, Reuse, and Recycle strategy.
 - Discourages single-use plastics, replacing them with eco-friendly substitutes.
- Waste Segregation and Disposal:
 - Utilizes colour-coded bins (Green, Blue, Red, Yellow) for effective waste segregation.
 - Sorts waste into biodegradable, non-biodegradable, hazardous, and non-hazardous categories.
 - Composting biodegradable waste on campus for organic manure production.
 - Sends non-biodegradable waste to recycling units via Haritha Karma Sena.
 - Disposes hazardous waste responsibly on-site or through authorized facilities.
- Enhanced Facilities:
 - Provides accessible sanitation and trash bins.
 - Installs sanitary napkin incinerators for safe disposal.
- Reducing Electronic and Paper Waste:
 - Conducts regular maintenance to minimize e-waste.
 - Promotes paperless communication to reduce paper waste.

These measures ensure a sustainable, clean, and eco-friendly campus environment.

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| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| 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

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

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

- 1.Restricted entry of automobiles**
- 2.Use of bicycles/ Battery-powered vehicles**
- 3.Pedestrian-friendly pathways**
- 4.Ban on use of plastic**
- 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 | No File Uploaded |

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 | B. Any 3 of the above |
|--|------------------------------|

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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. Faculty members, staff, and students are welcomed without any barriers, ensuring a diverse and integrated community. Various programs are conducted to promote national integration, regardless of caste or community. Additionally, initiatives have been launched to improve the social and economic status of students from all backgrounds.

The institution also enrolls students and faculty from nearby states and Union territories, fostering a diverse and enriching educational environment. Scholarships, career guidance, and higher education opportunities in India and abroad are provided to deserving students. Financial barriers are overcome through fee concessions, fee waivers, and scholarships for students from all socio-economic backgrounds. Furthermore, linguistic diversity is maintained through second language courses in Malayalam, Hindi, and Syriac. Academic, co-curricular, and extracurricular activities are designed to develop character, friendship, and leadership qualities among students.

| 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 | No File Uploaded |

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

St John's College, Anchal gives great emphasis on sensitizing students and employees to constitutional obligations, values, rights, duties, and responsibilities, fostering an environment rooted in equality, justice, and inclusivity. It ensures that individuals, irrespective of religion, caste, or socioeconomic background, are treated with fairness and provided with equal opportunities. A range of awareness programs and activities is conducted to shape students into responsible citizens and future leaders with a strong sense of civic responsibility and

moral values.

Clubs such as NCC and NSS contribute significantly by organizing impactful initiatives, including blood donation drives, anti-drug campaigns, leadership camps, and community outreach programs. These activities highlight the importance of selflessness, discipline, and dedication to society. Additionally, cultural programs are conducted regularly to instill values of unity, harmony, and national integration, while promoting diversity and mutual respect.

The institution also places a high priority on commemorating national events that hold historical and cultural significance. Days such as Independence Day, Republic Day, Gandhi Jayanti, and other occasions are observed with enthusiasm and reverence. These celebrations inspire patriotism, civic responsibility, and respect for the nation's heritage. By nurturing such values, the institution prepares students and employees to contribute meaningfully to society.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://ssr.stjohns.ac.in//admin/ssrfiles/7_1_9_Brochures_Cerificates.pdf |
| Any other relevant information | https://stjohns.ac.in/Welcome/PhotoGallery |

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

C. Any 2 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 | No File Uploaded |

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

St. John's College is proud to celebrate a diverse array of national and international commemorative days, cultural festivals, and academic events, fostering unity, awareness, and the holistic growth of its community. National observances such as Independence Day and Republic Day are celebrated with great enthusiasm, including flag hoisting ceremonies, patriotic rallies, and cultural programs, nurturing a sense of patriotism among students. Teacher's Day offers a heartfelt opportunity to honor the invaluable contributions of educators.

Cultural festivals such as Onam and Christmas are celebrated with joy and fervor, promoting the rich traditions of unity and togetherness. Events like She Fest and Ethnic Day on International Women's Day further showcase the college's commitment to inclusivity and empowerment.

In the realm of science and environmental awareness, programs like National Science Day, World Space Week, and World Environment Day emphasize innovation and sustainability through seminars, exhibitions, and creative presentations. Social awareness campaigns such as the "Say No to Drugs" campaign and World Suicide Prevention Day activities create meaningful dialogues on pressing societal issues.

The college also commemorates its heritage and visionaries, paying tributes to Archbishop Benedict Mar Gregorios, Dr. M.S. Swaminathan, and Major Archbishop Cyril Baselios, celebrating their contributions to society. Through such events, St. John's College stands as a beacon of education, culture, and awareness.

| 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.

Best Practice I

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

Objectives: SEAL establishes a globally competent research and teaching environment in a rural setting.

Context: The initiative aligns with the UN Sustainable Development Goals to promote relevant academic and research efforts.

Practice: Departments organized seminars and conferences with renowned scholars. Faculty research collaborations resulted in publications in international journals.

Evidence of Success: Students secured admissions to central universities and research centers. Chemistry researchers published in leading journals on renewable energy. Dr. Sajan Thomas was selected by 360info.org to write on climate change.

Challenges: Financial constraints, hiring global-standard faculty, cultural adaptation to international standards, and equitable access to resources remain key issues.

Best Practice II

Title of the Practice: Punarjjani - Health and Nutritional Interventions in the Chinnar Wildlife Sanctuary

Objectives: To improve the health and nutrition of children

under 15.

Context: A collaborative effort involving Kerala Forest Department, St. John's College, and St. Joseph's Mission Hospital.

Practice: Medical camps led by Dr. Lola Paulose and coordinated by Dr. Josin C. Tharian involved Zoology students as volunteers.

Evidence of Success: Malnutrition reduced to 25%, anemia to 20%, and goiter eliminated. Vision and heart issues were identified. The New Indian Express featured this initiative.

Challenges: Geographical and logistical barriers required meticulous planning and resources.

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

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

The institutional distinctiveness of St. John's College, Anchal, aptly named "Scaffold Her Empowerment (SHE)," embodies the college's commitment to empowering women through multifaceted initiatives. During the academic year 2023-24, the Women's Cell spearheaded various programs designed to foster self-confidence, skill development, and social awareness among female students.

Highlights of the year include a self-defence training program conducted in collaboration with the Kerala State Women's Development Corporation, empowering 100 students with practical techniques to ensure personal safety. The paper craft workshop, led by faculty, nurtured creativity and mindfulness while reducing screen time, engaging participants in innovative crafting activities.

An interactive session on menstrual hygiene, led by a student facilitator, broke societal stigmas and introduced participants to sustainable practices like menstrual cups. Events such as the Kanal Fest, organized in partnership with the NSS and the Kerala Government, emphasized gender awareness through self-defense training and motivational sessions.

The SHE Fest on International Women's Day celebrated the role of women through cultural programs and gender education sessions in collaboration with Snehitha Gender Help Desk. These initiatives, blending creativity, awareness, and empowerment, reflect the college's dedication to fostering an inclusive and equitable environment. Future programs under SHE promise to further enhance its distinctiveness.

| 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

St. John's College, Anchal, is committed to fostering academic excellence, research, and holistic development. For the academic year 2025-26, the institution has outlined a comprehensive plan of action to ensure continuous growth and quality improvement.

The R&D Cell will ensure faculty members publish at least two research papers annually to enhance the institution's research culture. Faculty will seek research funding from the Anusandhan Research Foundation and similar funding agencies. The college will take initiative to upgrade PG departments to research departments. Departments will establish functional MoUs and collaborations for students internships and skill trainings.

Soft skills training and aptitude tests will be part of placement preparation to improve student outcomes. Add-on courses certified by NSDC, KELTRON, and IHRD will be introduced for FYUGP batches. Funding will be allocated for faculty empowerment initiatives, including support for attending workshops and conferences, while mandatory seed money for research will be implemented.

Program Outcomes (POs) and Course Outcomes (COs) will be

systematically mapped and the attainment of POs and COs will be analysed course wise. Student progression data will be regularly updated, and faculty will attend development programs, with all permanent faculty completing a refresher course on Outcome-Based Education. An action plan will be implemented to actively engage alumni in providing academic and financial support.

Provisions for infrastructure maintenance and augmentation will be included in financial planning.