# SELF STUDY REPORT

## FOR

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

# ST. JOSEPH'S COLLEGE, MOOLAMATTOM

ST. JOSEPHS COLLEGE, MOOLAMATTOM, ARAKULAM P O, IDUKKI
685591

www.stjosephscollegemoolamattom.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

An Institution becomes different when its policies positively shape the lives of the stakeholders and the society. During the 1980s, when St. Joseph's College was started as an Aided Arts and Science College the adjacent villages were rustic and underdeveloped. The College has trailblazed a sojourn of academic development which altered the lives of countless households, bringing in evolutionary advancements in careers and lives. The vision and mission of the Institution go in accordance with the situational responsibility the College shoulders. The best practices were formulated benefitting the context, location, specificity and the indigenous people. The Institution has been unflinchingly responsive in the various occasions which demanded interventions. The machinery and institutional bodies were strategically deployed to meet the challenges during the floods, landslides and pandemic, securing a population even amongst the challenges of illiteracy, disability, crop failure and ecological buffer zone.

The majority of the students over the past five years come from environmentally sensitive areas having stories of crop failure, animals entering into farmland, meagre earnings and developmental stagnation. The College has done extensive surveys and the result analysis were submitted to the authorities helping the population to transcend the difficulties. The students have no other option than academics and the College opens its doors wide introducing them to careers and familiarizing them with the various facets of higher education. The College specially conduct STRIVE–Coaching for Entry in Services, Civil Service Forum, I-STEM facility and NCC and NSS, giving them opportunities and empowering them to destinations far and wide.

The College has been a name to reckon with in disability management in the district of Idukki. In due recognition of the service, the Institution has rendered over the past eight years, the Department of Health, Government of Kerala has awarded the Institution as the Best Institution offering Palliative Assistance in five subsequent years. The College has been making results and accomplishments from the typical village students, generating a talent pool with Immersive Learning Strategies and Distinctive Pedagogy that we follow. The evolving curriculum that we adopt has set a benchmark in the upbringing of potential achievers.

**Vision**

Our vision of education is deeply rooted in the broad CMI vision of education which aims at producing intellectually competent, morally upright, socially committed and spiritually inspired men and women inculcating in them a genuine love of God and man and a deep respect for the cultural and spiritual heritage of India.

**Motto**: Truth Liberates

**Mission**

- To grow as a blessed institution that enables teachers and students to grow in the true love of knowledge

and to mould its students as responsible citizens without prejudice or complexes and thereby create a just and humane society where dignity of the human person is respected, unjust social structures are challenged, cultural heritage of ahimsa, religious harmony and national integration are upheld and the poor and the marginalized are specially taken care of.

- To prepare the youth of the 21st century by promoting international brotherhood, environmental conscience, gender justice and sense of harmony.

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

**Institutional Strength**

- A minority Institution in a backward area substantiating excellence in higher education
- A community of teachers who are committed, just and humane in their vocation
- Proactive and visionary Management

- Best-in class infrastructure including multipurpose synthetic track indoor stadium, theatre-cum-conference hall, new administrative block, classrooms with digital interactive boards, to name a few.

- The Institution has sophisticated infrastructure facilities.
- E-governance: automation in admission, administration and examination
- A self-contained and serene ambience ideal for meditation, contemplation and concentration.
- Genial student-teacher rapport
- Community extension activities
- Cultural, racial and ethnic diversity in the student community
- Eco-friendly and gender-neutral campus
- Optimum utilization of resources
- Systematic coordination and intervention of IQAC in academic and research matters
- The economic backwardness of the district is improved by the College harnessing an era of development.
- With the available resources, the Institution could mould a sizeable number of students who belong to categories like SC, ST, OBC, OEC and differently-abled.
- Collaborations, linkages and MoUs with national and international agencies
- Excellent student support system
- Voluntary assistance and support to the local community. The College has facilitated as resource pooling hub during the time of the floods.
- Enhanced alumni involvement and support
- Socially committed student community with a vision to reach out to the general public
- DST/FIST recognition
- Girls outnumber boys in the total strength of students.
- Academic programmes are envisioned for gender equity.

**Institutional Weakness**

- Hurdles in appointing permanent staff due to Government policies
- Since the majority of students coming from high-range areas with infrequent and limited modes of transportation, the students are unable to make use of the College resources outside of regular working

hours.

- Paucity in the number of programmes as the Government doesn't sanction new programmes.
- Parents mostly hail from an agrarian background and are poor. Hence, they are unable to support their children for higher education.
- Lack of language skills due to the influence of the vernacular medium of study at the matriculation level.

## Institutional Opportunity

- Incorporating the vision behind NEP-2020, the College facilitates learning beyond the campus by organizing SWAYAM registration and courses. The College serves as a local chapter of SWAYAM enabling learners from rustic background to reach for quality online education and add their grade to the Academic Bank of Credits.
- The College functions as a skill development center fostering an advancement in skills of the learners by enabling an IEDC (Institution Innovation Development Council) for incubations, start-ups and skill development.
- The Institution imparts Indian Knowledge System in its concept of Evolving Curriculum, thereby producing an exchange of skills and traditional knowledge from the villagers and promoting their ethnic practices and agrarian products.
- With a keen insight and plan of action, the Institution has been practicing Outcome Based Education focusing all round development of the learners.
- There is ample scope for providing consulting services.
- The College is a blessing to the women community.
- College infrastructural facilities like the library, laboratories, indoor stadium, volleyball and basketball courts, play grounds, etc. are shared with the general public to mold a physically fit generation.
- The College being in a remote area, clubs like NCC and NSS adopt villages and take measures to uplift them as part of social commitment.
- The College extends its resources and manpower to support the neighbouring community.
- The College give impetus to start skill-oriented courses to make the students employable.
- Institution imparts training to the students to face the challenges and bring them into the mainstream.
- Coaching for competitive examination open up new avenues of higher education in the district.
- The expertise of students in local crafts and their willingness to do any job facilitate growth prospects.

## Institutional Challenge

- Adverse climate and lack of stable pricing for the agricultural produce have forced the new generation of students to migrate to other countries and this rampant trend in migration has seriously affected the student strength of the College.
- The adjacent areas of the district are included in ecologically sensitive area where construction and sale of the farmland are restricted. So there happens to be a stagnation in development. This has forced families to move to urban areas and search for better prospects.
- The placement companies do not give a priority ranking to the College because of its remote background and limited travel access, hence campus recruitments become limited for the passing out batches.
- Lack of financial support from funding agencies to carry out additional academic activities.
- College is located in an ecologically sensitive area, surrounded by hilly terrain; hence, local issues like

frequent hartals and adverse weather conditions, especially during monsoons result in reduced student attendance. It adversely affects the pre-determined programmes in the College.

- Very often, students have to support their parents in farming and related activities. It affects their academic performance.
- The topography and inclement weather affect the people badly, and they become sick so often that the students have to support their parents in familial and economic matters.
- Poor developmental opportunities in the locality.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

St. Joseph's College affiliated with Mahatma Gandhi University adheres to University's curriculum, but in the implementation of the curriculum, the College has given impetus to an **Evolving Curriculum**. The term Evolving Curriculum is used for various innovative programmes that make the curriculum dynamic.

The College has developed a **Distinctive Pedagogy** which involves diverse activities engaging both physical and emotional aspects of the students including College Radio-*Raz Matazz*, Onsite Genome-Mapping, *Smruthiyoram* (Reminiscence Therapy–MSW Department), FIT-YUVA(Stay-back in Campus), Gamification, Video-Content Making, Social Initiatives Management, Event Management Training, Apiculture and Philatelic Studies.

The Academic Calander prepared enshrining the objectives of NEP-2020 and Outcome-Based Education (OBE), Post-Admission Tests, Bridge Courses, Add-On Courses, Remedial Classes, Enrichment Programmes, Online Self-Learning Classes, Mentor-Mentee Programmes, Regular PTA Meetings, Learning through e-PG Pathasala and Shodhganga ensure an enriched delivery of the Curriculum.

The cross-cutting issues, relevant to professional ethics, gender, human values, environment and sustainability are integrated into the curriculum by

1. Courses in the Curriculum
2. Participation in  Clubs and Forums
3. Through various value-added courses, workshops, seminars, conferences and Pledges

Reflective curriculum framework advances towards impressive conveyance through classroom teaching incorporating **ICT**, **flipped-classroom** and **blended-learning**. Learner-centric methods involving peer-teaching, guided discussion, surprise tests, quizzes,etc. make it organically evolved.  **Curriculum Delivery** is evaluated at both institutional and University levels through assignments, seminars, internal examinations, projects, viva voce, and lab assessments. **Grievances** related to the **Continuous and Comprehensive Assessment (CCA)** are redressed timely as per the existing Institutional/University mechanisms within the semester itself. The mechanism of CCA operates through **two internal examinations each semester**, scheduled in the academic calendar. **End-semester University examination notification** is published in class groups and notice boards..Based on the examination results, Slow learners receive remedial coaching through **Scholar Support Programmes**, while advanced learners receive mentorship **through Walk With a Scholar Programmes** under a specific teacher for academic and career improvement.

Feedback from all the stakeholders is analysed and on the merit of scrutiny of the feedback, changes are

incorporated in learning strategies, incorporation of facilities, add-on courses etc.

**Teaching-learning and Evaluation**

Dr. APJ Abdul Kalam Corner and Swami Vivekananda Chair are established for the creation of an enlightened community for nation-building. The academic calendar integrates **Experiential, Participative** and **Problem-Solving** methodologies.

To promote **Experiential Learning**, the College executes **Blended Learning** and **Flipped Classroom Methodology** and is enhanced by presentations, seminars, fieldwork, internships, industrial-visits, nature-camps and model-parliament sessions. It is mandatory that every student must undergo **MOOC in Organic Farming**. Through **Learning apps** (**i.Naturalist**) students create educational content beyond the classroom, resulting in **immersive learning outcomes**. The College has registered under **I-STEM by the Govt. of India** and the students avail quality content as lessons in Science and Technology via I-STEM. National seminars, industrial visits and laboratory sessions are recorded and converted for self-learning, enhancing theoretical learning experiences and promoting experiential learning strategies.

Participative Learning is promoted through **Peer Teaching/Cross Teaching** strategies and students participating in the **Palliative Care Programme,** acquire skills in **Geriatrics**, **Management of Social Initiatives** and **Event Management**. **Gamification**(using Unity-3D, self-invented game platform), T**heatre-film workshops**, V**ideo-content making**, **Philately** exhibitions, **bee-farming and gene-pool mapping** make participative learning an **Immersive Experience**.

Students organize intercollegiate and intra-collegiate fests to learn problem-solving techniques like finance management, resource mobilization, skill pooling, social skills,time management and crisis management. Students enrolled in the **IGOT program** (Disaster Management Authority, Govt. of Kerala) undergo online training on **COVID-19 management**.

Being an affiliated College, the Institution scrupulously follows evaluation system implemented by the University. The major components of internal assessment comprise two test papers, one assignment/laboratory work and a score of attendance.

Every programme in the Institution is designed to achieve some specified outcome. Each programme of study aims to attain five well-defined Domain Specific Programme Outcomes and Seven Domain Independent Programme Outcomes with each student achieving a set of domain-specific outcomes after the programme. Domain Specific Programme outcomes include PO1- Solving Ability, PO2-Analysis Ability, PO3-Development of Solutions, PO4-Investigation,PO5-Modern Tools Usage.

The Domain Independent Learning Outcomes are the following PO6-Critical Thinking, PO7- Effective Communication, PO8-Social Interaction, PO9-Ethics, PO10-Environment Sustainability, PO11-Effective Citizenship, PO12-Self Directed and Lifelong learning.

**Research, Innovations and Extension**

The Institution fosters innovation and entrepreneurship focussing on ideation, concept development, design-thinking and intellectual property. The immersive sessions on Yoga, Art of Living, Vedic-Mathematics and learning Bhagavad-Gita by eminent Sanskrit scholars provide foundational base for IKS. Swami Vivekananda Chair functions in the College enshrining Indian Philosophical Thought.

The IPR Cell functions in the College focuses on IPR documentation and research. The ED Clubs functions under the logo Novation Nexus. Under Josephine Innovation Incubation, three start-ups were developed.

ZEED Pvt Ltd-for market advertising solutions

MULTI-TUG–produces equipment for physical education

HOOBA Energetics LLP – developing energy solutions

The priority in research resulted in Dr. Jobi K.V securing six patents and Dr. Anu Antony one patent. The IEDC got a start-up grant of Rs 12.5Lakhs by winning CleanTech Energy Challenge from Kerala Government. The interdisciplinary journal Josephine Researcher promotes Research and Innovation.

The **extension activities** undertaken according to **UN Sustainable Development Goals**

**1.No Poverty, No Hunger**

Amrit-Kaal – promoting millet cultivation

Donation of food kits

**2. Good Health and Well-being**

Active and strong NSS

House Constructions

Extending manpower and resources

Yoga

Blood donation

Rural camps

Project Happiness

Gym, Fitness training

**3**. **Quality Education**

Sessions for the schoolchildren

Counselling Services

## 4.Sustainable Cities and Communities

Ethnic Food-Fest

Agricultural-Lessons

MOOC on Organic-Farming

## 5.Climate Action

Environmental Field-Visits

Nature Club

Ecological-Sustainability through pledges

## 6.Life on Land

Gene-Mapping through *iNaturalist*

Planting of saplings

## Recognitions

- **Best Institution in the District offering Palliative Assistance, 2018-19, 2019-20**

The College has received the Best Institution Award offering Palliative assistance by Dept. of Health, Idukki.

- **Best Blood Donor's Award, 2019-20, 2021-22**

The best Institution offering the highest number of voluntary blood donations instituted by Indian Medical Association.

- **Best Social Work Department Award, 2020-21**

The Department of Social Work received the 2nd Best Social Work Department in Kerala by Confederation of Professional Social Workers.

- **Award received for Institutional Distinctiveness 2022-23**

The Department of Social Work received the award for **Institutional Distinctiveness** on International Senior Citizens Day on 01.08.2022.

- **Award received on Independence Day(15-08-2023)**

2nd prize for Presentation on **Unsung Heroes of the National Movement** and **Azadi Ka Amrit Mahotsav.**

**Infrastructure and Learning Resources**

The College has seen significant infrastructural expansions in several phases since its inception in 1981. The main block of the College encompasses the following academic and administrative wings.

College Administrative Office

Principal's Office

The College Main Office

Financial Administrator's Office

Seminar Hall-Cum-Theatre

Examination Cell

Conference Hall

Guest Room

IQAC Room

Audiovisual Seminar Hall

Nine Departments

Main Auditorium with 500 seating capacity

Prayer Room

Counselling Room

Main Block adjoined by the Chavara Block comprises

Departments of Commerce, MSW and Management Studies with reference    sections

Examination Hall

Administrator's Room

The new Administrative Block (32,000Sqft) is in its completion stage. The main computer lab has 50 computers with G-Suite. Labs include General Chemistry, Computational Chemistry, Physical-Chemistry, Organic and Inorganic, Physics and Electronics. English Department has an audio-visual lab. Every Department has Smart-Classroom with interactive board. The library has virtual-learning cubicles. 6000+e-journals and

194009 e-books. The theatre with smart-interactive screen has 88 seating capacity. The College has two multipurpose indoor stadiums, one with synthetic track and one with wooden flooring. The Chavara Hall 130 seating capacity. An advanced Gymnasium, Yoga Hall and Novation Room for IEDC are also part of Infrastructure.

Library is featured with 21,654 books, advanced reference-section, e-reading room, career-guidance section, subscription to 14 print-periodicals, 6000+e-journals, subscription to MAGZTER, Dr APJ Abdul Kalam Corner, Vivekananda Chair, Students Service Centre with 150mbps bandwidth and Wi-Fi access.

**Other ICT Infrastructure**

Free Wi-Fi access

Chavara Hall with 50mbps

Online attendance – e-College connect

83 CCTV cameras

Three high-end reprographic machines

I-STEM portal

**Student Support and Progression**

The Institution is blessed with vibrant alumni contributing to the Institution's ecosystem, fostering connections, supporting developmental initiatives, and upholding the College's mission along with help in donations and fundraising. The timely intervention of the alumni association in helping the students on occasions of medical assistance, blood donation, physical and financial contributions for the construction of houses and assistance for the victims of natural calamities. The entrepreneurs who are alumni of this Institution often absorb meritorious and skilled students into their workplace. The alumni interaction programme is a dynamic initiative fostering connections between our esteemed alumni and our present students. The other resourceful initiatives by the alumni include pre-placement talks, career seminars and alumni lectures by eminent experts.

Alumni contributions further include instituting merit scholarships for the students. The Department of Economics has 9 scholarships given to deserving students. Scholarships under Dr. Siby Joseph Memorial Charitable Trust by the department of Chemistry, and other department scholarships instituted by the different departments also contribute significantly to the scheme.

The Institution harnesses Rs. 2,14,26,012 solely towards scholarships and financial assistance serving the weaker sections of students who encompasses 76.6% of the total. Alumni contributes a significant percentage of these sum.

The Department Alumni Associations inform students about job opportunities and required skills. Alumni from top institutions train students for admission tests every year.

Yearwise distribution of gross-scholarships:

| Year | Percentage of students benefitted | Amount |
|---|---|---|
| 2018-19 | 79.74 | 43,68,377 |
| 2019-20 | 82.20 | 72,63,805 |
| 2020-21 | 72.04 | 39,86,070 |
| 2021-22 | 76.62 | 34,27,000 |
| 2022-23 | 68.86 | 23,80,760 |
| Total | 76.60 | 2,14,26,012 |

## Governance, Leadership and Management

The College accomplishes the developmental aspirations of the backward district of Idukki having 18% Scheduled Castes and Scheduled Tribes. The College encompasses more than 54% lady students out of the total, while the male-female ratio of the district becomes 1000:958 as per the latest census. In addition, the Institution caters to an underprivileged population of SC/ST in Idukki having 29.24% percentage of the total population as per the latest census. The College has these disadvantaged populations as major stakeholders and this factor shapes the policies of the Institution.

The conceptual framework of NEP in the Institution is as follows:

- **Multidisciplinary** and **interdisciplinary** teaching mechanisms
- **Academic Bank of Credits** through NPTEL Programmes
- Imparting **Skill-development** through IEDC
- Implementation of **IKS**

- All activities through predefined **Outcomes**
- **Electoral Literacy Club** providing awareness on Electoral System
- Local Chapter of **SWAYAM**

Sustained Institutional growth is manifested through-

- Construction of indoor stadium

- Theatre-cum-conference Hall

- New Administrative-Block

- Renovated Seminar Hall

- Innovatively-built conference halls
- IQAC room
- Upgradation of Departments
- Classroom with digital interactive-boards
- Language Labs
- Library upgradation
- Improved Gymnasium

- Additional Toilets

Post-Accreditation period saw an increase in the number of University ranks with a yearly average of 15 ranks. Regarding newly appointed faculty, nine in ten have **PhD**s and **Post- Doctoral** qualifications.

**Perspective Plan of the Institution** include:

- Increase the number of University ranks
- Research facility enhancement
- Expand the library to a fully automated Digital Library
- Create more patents from the staff
- Upgradation of Computer Labs enabling the conduct of online examinations
- Twinning programmes with reputed institutions
- Create a skill enhancement centre augmenting employability
- Provides statutory and non-statutory welfare measures including maternity leave for 180 days, paternity leave for 10 days, ICC for the prevention of sexual harassment against women, best publication award for promoting research, financial assistance for participation in conferences and vacation salary for guest staff including avenues for career development.

The College has a performance appraisal system for every staff and extensive avenues for career development. Audits are conducted regularly. The financial statement of transactions is prepared yearly and sent to Government Authorities.

**Institutional Values and Best Practices**

The institutional policy regarding the equitable framework of gender is as follows.

- Gender equity is ensured in the Student Council.
- The College encourages women to assume key positions.
- Women's Cell, Internal Complaint Committee, Anti-Ragging Cell, Grievance Redressal Cell, Gender -Sensitization-Equal Opportunity Cell address gender issues.
- Women's wing of NCC and NSS
- Professional Counselling service.
- Research studies on Under-privileged women
- Special support to female students to avail scholarships

The Best Practices followed by the Institution are named **Ujjwal Yuva-Swasth Bhavishya** and Interventions in Disaster Management and the Distinctiveness of the Institution is themed **Education for Social Transformation.**

Idukki District in Kerala has a distinctive forest cover and a considerable ethnic tribal population. The district known for its backwardness has only minimum facilities for health care, unmanageable count of bed-ridden patients and a large number of mental health institutions. **Ujjwal Yuva** promotes blood donation, mitigation of communicable and life style diseases, attending to the elderly population, disability management, reminiscence therapy and sensitization on hygiene and menstrual health. Project Happiness includes festivities, counselling,

yoga, art-of-living, stress management, campus radio, environmental explorations, philatelic studies, FIT YUVA-SBIC (Stay-Back-In-Campus), bee-farming and video-content making.

The resilience of the entire College community was put to test during the **massive flood relief operations** successively in 2018 and 2019, during the COVID crisis from 2019-22 and the land slides in close proximity (Kudayathoor-2022). **Two NSS seven-day camps** were synchronized to aid the efforts namely *Sukrutham 2018* and *Suvarnam 2019* respectively. A **rural flood relief camp** set on a distant terrain was arranged in Kainakary in the district of Alleppy from 02-07.09.2018.

During the pandemic, an extensive **counselling drive** was engineered by the trained students of the MSW Department. Higher secondary schools in and around Moolamattom were the main beneficiaries. **Survey on the impact of COVID 19. Tele-counselling on Trauma management** and profound studies during the pandemic - '**Learn along the Pandemic**' series of Online Lecturers were conducted.

**Education for Social Transformation-**(Distinctiveness of the institution) involves the educational interventions that the Institution makes among tribal and underprivileged populations named under the schemes- Wings of Dreams, Future Stars, *Sparsham* and Rural Camps.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | ST. JOSEPH'S COLLEGE, MOOLAMATTOM |
| Address | ST. JOSEPHS COLLEGE, MOOLAMATTOM, ARAKULAM P O, IDUKKI |
| City | MOOLAMATTOM |
| State | Kerala |
| Pin | 685591 |
| Website | www.stjosephscollegemoolamattom.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Thomas George CMI | 04862-7510312043 | 8086800083 | - | sjcmoolamattom@gmail.com |
| IQAC / CIQA coordinator | Roby Mathew | 04862-9495612515 | 9447149547 | - | robymathewmuttom@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Grant-in-aid |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

| **Recognized Minority institution** | |
|---|---|
| If it is a recognized minroity institution | Yes<br>Minority certificate.pdf |
| If Yes, Specify minority status | |
| Religious | Christian RCSC |
| Linguistic | |
| Any Other | |

| **Establishment Details** |
|---|

| **State** | **University name** | **Document** |
|---|---|---|
| Kerala | Mahatma Gandhi University | View Document |

| **Details of UGC recognition** | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 11-02-2003 | View Document |
| 12B of UGC | 21-03-2014 | View Document |

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

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | ST. JOSEPHS COLLEGE, MOOLAMATTOM, ARAKULAM P O, IDUKKI | Rural | 16 | 20820 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BSc,Chemistry | 36 | Plus Two | English | 36 | 5 |
| UG | BSc,Physics | 36 | Plus Two | English | 24 | 5 |
| UG | BSc,Mathematics | 36 | Plus Two | English | 24 | 0 |
| UG | BA,Economics | 36 | Plus Two | English | 40 | 39 |
| UG | BA,English | 36 | Plus Two | English | 24 | 12 |
| UG | BBM,Management | 36 | Plus Two | English | 32 | 28 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 26 |
| UG | BCom,Commerce | 36 | Plus Two | English | 32 | 24 |
| UG | BBA,Business Administration | 36 | Plus Two | English | 32 | 0 |
| UG | BBA,Business Administration | 36 | Plus Two | English | 40 | 12 |
| PG | MSc,Chemistry | 24 | BSc Chemistry | English | 10 | 8 |
| PG | MA,English | 24 | UG with English as | English | 15 | 13 |

| | | | optional or common course | | | |
|---|---|---|---|---|---|---|
| PG | MCom,Commerce | 24 | UG with commerce | English | 15 | 5 |
| PG | MSW,Social Work | 24 | UG | English | 30 | 29 |
| PG | Integrated(PG),Computer Science Data Science | 60 | Plus Two | English | 15 | 7 |
| Doctoral (Ph.D) | PhD or DPhil ,Chemistry | 36 | PG in chemistry or its allied branches | English | 18 | 3 |

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

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 4 | | | | 30 | | | |
| Recruited | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 15 | 15 | 0 | 30 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 14 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 5 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 11 |
| Recruited | 9 | 2 | 0 | 11 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 3 | 0 | 0 | 9 | 5 | 0 | 17 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 5 | 0 | 10 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 0 | 13 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 0 | 10 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 294 | 1 | 0 | 0 | 295 |
| | Female | 272 | 0 | 0 | 0 | 272 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 23 | 2 | 0 | 0 | 25 |
| | Female | 105 | 0 | 0 | 0 | 105 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 3 | 0 | 0 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 320 | 0 | 0 | 0 | 320 |
| | Female | 377 | 0 | 0 | 0 | 377 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 29 | 32 | 29 | 36 |
| | Female | 35 | 44 | 48 | 48 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 22 | 22 | 24 | 25 |
| | Female | 14 | 20 | 20 | 20 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 146 | 154 | 182 | 182 |
| | Female | 207 | 236 | 286 | 250 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 160 | 175 | 194 | 253 |
| | Female | 166 | 210 | 241 | 294 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 23 | 23 | 22 | 12 |
| | Female | 28 | 39 | 44 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 830 | 955 | 1090 | 1155 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | To keep pace with the Union Government's mission to internationalize Indian education through the implementation of NEP, St. Joseph's College, Moolamattom, has a handful of programmes that promote multi-disciplinary approaches in teaching and learning activities in keeping with the mission of the college, which is to be a catalyst for the holistic development of 21st century youth. The college follows the CBCS pattern, where the undergraduates in the fifth semester of their UG programme are offered the privilege to choose a course of their choice as an open course, irrespective of their programmes. In the sixth semester of the UG programme, every department has the prerogative to |
|---|---|

choose an elective course from a list of discipline-specific courses, considering the demands of students. PG programmes offered in the college also follow the choice-based credit and semester system, which has room for interdisciplinarity. Besides, the college offers add-on courses tailored to the needs and tastes of students with an eye on imparting employability. The local chapter of SWAYAM programmes functioning in the college provides opportunities for students to enroll in any courses of their choice. The participation of all the students in the MOOC programme in 'Organic Farming' is another instance of a multidisciplinary learning experience for students. All the UG programmes offered in this college in science, viz., B.Sc. Physics, B.Sc. Chemistry, and B.Sc. Mathematics, include courses in mathematics, statistics, physics, and chemistry. In the same way, the Integrated M.Sc. Computer Science-Data Science also encompasses courses from other science disciplines. The Commerce and Arts programmes offered at this college also have courses on statistics, computers, and mathematics included in various stages of their UG programmes. Thus, the integration of STEM courses is warranted. A sustainable environment is an integral part of the syllabus. Both UG and PG programmes have courses on environment, values, and ethics for the holistic development of students. The Master of Social Work (MSW) programme offered at the college has a specialization in community development, which literally involves students in community engagement services. Life guidance classes offered to students on every first Friday blend value education with the attainment of holistic development. Josephine Researcher, the interdisciplinary research journal of the college, promotes interdisciplinary research activities of both teachers and students, and it is an icon of interdisciplinary research promotion at this college. In addition to that, the IEDC and start-up mission at the college encourage interdisciplinary research activities by both students and teachers.The college negotiates with the university to design the pattern of the Integrated M.Sc. Programme in Computer Science-Data Science (5 years) with multiple entry and exit options. To optimize the inclusion of interdisciplinarity in learning, the college promotes internships with an interdisciplinary focus. The

| | |
|---|---|
| | institutional engagement with national and international organizations like Helen Sanderson (UK) and Dimensions (UK) offers our students learning experiences across disciplines and cultures. In addition to that, during the conduct of national and international seminars, departments take interdisciplinary considerations into account when designing the programme to include students and teachers of various disciplines. |
| 2. Academic bank of credits (ABC): | As a prerequisite to the creation of the Academic Bank of Credit (ABC), students were trained to create a DigiLocker Account, which is the depository of credits that students earned through their self-paced learning of various courses offered by accredited national and international institutions. St. Joseph's College, Moolamattom, functions as a local chapter of the NPTEL/SWAYAM programme through which 321 beneficiaries have enrolled in various courses through the creation of ABC IDs. Many students have completed the courses and earned the score, which will be credited to their account when ABC becomes functional. As a preliminary step to link St. Joseph's College with other national and international institutions of repute, the institution has entered into 3MoUs with foreign organizations in the UK and MoUs with four industries in the UAE. Our next step is to establish links with national and international universities of great renown to facilitate the internationalization of education. This college offers 37 add-on courses, the curriculum of which is designed by a Board of Studies (BoS), of which the teachers are members, apart from experts from other institutions and industries. Teachers make use of this occasion to design the curriculum, incorporating the novel trends and practices exiting the industry with the addition of heterogeneous pedagogical practices to cater to the diversified learning experiences of students. |
| 3. Skill development: | St. Joseph's College, Moolamattom, is prepared to upskill the youth who seek admission here through a slew of well-planned and result-oriented programmes. To mark the transitional phase of skill enhancement, this college has entered into an MoU with BOSCH, a German multinational engineering and technology company, to facilitate industry-academia collaboration in this college to offer training to students on soft skills to enhance their |

employability. Apart from that, the Innovation and Entrepreneurship Development Center (IEDC) functioning in the college offers opportunities for both faculty members and students to prune their skills and hatch innovative ideas. To prune the communication skills and soft skills of students, the institution has tie-ups with various agencies. The college runs a slew of UG and PG programmes embedded with vocational training, namely BA English (V) Copy Editor, B.Sc. Physics (V) Applied Electronics, B.Com. (Computer Application), Bachelor of Business Administration (BBA), M.Sc. Computer Science-Data Science (Integrated programme) Master of Social Work (MSW), and Master of Commerce (M.Com. Finance). Apart from the vocational programmes, all the students are equipped with the necessary computer literacy. The outcome-based education (OBE) pedagogy incorporated into the curriculum transaction equips the students with the desired graduate attributes, which unquestionably equip them with the desirable skills. The pedagogical practice administered in this college is envisioned as the inculcation of ethics and values in life. To cement human values in the minds of the youth, every first Friday, the college arranges moral classes for students. In addition to that, specific ethical dimensions are addressed in the blended mode of learning. The conduct of seminars on intellectual property rights (IPR) is an instance of driving home the ethical issues pertinent to intellectual property. The research methodology seminars impart ethical practices in research to the student community. Constitutional and universal values are further communicated to students in the form of observing days of national and international importance that are pertinent to particular values. In addition to that, students take pledges on those days to safeguard the values associated with those days. With the available framework, the college ensures that every student gets familiarized with vocational courses upon completion of their graduation. To facilitate this, every department offers a job-oriented add-on course to students. A certificate course in Tally is taught to the Commerce graduates apart from their regular programme of study. To foster the experiential learning of students, industry visits are conducted to seek the expertise of industry veterans with on-site visits to gain practical knowledge and skills for

| | |
|---|---|
| | theoretical mastery. Science graduates do their projects in well-known labs under the guidance of veteran scientists to acquire the skill set for lab operations. To optimize the infusion of vocational programme in the academic activities of students, the institution has collaborated with 'Image Creative Education', Thodupuzha, an NSDC franchisee, which informs the students on skill development programmes and certification. The college is planning to initiate skill courses as soon as possible to make the students and other stakeholders employable. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The college compulsorily offers Indian language courses like Hindi and Malayalam as part of UG programmes to the students. To foster a taste for Indian languages in both UG and PG students, the college incorporates add-on courses and skill classes on Indian languages. From 'Indian Aesthetics' for the B.A. English programme to 'Social Formation in Pre-modern India' for the B.A. Economics programme, the curriculum of both UG and PG programmes is rich with courses on Indian knowledge. The vision of the college clearly marks the integration of culture and heritage into the scholastic activities of the college. The add-on course offered in 'Yoga' is an instance of the integration of Indian culture and heritage into the scholastic activities of the college. The college adopted the policy of bilingual knowledge transfer in class rooms. The college strictly follows the Kerala Government norms for using vernacular language while preparing office files, and official communication is made through vernacular language. In addition to that, the Bharana Bhasha Mathrubhasha Cell (Official Language—Mother Tongue Cell) functioning in the college trains the faculty to use formal usage of vernacular judiciously in teaching and learning activities. Courses in Hindi and Malayalam are taught in the respective languages. All the other UG and PG programmes follow a bilingual mode of knowledge transaction. Seminars on Indian literature in Sanskrit are arranged for both UG and PG students to inform them of the role of Sanskrit in moulding the cultural and spiritual heritage of India. The linkage with Ramakrishna Math paved the way for sustaining the spirit of Sanskrit on campus. This college is located in a district that has a sizeable population of tribals. |

| | The signature activity of the college is to link the student community with the tribal people for their upliftment through awareness programmes on discarding the vices existing in the community and preserving the purity of the language. The exhibitions conducted by various departments and clubs on traditional agricultural implements, measurement tools, utensils, weapons, and clothes shed light on the traditional practices and way of life. Exhibitions by external agencies on indigenous millets are instrumental in transacting the traditional knowledge of indigenous healthy diet practices. Earmarking a separate section of the library for preserving books on ancient Indian literature is practiced. Kerala is home to multifarious indigenous art forms, apart from classical ones. In connection with various festivals, the college provides avenues and training for students to perform indigenous dance forms like Thiruvathira, Margamkali, Parichamuttukali,Mohiniyattam, folk dance, and Pulikali, apart from classical performances like Kuchupudi and Bharatanatyam. Regional festivals like Onam, Vishu, and Pongal are observed with traditional fervour.Observance of Ethnic Day in the college revives the practice of wearing traditional dress code and accessories pertinent to Kerala culture. The tribal and indigenous food festivals occasionally arranged in the college parade the traditional cuisines of the region. The institution is keen on supplementing the existing syllabus with the addition of SWAYAM programmes on Indian Knowledge System pertinent to each programme. |
|---|---|
| 5. Focus on Outcome based education (OBE): | The paradigm shift from traditional education, which focused on content knowledge and academic achievement, to outcome-based education, which zeroed in on personalized learning, skill development, and holistic growth, was hailed by St. Joseph's College at the introduction of NEP. The hierarchical arrangements for the achievement of OBE follow the pattern in such a way that students are inducted into this paradigm shift at the time of the orientation programme when aspiring students are introduced to Programme outcomes (POs), programme-specific specific outcomes (PSOs), and course outcomes (COs). As OBE is focused on student involvement in learning activities, the college adopted student-centric methods that are inclusive of |

experiential learning, participatory learning, real-world learning, and problem-solving methodologies. Ensuring the acquisition of the skill sets of students, the college runs 37 add-on courses to upskill the youth, and promoting internships to equip students with hands-on experience is also a strategy implemented by the institution to further skill acquisition. Keeping an eye on assessing the outcomes achieved by students, question papers for internal examinations and other parameters of internal assessment are configured to incorporate the revised Blooms taxonomy. Teachers are trained in the implementation of OBE by attending both online and offline FDP programmes and workshops arranged by this college and by the Higher Education Council. Teachers begin each course by familiarizing the students with the course outcomes (COs) and often assess the attainment of the same through various assessment mechanisms. This college is a local chapter of NPTEL where students are encouraged to enroll and pursue SWAYAM programmes to contribute credits to their Academic Bank of Credit (ABC) when it becomes functional. To foster the graduate attribute of life-long learning in students, students are trained to access online learning platforms to pursue self-paced courses. The institution is keen on familiarizing the students with the outcomes of their programmes and courses by displaying them both on the college website and on department noticeboards. After the internal assessment of each semester, the attainment of outcomes is measured in the accepted format and documented. To enhance accessibility to learning resources like digital depository and books, the college has appended the requisite number of books to the existing collection of books, and students and faculty members are given access to ENLIST to further their convenience for learning resources. Divergent student-centric learning strategies adopted by the college in the form of peer teaching and group learning facilitate inclusive learning activities for students. Integration of technology in teaching and learning activities is a mechanism adopted by the institution to cope with the paradigms of OBE. The introduction of learning management systems and digital platforms like NPTEL, coupled with the infusion of interactive boards in classroom teaching, has been instrumental in blending conventional

| | |
|---|---|
| | pedagogical practices with technology. Stakeholder engagement, which is an inevitable component of OBE, is achieved through the conduct of PTA meetings, which become a platform for assessing the outcomes of learning. |
| 6. Distance education/online education: | St. Joseph's College, Moolamattom, is a local chapter of the SWAYAM programme through which students could equip themselves with vocational courses to further their employability. 321 stakeholders in this college have benefited from the massive platform. Keeping pace with the trend and needs of the time, the college used learning management systems during the pandemic and other natural calamities when offline knowledge transactions were not possible. Scholastic activities like teaching, learning, and assessing were done solely on the LMS. Informing the LMS of the assessed outcomes in the PTA meeting was also done. Non-scholastic activities like arts competitions could also be arranged and assessed through the LMS. The institution promotes blended learning to infuse technology with learning. Administering the teaching, learning, and assessment activities through Google Classroom outside the physical classes ensures blended learning, which makes the pedagogical practice transparent and innovative. The college has installed interactive boards in each department to blend technology into teaching and learning activities. Teachers created video content and shared it through social media platforms for dissemination. To simulate a seamless classroom experience, teachers used virtual classroom platforms like Google Meet and Zoom. St. Joseph's College promotes blended learning by adopting technological platforms in teaching learning activities, and the teachers were trained to use the cutting-edge technological apparatuses to optimize the curriculum delivery. |

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The college has a well-functioning Electoral Literacy Club which was constituted in the academic year 2019 in the wake of declaring 2019 as Election Year'. In the initial year of the formation of the club, |

| | the club sensitized the new entrants of the college about the procedure for getting enrolled in the Voters' List. Ever since its inception, this club has been sensitizing the youth of this college and the general public about ethical voting and the imperativeness of exercising franchise. |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The ELC is composed of the faculty coordinators, who are appointed by the college and two student representatives from each class who are nominated by students. Thus, the representative nature of democracy is maintained in the constitution of the club. The club is functional in the college and is keen on organizing programmes which may foster civic sense in students. This club also collaborates with district administration in the areas of conducting seminars, competitions and campaigns to make the general public informed of ethical voting and the process of casting vote. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The ELC members serve the district election administration in the conduct of general elections by rendering their service as security personals in the remote part of Idukki district. The members also assist the local populace in their locality to update the voters list during the time of election. The club representatives from each class lead debates and discussions in their classes pertinent to adult franchise to make the students informed of the necessity to exercise their suffrage for the advancement of the nation. The club organized a host of competitions and programmes inclusive of debate, elocution and painting. To enlighten the student community about the adverse effect of not exercising franchise in a judicious manner, the Electoral Literacy Club organized an erudite seminar on the unfailing influence of Indian Constitution in the functioning of Indian democracy. ELC of this College in association with Nehru Yuva kendra, Idukki trained our students to participate in competitions and it resulted in ensuring participation of one of the members of this club- Ms. Ancy Joseph, III BA English, to speak in the Indian Parliament on the occasion of the anniversary of Atal Bihari Vajpayee and Pandit Madan Mohan Malavya in 2022. To further in presenting the students with an experiential learning of parliamentary procedure, the club in collaboration with Mock Parliament Cell in the college arranged a mock parliament programme |

| | with the assistance from Government of Kerala. The best parliamentarian in the programme, Ms. Merin Shibu of B.Sc. Mathematics, attended a training programme organized by Kerala Government in the Kerala Assembly at Trivandrum in 2023. |
|---|---|
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Under the aegis of Electoral Literacy Club of the College, class wise awareness programmes about the procedure of voting to the novice. Political leaders who are alumni of this college are invited to interact with the students to make them familiarized to the functioning of democracy and the role of ethical voting in the present scenario. The members of the club assist the general populace of their villages in enlisting them in the voter's list and take part in the distribution of voter's slip. They also pay attention to familiarize the elderly how to cast their vote using electronic voting machines. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The College is keen on enlisting the novice in the voter's list and arranges the preparatory initiative of updating Aadhar card in the campus periodically. The Institution informs the students regarding the enrolment of the novice in voter's list in consultation with District level Electoral Literacy Club. |

# Extended Profile

## 1 Students

**1.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 697 | 830 | 955 | 1090 | 1155 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

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

**Response: 79**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 45 | 42 | 41 | 42 |

## 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 219 | 83 | 64 | 113 | 81 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](View Document) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

**St. Joseph's College** is affiliated with Mahatma Gandhi University and adheres to the University's Curriculum as specified by the UGC curriculum framework. The College has always been responsive to the need for an **Evolving Curriculum**, keeping students updated on cross-cutting issues and developmental needs, aligning with its vision and mission. The concept of an **Evolving Curriculum** is achieved through various innovative programmes that make the curriculum dynamic and holistic. The College has opted for its **Distinctive Pedagogy** accomplished through various programmes involving College Radio-*Razzmatazz*, Onsite Gene Pool Mapping by *iNaturalist* Scientific App, *Smruthiyoram* (Reminiscence therapy programme - MSW Dept.), FIT YUVA- Stay Back in Campus, Gamification, Video Content making, Social Initiatives Management, Event Management Training, Bee-farming, Philatelic Studies etc. The curriculum is designed to accommodate students' preferences by offering additional languages, open courses, electives, subject diversity in project work, and diverse electives during the final years of UG and PG programmes, thereby enhancing the overall learning experience.

Regarding **Curriculum Planning**, the **Timetable Committee** prepares the master timetable in cooperation with the HoDs before the commencement of the academic year. This ensures the preparation of an **Academic Calendar** enshrining the objectives of **NEP 2020** and **Outcome Based Education (OBE).** The academic calendar includes **curricular and co-curricular activities**, **curriculum enrichment**, and **evaluation plans**, with each Department creating **discipline-specific calendar** in line with the College academic calendar, with **faculty contributions**. Teachers create a Bimonthly Teaching Plan, which is reviewed by the **HoD** and verified by the **Principal**. The **IQAC** regularly assesses the implementation of its programmes, incorporating inputs from each Department, based on their calendar.

The Institution conducts Bridge Courses based on post-admission tests to identify slow and advanced learners and offers Add-on Courses, Remedial Classes, Enrichment Programmes and and online Self-Learning courses. The Mentor-Mentee Programme ensures comprehensive student support. The Institution communicates curriculum goals and target-specific schemes to parents throughregular PTA meetings. The Institution encourages self-learning through online courses like **E-PG Pathshala and ShodhGanga.**

Reflective curriculum framework advances towards impressive conveyance through classroom teaching incorporating **ICT**, **flipped-classroom** and **blended-learning**. Learner-centric methods involving peer-teaching, guided discussion, surprise tests, quizzes,etc. make it organically evolved. **Curriculum Delivery** is evaluated at both institutional and University levels through assignments, seminars, internal examinations, projects, viva voce, and lab assessments. **Grievances** related to the **Continuous and Comprehensive Assessment (CCA)** are redressed timely as per the existing Institutional/University

mechanisms within the semester itself. The mechanism of CCA operates through **two internal examinations each semester**, scheduled in the academic calendar. **End-semester University examination notification** is published in class groups and notice boards. Students are instructed to finish projects, seminars and assignments according to mandated schedule.

The **College Staff Council** and **timetable committee** meet regularly to streamline academic activities and arrange examinations. The internal examinations are evaluated and feedback is shared with students and parents during PTA meetings to enhance their performance. Slow learners receive remedial coaching through **Scholar Support Programmes**, while advanced learners receive mentorship **through Walk With a Scholar Programmes** under a specific teacher for academic and career improvement.

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 46

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

| Other Upload Files | |
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| 1 | [View Document](#) |

**1.2.2**

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

**Response:** 55.09

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 707 | 818 | 486 | 340 | 253 |

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The Institution addresses cross-cutting issues through activities, seminars, projects, workshops, field visits, syllabus and MOOC courses, focusing on **Professional Ethics, Gender, Human Values and Environment and Sustainability** fostering responsible citizens with a comprehensive understanding of the world. These issues are integrated into the curriculum in three different ways:

1. **Courses in the Curriculum**

The College offers various programmes that address **Gender, Environment and Sustainability, Human Values, and Professional Ethics.** The fifth-semester syllabus includes "**Environment Studies and Human Rights"** as per UGC regulations. Exclusive **Core courses** are available for both UG and PG programmes. In the second semester, all UG programmes have a **Common-Course English** paper titled **Issues that Matter** with modules on War, Refugees, Human Rights, Sustainable Development and Ecology. Additional-language courses are available in **Malayalam, Hindi, and other languages**, addressing gender issues through specific novels, essays, poems and narratives.

Samples of C**ore courses that address cross-cutting issues** across various programmes are listed below:

Literature and Gender, Ethics in/as Literature – **MA English**

Social Legislation and Human Rights, Environment and Disaster Management, Social Action for Community Development –**MSW**

Women's Writing–**BA English**

Development and Environmental Economics – **BA Economics**

Energy and Environmental Studies–**BSc Physics**

Corporate Regulations & Administration - **BCom Tax**

Psychology of Individual Differences – **BA Economics**

IPR and Industrial Laws – **BBA**

**2. Role of Clubs and Forums in addressing the cross-cutting issues**

The **Women's Cell** offers gender-related sensitisation programmes, self-defence training for girl students, and equal opportunities in Department activities, student union elections, and club activities. The Institution conducts annual **Gender and Green audits** by the IQAC ensuring inclusion and sustainability. **NCC, NSS** and **Students Initiative in Palliative Care (SIPC) units** promote human values through volunteering, food distribution, and blood donation programmes. They also participate in relief efforts during natural calamities like floods and in COVID-19 pandemic. The students also engage in **social and legal awareness programmes** through **Human Rights and Legal Literacy Cell**, **Anti-Narcotics Club** and **drug-abuse awareness** (through **Vimukthi** Club).

The Social Work Department of the College is always at the forefront of promoting human values among students through I**mmersive learning** methodologies. The **Energy Conservation Club** and **Nature Club** are active in campus with male and female leaders for each club. **The green protocol** is strictly abided by the Institution. Under the auspices of various clubs, significant days like **International Women's Day, International Yoga Day, World Health Day, Human-Rights Day, World Aids Day, World Environment Day, and Teachers Day** are observed.

**3. Sensitizing Cross-Cutting issues through various Value-added courses, Workshops, Seminars, Conferences and Pledges**

The Institution provides **Value-added courses**, involving **MOOC on Organic-Farming** for final-year UG students and workshops on **Women-Empowerment**. The Career Guidance Cell offers soft-skill training, professional ethics and workplace etiquette. The Department of English conducted a National Seminar on "**Paradigms of Ethics in Ethnic Literature**" to supplement the curriculum. To support the objective of instilling **values and ethics,** stakeholders are encouraged to take **Pledges** and listen to **Man-Ki-Bath,** by our Honourable Prime Minister, to stay informed about our **N**ation's essential policies and principles**.

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

**1.3.2**

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

**Response:** 48.21

| 1.3.2.1 **Number of students undertaking project work/field work / internships** |
|---|
| Response: 336 |

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

## 1.4 Feedback System

**1.4.1**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 84.37

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 297     | 335     | 328     | 373     | 448     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 409     | 423     | 407     | 405     | 467     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

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

**Response:** 82.41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 148 | 204 | 206 | 230 | 266 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 247 | 254 | 247 | 247 | 284 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 14.83

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The basic purpose of education is to create an enlightened community of students capable of nation-building. St. Joseph's College has established **Swami Vivekananda Chair** and **APJ Abdul Kalam Corner** embodying their vision as the foundation of **student enlightenment**.

The **Academic Calendar** is prepared annually, integrating **Immersive Learning Outcomes** from **Experiential Learning**, **Participative Learning** and **Problem-Solving Methodologies** and employing **ICT**, as outlined in **Programme Outcome (PO), Programme Specific Outcome (PSO), and Course Outcome (CO)**.

## 1.Experiential Learning

To promote **Experiential Learning**, the College executes **Blended Learning** and **Flipped Classroom Methodology** and is enhanced by presentations, seminars, fieldwork, internships, industrial-visits, nature-camps and model-parliament sessions. It is mandatory that every student must undergo **MOOC in Organic Farming**. Environmental Lessons are availed through the curriculum framework in **Environmental Studies and Human Rights** and **Field Visits.** Through **Learning apps** (**i.Naturalist**) students create educational content beyond the classroom, resulting in **immersive learning outcomes**. National seminars, industrial visits and laboratory sessions are recorded and converted for self-learning, enhancing theoretical learning experiences and promoting experiential learning strategies.

## 2.Participative Learning

**Participative Learning i**s promoted through **Peer Teaching/Cross Teaching** strategies, academic expert interaction and participation in College clubs and organizations, fostering a more interactive learning environment. Students participating in the **Palliative Care Programme,** acquire skills in **Geriatrics**, **Management of Social Initiatives** and first-aid, experiencing **emotional and physical healing**. **Participation in seminars** within course modules enhances group learning and promotes participative learning. The **Unnath Bharath Abhiyaan** project conducted surveys and group tasks in five villages in Idukki.  Events and activities like **Gamification**(using Unity-3D,syllabus-based-interactive teaching methodology employing game platform), **Theatre-film workshops**, **Video-content making**, **Philately** exhibitions, **workshops on stitching and paper-carry bags**, and assigned group tasks including **bee-farming and gene-pool mapping** make participative learning an **Immersive Experience**. Our College is the authorized centre of **IEDC** (Govt. of Kerala) naming **Novation Nexus** with Government funding for innovations. To support **start-ups** and innovations, the **Institutional Innovation Council** was also established.

The College aims to equip students with the necessary skills through various workshops and training sessions focusing on **Problem-Solving Methodologies**.Students organize intercollegiate fests and learn problem-solving techniques like finance management, resourse mobilization, skill pooling, social skills, time management and crisis management. Students are also enrolled in the **IGOT program** (Disaster Management Authority, Govt. of Kerala) where they undergo online training in **COVID-19 management** and **Akshaya Centre's e-Governance help**.  **Surveys and rural camps** are held by the Social Work Department to teach necessary problem-solving skills. The Department of Mathematics offers workshops to **upskill problem-solving abilities** for students from nearby schools.The **Strive-Coaching for Entry** into **Govt. Services** prepare students for competitive examinations enriching problem solving skills. .

**3.ICT Tools**

The College has registered under **I-STEM by the Govt. of India** and the students avail quality content as lessons in Science and Technology via I-STEM. The College also effectively manages its curriculum using various **ICT  tools** like Arduino, Python, R, LateX, MySQL, Tally, Quillbot, Paper-Pal, Kahoot, and Quizizz and has a repository of e-resources, including YouTube channel, G-suite, Google-classrooms and Digital Library memberships.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 47 | 45 | 42 | 41 | 42 |

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

**2.4.2**

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

**Response:** 76.04

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39 | 35 | 33 | 30 | 28 |

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Being an affiliated college, the Institution scrupulously follows the evaluation system implemented by the University. The mechanism of internal assessment followed by the Institution is conveyed to all students during the time of their admission and in their orientation just before the commencement of the programme. The mechanism is detailed in the College website and in the College handbook which is allotted to every student. A fair and transparent method is employed by the Institution benefitting the students and parents with the right to assess the performance at every stage of academic pursuit.

The major components of semesterwise internal assessment comprise two test papers, one assignment/laboratory work and a score of attendance. Weekly tests, seminars and assignments constitute the formative evaluation of the students. The Staff Council collectively decides the dates for the commencement of the internal examinations, which are reviewed at staff meeting. The schedule of the examinations is then prepared and students are informed along with the announcement of portions.

Internal Examinations are scheduled as Continuous Internal Assessments. Internal assessments-I and II are fixed in the first half and second half respectively of every semester. It is conducted in the same

pattern as that of university examinations. After the exam, answer papers are distributed and discussed in class. The marks are detailed in the department notice boards. PTA meeting is convened department-wise just after Internal-I and parents can access the performance of the students.

In the second tier of internal examinations, the same procedure is followed as that of Internal-I. The second session of the Internal Examinations serves the purpose of model exam before university examinations.

The third segment of the assessment incorporates weekly tests, seminars and assignments as part of the formative evaluation of the students. Seminars and assignments are objectively analyzed and marks are allotted.

Summative assessment is accomplished through the semester examinations by the University and includes 80 out of 100 marks for external examinations and internal assessment carry 20 marks. External university examinations sustain fool-proof transparency in the conduct of examinations and grievance redressal in the most time-bound manner. Participation in NCC/NSS camps and recognitions gained in University, State and National level sports/arts competitions are taken into consideration regarding summative assessments.

It is assured that every student gets the maximum possible marks in the internal assessment through **Remedial Coaching** and through **Improvement tests** for the low-achievers. The College employs a **three-tier mechanism of grievance redressal** to address student-grievances and improve transparency. The course-in-charge addresses the first, and students can rectify irregularities with the HoD. If grievances persist, they seek the Principal's intervention. This ensures corrective interventions by the Course-in-Charge, HOD, and Principal. To make the internal assessment time-bound, transparent and efficient, there is an Internal Assessment Committee that monitors the verifying and uploading of internal marks in the university portal. For the students who participate in extracurricular activities, compensatory attendance is allotted ensuring inclusion of every student in the process.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

PO, PSO and CO are comprehensively conveyed to every batch during the first-year induction programme. The vision and mission of the Institution reflect the attainment of these attributes. The

transformative role in the district of Idukki, which the Institution has garnered over the years, proclaims volumes of dedicated pursuits in these outcomes.

PO, PSO, and CO are enlisted in the College website for the apprehension of every stakeholder of the Institution. The Institution ensures the judicious transference of the outcomes through the deployment of activities that cater to the attainment of these educational objectives. Every programme in the Institution is designed to achieve some specified outcome. Each programme of study aims to attain five well-defined Domain Specific Programme Outcomes and Seven Domain Independent Programme Outcomes with each student achieving a set of domain-specific outcomes after the programme. For example, at the end of the programme, a student in UG Mathematics must be able to attain the following set of domain-specific outcomes and similar is the case of other programmes.

PO1. **Solving Ability**: The student can perform problem-solving skills in their area of study and in competitive examinations.

PO2. **Analysis Ability**: It helps the student to functionally organize life affairs, apply discretion in categorizing facts and reach evaluative conclusions about the learning of his/her subject of study.

PO3. **Design/Development of Solutions**: The student develops design thinking ability and can apply the same to their social and environmental background.

PO4. **Investigation**: The student shall imbibe a sense of scientific pursuit, can approach every situation/ problem critically and reach valid conclusions.

PO5. **Modern Tools Usage:** The students develop a temperament of advanced learning so that they employ innovative tools, abstract or physical, including software and learning applications to create remedies or improved solutions.

Beyond subject specialization, every student acquires Domain Independent learning outcomes and those are listed as follows:

PO6. **Critical Thinking:** Students develop their skills through debates, literary competitions, classroom discussions, quizzes, and activities in Students' Council, promoting informed decision-making and judgment between particulars.

PO7. **Effective Communication:** It involves expressing thoughts, verbalizing ideas, and fine-tuning interpersonal skills. Students' communication skills are enhanced through competitions, debates, seminars and self-training classes.

PO8. **Social Interaction:** It mediates opinions, manages public relations and elicits positive perspectives. Leadership qualities were developed through NCC, NSS, Palliative Care, Students' Council and various clubs.

PO9. **Ethics:** The Institution fosters learning of ethics through various activities, including palliative care, village camps, moral sessions, philanthropic donations, crowd funding programmes, and promoting universal love and tolerance.

PO10. **Environment Sustainability:** The UN's Sustainable Development Goals mandate the teaching of

sustainable development and environmental preservation through farming campaigns, live organic farming sessions, gene pool mapping and bee-farming.

PO11. **Effective Citizenship:** The Institution inspires civic responsibility, nationalism and social concern among its students through various avenues, such as NCC, NSS, FDSJ (Forum for Democracy and Social Justice) and SIPC.

PO12. **Self-directed and life-long learning:** The College facilitates Add-on Courses, Certificate Programmes, NPTEL and Career Guidance Classes, equipping to address socio-technological changes around the world.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The Programme Specific Outcomes (PSO), **PO1 to PO5**, are accomplished and substantiated through the academic performance of the students during the last five years. Moreover, the entire internal examinations and valuation schemes are anchored upon Bloom's Taxonomy. Comprehending the all-inclusive performance counting upon the nine UG and four PG programmes, the students have earned 60 University Ranks, along with qualifying in UGC-NET, JRF and GATE, crafting a benchmark of excellence in the attainment of PSO. The students acquire the merits of eclectic learning during their programmes through the consolidation of Programme Outcomes.

**Critical Thinking (PO6)** is manifested by attaining prizes in Business Quiz competitions in 2019, Intercollegiate Quiz in 2019 and consecutively in 2020. Moreover, our student Ancy Joseph, representing Kerala, delivered speech on Pandit Madan Mohan Malavya in the Indian Parliament in 2022. Through **Gamification**, students identify the contents of the topic according to the diversity of the subject. Besides developing greater understanding in their subjects through entertainment and curiosity, they develop a passion for the topics taught through the modality of a relaxed gaming atmosphere. Gamification ensures attainment of sound reason and good sense.

**Effective Communication Skills (PO7)** are demonstrated through the attainments in intercollegiate elocution, debate and public speaking. Students have earned prizes in State level elocution in 2020 and 2021 and repeatedly one A grade for Aksharaslokam in 2021 and 2022 at the University level.

**Social Interaction Skills (PO8)** are trained through intercollegiate camps (NCC and NSS), management

of social initiatives, oratory skills and debates. The various surveys, field trips and camps give exposure to social interaction and the world around teaching them to live in mutual harmony.

**Ethics (PO9)** - **Palliative Care Programmes** are conducted on a wide scale incorporating a large number of Divyangjan and the students employing their skills in Geriatrics, caregiving and disability management, engender the training on Ethics.

Training on **Preserving Nature and the Environment (PO10)** is embedded into the minds of the pupils by attempting to document the flora and fauna around the College through scientific applications and engaging in trekking, plogging, destination cleaning etc. 400 Students were trained on MOOC course on organic farming during 2019-2023 period. Students are encouraged to learn on their own, through participation in MOOC and SWAYAM programmes. Lessons on sustainable living and co-existence in nature are conveyed through nature camps and environmental field visits. Natural diversity is introduced to student groups and are taught to appreciate it and preserve it for future generations. The students participate in both National / International Nature photography competitions and train their skills.

**Citizenship training (PO11)** is given catalytic input through NCC and NSS training, Model Parliament sessions, Nehru Yuva Kendra Programmes etc.

**Self-directed and Life-long Learning (PO12)** is achieved by enrolling every student in **MOOC courses** according to their choice. **MAGZTER facility** engages the knowledge hungry students to pursue learning even beyond the classroom hours facilitating **Self Directed and Lifelong Learning.**

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

**2.6.3**

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

**Response:** 78.87

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 209 | 243 | 304 | 336 | 315 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 269 | 327 | 405 | 398 | 385 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 38.7

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16.7812 | 0 | 0 | 0 | 21.9197 |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The Institution fosters innovation and entrepreneurship, focusing on ideation, concept development, design thinking and intellectual property. The charismatic vision of the Institution is rooted in the **IKS**, making a blend of Eastern spirituality and modern scientific temperament. The immersive sessions on **Yoga**, **Art of Living** Classes, **Vedic Mathematics** and **Learning Bhagavad Gita** through Sanskrit lectures by scholars including Swami Gururathnam Jnanatapaswi of Santhigiri Ashram, Dr. CT Francis (Former HoD of Sanskrit, St. Thomas College, Pala), Swami Vitasangananda, Ramakrishna Mutt (**MoU with Ramakrishna Mutt**) provide foundational base for **IKS** supplementing the **Evolving Curriculum** we envisage. **Swami Vivekananda Chair** functions in the College, enshrining Indian Philosophical thought and Classical Learning. The College ideates IKS through Indian Aesthetics and Indian Writing in English (taught in BA and MA English) and Programmes on Sanskrit in the curriculum along with regional language- Malayalam.

The IPR cell functions since 06.06.2018 and focuses on IPR Documentation and Research. The College organised a Webinar on IPR on 16.02.2022 and 10.10.2023 with Mr Anumod S, (Examiner of Patents & Designs, Ministry of Commerce & Industry) as a resource person and a seminar on Trademark and Geographical Indications by Ms. Rashida Chemmanampally, Examiner of Patents & Designs on 11.02.2022.

The Institution emphasizes quality human resources, initiative for the creation & dissemination of knowledge and establishing state-of-the-art infrastructure. **Entrepreneurship Development Club (EDC/IDK/12/2017) Innovation & Entrepreneurship Development Cell (File No: KSUM/700/2002-AM)** promotes innovation & entrepreneurship activities under the logo **Novation Nexus.** According to the National Innovation Start-up Policy **2019** of the Government of India, we have implemented a start-up and innovation policy called **Josephine Innovation Incubation Strategy (JIIS) 2022**. The promising results were in the form of three start-ups:

(1) **ZEED Pvt. Ltd.:** An advertising firm engaging creativity and innovation for market solutions. The strategy that combines cutting-edge technology and strategic thinking allows companies to engage consumers and produce results. ZEED's team of talented student professionals aims to revolutionize advertising.

(2.) **MULTI TUG:** It is a student-run company that produces equipment for St. Joseph's Academy of Physical Education with the theoretical and technical support of the IEDC of the Institution. It has been submitted for the KSUM Idea Grant 2023.

(3) **Hooba Energetics LLP.** A limited liability partnership called Hooba Energetics was pre-incubated at Novation Nexus. The company aims to develop energy solutions that could ease the current energy crisis Kerala is experiencing in terms of energy production and management.

The College prioritizes research patents for inventions from academics. **Dr. Jobi K V** (6 patents) and **Dr. Anu Antony** (1 patent) (Department of Chemistry) own patents for their inventions.

The IEDC Director of the College, **Dr. Robin John** secured a start-up grant of **Rs 12.5 lakh** by winning the **CleanTech Challenge** of Clean Energy Innovation and Business Incubation Centre by Energy Management Centre, Kerala. He also received a research grant of **Rs 2,28,000** from the **UGC-DAE** Consortium for Scientific Research.

The College has established an interdisciplinary journal **Josephine Researcher (ISBN 978-93-877709-90-4)** publishing annually promoting research and innovation.

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

**3.2.2**

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

**Response:** 55

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 9 | 10 | 10 |

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

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 1.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 31 | 25 | 25 | 15 |

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

**3.3.2**

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

**Response:** 11.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 397 | 403 | 50 | 44 | 33 |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

The Institution has been a beacon of trust for the neighbouring communities by unwavering commitment to education, human progress and poverty mitigation. It has been deploying its administrative bodies and various wings in the neighbourhood for effective risk-reduction in every distressful situation.

As part of our motto '**Nation First**', we have alluded to the **UN's Sustainable Development Goals (SDGs)** and **the schemes under Pradhan-Mantri Yojana** in manifesting the outcomes and impact of extension activities in the neighbourhood community. All the students are to participate in any of the extension activities organized by clubs, associations and Departments in the College. The Institution collates SDGs in the following aspects:

**SDG 1 & 2: No Poverty- Zero Hunger**

- **Amrit Kaal -Promoting Millet Cultivation**, the program was initiated by **Padma Shri Cheruvayal Raman**, the exponent of indigenous grains in farming.
- Under the initiative of SIPC, t**he scheme of providing meals for the under-privileged** has been done for the last 5 years.
- The Department of Commerce **donates food kits** to Assisi Snehabhavan for mentally challenged, every Monday.
- The Institution follows a **no-poverty policy** by allocating every individual associated with the College with food coupons ensuring access to quality food.

**SDG 3. Good Health and Well-Being**

- **Active and Strong NSS and NCC workforce:** 200 active volunteers
- NSS Camps spanning across five years titled (1) *Sukrutham* (**2**) *Suvarnam* (**3**) *Aardram* (**4**) *Sudrudom* (**5**) *Thanimayilekku* make the theme of extension pragmatic.
- Along with the active support from Idukki Jilla Panchayathu, the NSS has volunteered **to build a house** for Mr. Pandiplackal Narayanan, Adoormala.
- NSS extended manpower/ resources during the **Kerala Floods and the COVID pandemic in 2020-21.**
- **Yoga Club**-**Meditation,** focusing on **IKS.**
- **Blood Donation Camps- NSS, NCC, SIPC.**
- SIPC- 200 Volunteers for **Health Care**.
- **Emotional well-being** through festivities and student oriented competitions
- **Gym/Fitness-** facilities.

**SDG 4. Quality Education**

- The Faculty and trained students engage **orientation sessions and quiz programmes for school children**
- **Counselling Services** - The students have engaged counselling services for the students of Govt VHSS Moolamattom for a week from 18.11.2020; 32 children benefitted from the Counselling Services.

- The Department of Social Work conducted **Children's Day celebrations** in St. Joseph's LP School Kanjar by cultural activities and games on 16.11.2021. 120 participants involved in the programme.

**SDG 11&12. Sustainable Cities and Communities- Responsible Consumption and Production**

- **IKS** promotes a holistic vision towards sustainability.
- **Ethnic food fests** – Millet and other indigenous grain varieties.
- **Sustainable Agriculture**- NSS and UG students engage **MOOC on Organic Farming**.

**SDG 13. Climate Action**

- **Nature Club** and **Tourism Cub** activities sensitize students to **ecosystems** to learn how flora and fauna are to be supported.
- Planting of saplings for **Carbon Neutrality**
- E**nvironmental Field Visits** generate vigil among students for a plastic-free environment.
- Events related to ecological sustainability are enlivened through **Pledges**.

**SDG 15. Life on Land**

- Forming perfect schemata of inland biota of the College and the surroundings via genome identification aided by *iNaturalist.com*.
- Create awareness on pollination, fruit-bearing and natural evolution through **Bee-farming**.

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

**3.4.2**

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

**Response:**

- **Best Institution in the District offering Palliative Assistance, 2018-19, 2019-20**

The College has received the Best Institution Award offering Palliative assistance, for its meritorious contributions. The College has a consistent volunteership of more than 200 students and their activities are spanned across Geriatric care, Blood Donation and sensitizing on Diseases and Pandemic.

- **Best Blood Donar's Award, 2019-20, 2021- 22**

The College has received the acclaim of being the best Institution offering the highest number of voluntary blood donations on a single day and the award was instituted by Indian Medical Association.

- **Best Social Work Department Award, 2020-21**

The Department of Social Work has received the 2nd Best Social Work Department in Kerala. Taking into merit the volume of support activities during the Pandemic, Tribal Extension Programmes, and Quality Research on Gender, Queer and Geriatric. The award was instituted by the Confederation of Professional Social Workers in Kerala.

- **Award received for Institutional Distinctiveness 2022-23**

The Department of Social Work received the award for **Institutional Distinctiveness** on International Senior Citizens Day. The programme titled '*Vardhakyakaala bahalasanthoshangal*' (Vitality in Old Age), was conducted on 01 August 2022 at Municipal Auditorium, Thodupuzha.

- **Award from DMHP (District Mental Health Programme) Idukki on World Schizophrenia Day - 2022**

The Department of Social Work, St. Joseph's College Moolamattom received a memento as an appreciation on World Schizophrenia Day from District Mental Programme Idukki.???????

- **Award received on Independence Day**

???????The Institution received 2nd prize for Presentation on **Unsung Heroes of the National Movement** on Independence Day celebrations on 15 August 2023, conducted by the Merchant Association of Thodupuzha. The theme upholds the commemoration of **Azadi Ka Amrit Mahotsav.**

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

### 3.4.3

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

**Response:** 86

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11      | 24      | 14      | 26      | 11      |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 75

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

St. Joseph's College's main block overlooks the verdant hilly landscape, of the Western Ghats. Its infrastructure is thoughtfully designed to cater to the needs of an underprivileged population and has seen significant expansion since its inception in 1981.

**a. Facilities for Teaching-Learning**

The **Main Block** houses the **College Administrative Office** and **nine Departments**. The first floor consists of the **Principal's Office**, **College Main Office**, **Financial Administrator's Office**, **Examination Cell, Guest Room, IQAC room, Conference Hall**, the **Department of BBA** (self-financing), and the **Department of Physics**. The ground floor comprises the **Department of Chemistry**, **Central Library**, **Cooperative Store**, **NSS** and **NCC** rooms and the **Front Office**. The second floor covers the **Departments of English**, **Mathematics, Data Science, Economics**, and **Oriental Language**, and each Department has its reference section. It also has the **College's Main Auditorium**, **Prayer Room** and **Counselling** room. The main block is adjoined by the **Chavara block**. It comprises the **Department of Commerce, MSW,** and **Management Studies.** The **Examination Hall** and **Staff room** are included in the block. The College has a seven-storeyed **New Administrative Block** having 1,12,000 total sq.ft area. Every block has an array of toilets, ladies' retiring rooms, and restrooms for the staff. The Institution has installed CCTV in all classrooms and corridors ensuring student safety.

As part of the teaching-learning programme, each Department is facilitated with enough **UG** and **PG Classrooms**. Majority of the Departments are enabled with computer labs ensuring **participative learning**. **The main computer lab (67 computers)** available to students as part of their curriculum. The PG Department of Chemistry has a Chemistry lab, Chemistry Computational Lab, Physics- Chemistry Lab and Organic and Inorganic Post-Graduate Labs. The Department of Physics provides Physics and Electronics labs.

**b. ICT facilities**

The College has facilitated **G-Suite** encompassing all of the e-learning and storage needs and has enabled **Smart classrooms** in each Department, with **interactive boards** and **LCD projectors.** The Department of English has an audio-visual lab to sensitize students regarding the importance of using ICT-enabled

tools. The **Seminar Hall** is equipped with SMART interactive board. Teachers had engaged classes during the COVID-19 times through **PPT** and **Google Classrooms.** The library has enabled **Virtual Learning cubicles** as part of the D**igital LibraryInitiative**. **6000+ e-journals and 194009 e-books** are available to enhance teaching, learning and research. The College has a **full-fledged and Theatre cum seminar hall** having a seating capacity of 86.

**c. Cultural and Sports Facilities**

The **Main auditorium** in the first floor of the main block holds a capacity of 500 people and the **Chavara Hall Block** has 150 capacity. Along with an **Advanced Gymnasium**, the College has a **yoga hall** and **Novation room** of **IEDC**, exclusively for innovation-related activities. The College portico, where live dance performances are held, adjoins an **Indoor stadium with multipurpose synthetic court.** Another distinctive feature is the **Indoor Stadium with Multipurpose Training facility (sq. ft. 11291.342, wooden flooring**). The College canteen has 150 seating capacity.

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

**4.1.2**

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

**Response:** 53.75

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 157 | 25 | 29 | 60 | 30 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The College Library has undergone major renovations (post-accreditation) to improve services for the stakeholders**.** The chief attributes of the Central Library are:

- A total area of **3033 sq.ft**.
- Accommodates up to **100 individuals** at a time and operates on working days from **9:00AM to 5:00PM**
- Divided into two sections - **general section** comprising of **21,154 books and Advanced reference section.**
- **Discussion rooms-3**
- **Reprographic facility**
- **Newspaper and Journals reading**
- **Virtual Learning cubicles-8**
- **Career Guidance Section**
- **Library Advisory Committee (**for timely updations) comprising the Principal, Manager, and Librarian.
- **Specially curated books on IKS**

All **books and member identity cards are barcoded**, and an open access system allows users to enter and survey the collection. The books are systematically classified and arranged according to the **21st edition of the Dewey Decimal Classification System,** with a customized version for Indian languages. Special provisions have been made for **Divyangjan students**, and **a NVDA Screen Reader** and **Adobe PDF Reader** for the **visually challanged**.

The Library subscribes to **14 print periodicals** and offers access to **6000+ e-journals and 8000 e-books** through **N-LIST** and **DELNET**. **Dr. APJ Abdul Kalam Memorial-** *Kalam Corner* for motivating

students, and **Vivekananda Chair** based on Indian Philosophy, functions as part of the library. Automated services include **"e-library Solutions" software (version 1.1.148)**-GJ Infotech Pvt. Ltd., complies with international standards (MARC21, CCF Complaint, Acquisition, Technical Section, Circulation, Journals/Serials Management) and **an Online Public Access Catalogue (OPAC).**

**The National Digital Library of India, Open Access Journals and Books,** and **Digital Repositories** are accessible to all students through *e-PG Pathshala and Shodhganga*. The library's automation facilitates processes related to cataloguing and distribution, making use of **OPAC** for online book searches and procurement.

The College subscribes to **MAGZTER**, offering access to over **7500 online magazines**, journals, newspapers, and **194009** e-books in multiple languages, including English, Hindi, and Malayalam. Also, the library provides independent internet connectivity with a **bandwidth of 150 Mbps,** and **Wi-Fi access** is available in the reading room and discussion room. **The Student Service Centre has 5 computers** with internet connectivity, readily available to students for their academic needs.

The Purchase Committee allocates approximately one lakh rupees annually towards book acquisitions based on Departmental demands. As a result, the library now has **21,654 books and 14 journals**. It is noteworthy that both students and teachers recognize the library's significance as a gateway to information and actively engage with it. Around 120 students and 40 teachers regularly visit the library. Apart from that, the library offers **Library Support Services (LSS)**, including book reprographic facilities, access to previous year's university question papers, and computers with internet connectivity for e-journal access.

The library conducts a **user orientation programme** for newly admitted UG and PG students to familiarize users with its services and resources. These programmes provide hands-on training for **software usage**, **N-LIST access**, **Electronic Resource Management for E-journals/E-books**, subscription to **UGC(INFLIBNET) E-books and E-journals**, availability of **DELNET**, and **two Add-on courses in Certificate Course in GI & IPR** and **Certificate Course in Library & Information Science.**

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

The College recognizes the paramount importance of integrating Information and Technology (IT) to engage both academic and administrative domains in the evolving landscape of higher education, in the post-pandemic era. The College has implemented a comprehensive plan to upgrade its IT infrastructure with ICT. The plan includes increasing computers and providing access to students. The goal is to enable barrier-free access to digital learning resources, allowing seamless engagement with course materials, research, and assignments. High-speed internet connectivity is crucial for both students and staff, and network infrastructure upgrades have been implemented to ensure uninterrupted connectivity. Network security measures have been implemented to protect sensitive data. Customized software solutions are developed to address specific academic and administrative needs, including Learning Management Systems(LMS), academic resource databases, and simulation tools.

The College also upgraded internet facilities to support high-speed, reliable internet access, crucial for online classes, research, and collaborative projects. The College envisions a technology-driven learning environment, integrating ICT tools and software to support innovative teaching methods. The College provides state-of-the-art academic ICT facilities, such as multimedia classrooms, video conferencing and access to academic resources. Every Department has dedicated ICT facilities and resources, Departmental pages of websites and online portals showcase research and faculty expertise. Virtual learning is promoted through webinars, online courses, virtual labs, and virtual private networks (VPNs) are offered for secure connections.

Administrative processes are streamlined and automated using ICT solutions to reduce paperwork and improve efficiency. Continuous monitoring and improvement of internet connectivity is a priority and software updates and maintenance are implemented to ensure system efficiency and security. IT support and training programmes are available to help students and staff navigate the evolving ICT landscape. The College's commitment to upgrading ICT infrastructure is a proactive response to demands set by the future of higher education, driven by lessons learned during the pandemic.

- Free Wi-Fi access
- **Chavara Hall** is enabled with 50 Mbps.
- Static IP with 100 Mbps in IQAC Room
- IQAC Room is powered by 2 high-end computers, with the latest innovation in configuration.
- Online Attendance Application- '**E-college connect'** for fool-proof attendance marking.
- Surveillance system incorporating 83 cameras.
- CCTV Monitoring system
- 3 State-of-the-art Reprographic Machines
- Language Lab with advanced softwares
- Theatre-cum-Seminar Hall
- DELNET services in Library
- Upgraded IQAC Room
- Data Science Lab
- Adequate number of projectors, one for each Department
- Servers – capable of storing huge data
- LAN Switches - 09
- Wi-Fi Points – 11

Details of Wi-Fi facilities with date and nature of updation and bandwidth:

| Year | Band Width in Mbps | Coverage | No. of Connections | Network Provider | Nature of Updation |
|---|---|---|---|---|---|
| 2018 - 19 | 50 | 100% | 3 | KeralaVision | Monthly |
| 2019 - 20 | 50 | 100% | 3 | KeralaVision | Monthly |
| 2020 - 21 | 50 | 100% | 3 | KeralaVision | Monthly |
| 2021 - 22 | 50 | 100% | 3 | KeralaVision | Monthly |
| 2022 - 23 | 50 | 100% | 3 | KeralaVision | Monthly |
| | 100 | 100% | 1 (Static IP) | KeralaVision | Monthly |
| | 10 | 100% | 1 (Static IP) | K - Phone | Monthly |

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

**4.3.2**

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

**Response:** 4.87

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

Response: 143

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 27.32

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37      | 37      | 19      | 35      | 25      |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 76.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 480 | 636 | 688 | 896 | 921 |

| File Description | Document |
| --- | --- |
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

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

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

**Response:** A. All of the above

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

## 5.1.3

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

**Response:** 66.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 464 | 602 | 656 | 715 | 700 |

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

## 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 71.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 95 | 178 | 233 | 271 | 235 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 209 | 243 | 304 | 336 | 315 |

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

**5.2.2**

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

**Response:** 41.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 99 | 38 | 15 | 8 | 3 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 63

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 7 | 2 | 19 | 14 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.3.2**

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

**Response:** 41.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 46 | 40 | 37 | 42 | 43 |

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The Institution graced by influential and prestigious Alumni(Reg.Number-I**DK/TC/170/2022**), has made credible contributions to society and in particular to the development of the district of Idukki. A crucial part of the Institution's ecosystem, fostering connections, supporting development initiatives, and upholding the College's mission, Alumni provide guidance and mentorship to students, aiding in their academic journey and career choices. Alumni also contribute financially through donations and fundraising. Their achievements serve as proof of the College's commitment to holistic and lifelong education and global competence.

Annual gatherings ensure discussion of major topics pertaining to both institutional and societal development. The timely intervention of the Alumni Association has been magnanimous in helping the students on the occasions of medical assistance, blood donation, physical and financial contribution for the construction of houses and assistance for the victims of natural calamities. The entrepreneurs who are alumni of this Institution often absorb meritorious and skilled students into their workforce. Alumni also extend their helping hands to students skilled in arts and sports, to train them free of cost to compete in university-level and state-level arts and sports competitions.

**Alumni extend support for Fundraising programmes for relief camps during pandemic/ calamities.** The **Alumni Interaction Programme** is a dynamic enterprise fostering connections between our esteemed alumni and our present students. This programme unites the past and the present, offering opportunities for mentorship, networking, and personal growth. In commemoration of International Women's Day, the Women's Cell orchestrated an Online Alumni Programme titled "**MEET YOUR SISTERS**" on 12.03.2021, to acquaint with the students. The  alumni interaction programmes include **Pre-Placement Talks, Career Seminars, and Alumni Lectures** by Mr**.**Josekutty Panackal (Chief Photographer, Malayala Manorama Press, Delhi – Guinness World Record holder), Dr. Sindhu Mathai (Asst. Prof. CUSAT), Mr.Maneesh Shaji (Music Director), Adv.Dean Kuriakose (MP, Idukki Constituency), and Dr. Kishore Mohanan, Principal Scientist, Division of Medicinal & Process Chemistry, CSIR, Central Drug Research Institute, Lucknow.

**Alumni Sharing Knowledge (ASK)**

The Alumni Association of the Department of BBM, ASK was established on 22.06.2022 to inform students about job opportunities and required skills. It is led by industry experts who guide younger generations. Through this platform, Alumni from top institutions train students for admission tests.

Regular meetings discuss symbiotic developments and student needs.

Alumni Contributions further include instituting merit scholarships for the deserving:

For detailing, as an example,

**The Department of Economics** has 9 Scholarships given to the Topper in the University Examination:

1) Silver Jubilee Scholarship for Economics Toppers

2) K. J. Antony Kollamparambil Memorial Scholarship

3) Award for Topper in Development Economics

4) Sanoj K A Memorial Scholarship

5) Award for Topper in Econometrics

6) Award for Topper in Micro Economics

7) Ajitha C.K Memorial Scholarship

8) Santhosh Kumar P.S Memorial Merit-cum-Means Scholarship for Economics Students

9) Niyas Ismail Koorappalil Memorial Scholarship

Others include

- Scholarships aided by **Dr. Siby Joseph Memorial Charitable Trust,** under the Department of Chemistry.
- **Department scholarships** include Physics, Chemistry, English, Commerce, Social Work, and Mathematics Alumnae Merit Scholarships.

For more information, please see additional information.

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

The developmental vantage point of the Institution towards the future is firmly grounded in its vision and mission offering a bird's eye-view towards policies of the present and activities for the future. The College accomplishes the developmental aspirations of the backward district of Idukki having 18% Scheduled Castes and Scheduled Tribes. The College encompasses more than 54% lady students out of the total, while the male-female ratio of the district becomes 1000:958 as per the latest census. In addition, the Institution caters to an underprivileged population of SC/ST in Idukki having 29.24% percentage of the total population as per the latest census. The College has these disadvantaged populations as major stakeholders and this factor shapes the policies of the Institution.

Conceptual framework of NEP Implementation is carried out through the following:-

Institution follows the **Multidisciplinary and Interdisciplinary(1)** teaching mechanism following University standards. All UG programmes are structured as multidisciplinary while in final year it's designed interdisciplinary. The Research Journal-Josephine Researcher is multidisciplinary.

The students earn credits adding to **Academic Bank of Credits(2)** through NPTEL programmes.

The Institution imparts **Skill Development(3)** through its IEDC which has secured a grant of Rs.2,00,000 per year and has signed MoUs with incubation start-ups.

**IKS(4)** is implemented through:

- Teaching in Indian languages are promoted–Malayalam and Hindi
- Sanskrit classes and seminars
- Yoga/Art-of-living
- Vivekananda Chair
- Vedic Mathematics
- Ayurvedic Garden
- Ethnic food-fests
- Indian art-forms

The College undertakes its activities under closely evaluated, predefined POs and COs(5)**.**

The College serves as Local-Chapter of **SWAYAM(6)**.

(https://archive.nptel.ac.in/LocalChapter/spoc_login/home.php).

The **Electoral Literacy Club(7)** and **FDSJ** (Forum for Democracy and Social Justice) provide awareness on democracy and elections.

The **Sustained Institutional Growth** is manifested by;

**Infrastructure:**

- Construction of Indoor Stadium
- Theatre-cum-Seminar Hall
- New Administrative Block
- Renovated Seminar Hall
- Innovatively built Conference Halls
- IQAC Room
- Department Upgradation
- Classrooms with Digital Interactive Boards
- Language Lab
- Library Upgradation
- Improved Gymnasium
- Additional Toilets

**Academic Improvement:**

During post-accreditation there was an increase in the number of ranks, when compared to previous years, exceeding to an average 15 university ranks earned every year. Regarding the newly appointed faculty, 9 in 10 have PhDs and Post-Doctorates from reputed institutions within and abroad.

The Institution adheres to **Participative Management and Decentralisation**. The Manager (Provincial) advices the Principal in the day-to-day affairs of the College. The IQAC and Staff Council ensure quality enhancement. The programmes by the students-council is done in consultation with the Principal and the Council Advisor. The election to the College Council is held in Parliamentary System following University regulations.

**Perspective Plan:**

**Short-term** future developmental goals include:

- Upgrade to an **Autonomous** Institution with **Potential for Excellence**
- Increase the number of **University Ranks**
- **Research Facility** enhancement
- Create a **Skill-Enhancement Centre**, augmenting employability and number of students
- **Upgradation of computer lab** enabling online examinations
- Fully **Automated Digital Library**

The **Long-term** future developmental goals include:

- Having **Nobel Laureates** and eminent academicians as expert faculty

- Upgrade to **University status**
- Create more **patents**
- **Twinning programmes** with reputed institutions within and outside India
- **AC hall** with 500 capacity
- Entire energy requirement through **solar power**

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The Institution lays special emphasis in the planning and implementation of the Perspective Plan. The policy enshrined in the vision of the Institution aims to produce intellectually competent, morally upright, socially committed men and women having a deep respect for the cultural and spiritual heritage of India. The Provincial who is the Manager of the Institution gives inspirational leadership and is supported by the Councillors. The Principal in the administrative governance is aided by the Governing Body, Academic Council, Staff Council, IQAC and the PTA.

The execution of the Perspective Plan through the Institutional Bodies is as follows:

IQAC Coordinator in consultation with Governing Body, Finance Committee, Building Committee and PTA Executive Council formulates the conceptualisation of the **Perspective Plan**. Gaining **Autonomous Status** and achieving **Potential for Excellence**, become the pivotal objective of the Perspective Plan. The proposal to enhance the **Research Facility** and create more **patents** from the staff involves the plan of action by the Academic Council and the Research Committee oversees the proposal and gives suggestions to the Principal. The IQAC Coordinator, the Library Advisory Committee and the Purchase Committee take up the implementation of transforming the Library to a **fully automated Digital Library** and the incorporation of quality reading material into the Library.

IQAC along with NAD and the Industry-Academia Collaboration Wing are involved in the **upgradation of the Computer Lab**, execution of **twinning programmes** with reputed Institutions, creating a **skill enhancement centre** augmenting employability, and transforming the remaining classrooms into **smart classrooms**. The **Civil Service Forum** and **SJC STRIVE** – Coaching for Entry in Services, are managed

by responsible faculty who would formulate the Master-Plan for **securing placements in Indian Civil Service**.

**Student conveyance facilities** are to be implemented with consultation from PTA, Feedback Collection Wing, Student Services Wing, Student Satisfaction Survey group and the stakeholders, as roads are not easily navigable towards the hilly areas adjacent to the Institution. NCC Advisory Committee which has student representatives oversee the enrollment of NCC cadets every year and the College takes pride in a significant number of cadets **participating in the RD parade** from the Institution. Enhancing the number of **arts and sports/games prizes** is engaged by a coordinated team involving **Oratory and Debating Club**, **Tagore Forum**, **Sahithya Vedhi**, **Arts Club** and **Sports Monitoring Cell**.

Regarding the **University results and ranks**, the special committees – Results Analysis and Updation, Student Progression Cell and IQAC take up the objective to increase the number of University ranks and update quality enhancement in the delivery of content. Besides all these, the College has a special **Strategic Planning Group** headed by the Principal preparing the aspects of the Perspective Plan. The opinions of the **Students' Council** are specially taken care of, which voices the concerns of students in general, regarding the execution of every scheme. In addition, a **grievance redressal mechanism** is in place to address the grievances if any, raised by the staff and students. A complete list of deployment of Institutional bodies is available in the College handbook.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

**Performance Appraisal System**

Internal Appraisal consists of a performance-based appraisal system to identify and remedy individual strengths and weaknesses and to bestow additional skills needed. Teacher's Diary, a mandatory record and registers like mentoring diary are duly verified by the Heads of the Departments, then by the Principal and the Management. External Appraisal incorporates grievance redressal platforms and student and alumni feedback which are shared with the faculty for self-improvement. Department mechanisms including staff meeting and Department action plans ensure the progress of the faculty according to Institutional Vision and Mission.

**Self-Appraisal from Faculty**

Another self-appraisal scheme is the appraisal from teaching staff regarding the upscaling of performance from time to time. Self-Appraisal Scheme gets the staff prepared for more growth and higher potential. Career progression through Institutional mechanisms is the ultimate goal of these appraisal systems.

**Non-Teaching Staff**

The appraisal system of administrative staff evaluates their performance based on the Institution's vision and mission. Evaluation incorporates professional competence to personal talents that come under the purview of the Superintendent and authorities. Student feedback and stakeholder suggestions are also considered. The Principal and Manager take Redressal Mechanism optimising the performance of the faculty and staff through: -

- Need-based professional and soft skill training
- Faculty Development Programmes
- Incentives to faculty and staff for better output

**Staff Welfare Measures:**

**Statutory Welfare Measures**

**Monetary**

- Government-Aided Institution Provident-Fund System
- Gratuity
- Employees State-Insurance
- Group Insurance Scheme and State Life Insurance Scheme
- National Pension Scheme
- Medical Insurance – Medisep
- Festival Allowance

**Non-monetary**

- Maternity Leave to female staff for 180 days
- Paternity Leave for 10 days given to male staff members
- Grievance Redressal Cell
- Internal Complaints Committee for Prevention of Sexual Harassment Against Women at Workplace

**Non-statutory**

- Intramural facilities - Individual Workspaces, Faculty Lounge, Water Purifier and First Aid
- Best publication award promoting research
- Financial assistance for participation in conferences
- Free uniform for casual labourers
- Complementary refreshments for teaching and non-teaching staff
- Surveillance system for security
- Free health check-ups
- Interest-free loan for teaching gadgets
- Free gym facility
- Bachelor accommodation
- Hygienic washroom
- Advance salary for aided-guest faculty
- Vacation salary for guest staff
- Loan facility through Cooperative society
- Staff sports
- Celebrations of festivals and birthdays
- Parking facilities
- Free gift through society every year
- Dividend from the society
- Canteen facilities

- Cooperative store
- Staff rest rooms
- Occasional tour and celebrations
- Admission and fee concession for staff children
- Free Wi-Fi and mail-id in the College domain

**Avenues for Career Development**

- Duty Leave for attending seminars and conferences enabling faculty progression
- Annual professional training
- Free lab and library facilities for research faculties promoting research even beyond regular College timings
- Professional and Technical Training Programmes for skill enhancement – Interactive Board for teaching-learning
- Mechanism for Self-Appraisal and Managerial Evaluation
- API-based promotion for faculty support for higher studies including FDP/UGC
- Research Fellowships
- Financial assistance for participation in national/international workshops/conferences, Summer School Programmes and membership in academic bodies
- Computers, Laboratories and dedicated space for research
- Autonomy in academic matters and role in governance

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

**6.3.2**

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

**Response:** 62.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 29 | 24 | 31 | 26 | 25 |

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

## 6.3.3

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

**Response:** 62.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 27 | 39 | 34 | 32 | 34 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 11 | 8 | 8 | 9 | 11 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

**The following are channels through which the College is securing funding:**

- Fees collected from self-financing courses
- PTA funds
- Faculty Contributions
- Endowments and Scholarships
- Financial assistance from MLA/MP, UGC/DST funds
- Management Assistance
- Assistance from philanthropists
- Funding from various Government Departments like Forest, Excise, Tourism, Health, Women's Commission, Higher Education Department, etc
- Central/State Government funding for NSS and NCC
- The College facilities is rented for conducting various competitive examinations like PSC Examinations, Bank Examinations etc.

**The various systems to look into the effective and efficient use of financial resources are:**

- The Governing Body
- Building Committee
- Planning and Purchase Committee
- Library Committee
- The UGC Cell

The UGC Cell and its various associated bodies help in the preparation, division, allocation and utilization of funds from various agencies on priority basis.

**Following are the ways through which the funds are utilized:**

- The Government transactions are done through the PFMS portal and the students' scholarships are credited to the student's accounts.
- PTA funds are utilized mainly for instituting scholarships and endowments.
- Contribution from teachers is provided to support financially poor students and for the publication of 'Josephine's Researcher'.
- Assistance from People's representatives and Government Bodies are utilized adhering to the Government norms for the conduct of particular programmes according to the sponsorship.
- UGC/DST/FIST funds are utilized for the programme development and the development of infrastructure facilities for teaching and research.

**Audit of the Grants and fees sanctioned by the Government /UGC**

After the completion of a scheme, all the files relating to the period are submitted to a certified Chartered Accountant. Suggestions reported by the Chartered Accountant are corrected as per his directions and the final report and certificate are issued by him. These certificates and statements of account are sent to the authorities concerned for the settlement of accounts. The audit wing of the Government from the Department of Education visits the College periodically and inspects all the files. On hearing and settling the omissions or errors, they will give final report, and liabilities, if any, will be settled.

**The Conduct of Internal and External Audits**

The initial internal audit is done by the College itself by the accounting clerk during primary accounting. The head accountant verifies the financial data which is again scrutinized by the office superintendent and Principal for financial accuracy. The directions from the Higher Education Department and external Chartered Accountant are followed in the internal audit. After the close of every financial year, the financial statement of transactions is prepared and sent to Government authorities.

**Audit of the Management Account**

The Financial Administrator, on behalf of the Management, keeps the daily financial transactions. The Management has appointed P.J Joseph & Co., as the internal auditor for the management expenditure. Mr. P J Joseph, Chartered Accountant, Changanassery is the Chartered Accountant for external audit for the management account. At the end of the financial year, they prepare the annual financial statement and audit report.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

**Institutional Quality Strategies and Processes**

- Curricular planning with preparation of Academic Calendar
- Reviewing and updating academic programmes after administering feedback from stakeholders
- Stakeholder-friendly website to inform and instruct
- Implementation of OBE paradigm in teaching, learning and evaluation by assessing the attainment of Outcomes
- Organizing workshops and programmes for faculty development to advance their abilities in both teaching and research
- Promotion of research and consecutive publication of interdisciplinary research journal **Josephine Researcher**
- Publishing the in-house journal **THROBS** annually
- Promoting innovative teaching and pedagogical approaches like **Reminiscence Therapy**
- Executing the best practice *Ujjwal Yuva Swasth Bhavishya* for the emotional well-being of student community through Short Film Making, Digital Poster Making, Reels Competition, Art-of-Living
- Developed Innovation Ecosystem in the campus through formation of clubs like YIP, IIC and IEDC and involvement in innovative research activities
- Initiated Energy and Green Audits by accredited agencies to assess the impact of the Institution on environment
- Arranged orientation programme for all staff members
- Organised induction programmes for UG and PG first year students
- Ensures financial assistance to all staff members for attending seminars and to join professional bodies
- The conduct of skill-based add-on courses is warranted. 39 Add-on courses were conducted to upskill the youth of the College

**Incremental Improvement**

- Introduced 5-year Integrated M.Sc. Computer Science-Data Science programme
- Signed 40 MoUs with National/International organizations/industries
- Signed MoU with BOSCH for initiating academia-industry linkage to upskill the students
- Initiated the construction of a new **Administrative Block** which houses library, classrooms, labs and auditorium
- Instituted Kalam Corner and Vivekananda Chair
- Installed Interactive Boards in one class for each Department
- Constructed a **Mini Theatre** and renovated the **Language Lab, IQAC Room and Conference Hall**

- Revamped Vermi-Compost and Bio-Gas Plants; upgraded Solar Panels; constructed additional boy's toilets
- Enrolled 321 beneficiaries in NPTEL platform through the Local Chapter of NPTEL in this College
- Trained students in arts programme and secured **27 A grades** in Mahatma Gandhi University Arts Festival in the assessment period
- Modernized computer lab with 63 systems to minimize the digital divide and train the entire student community on digital literacy through PMGDISHA
- Offered special training for communication skills
- Customized the Institution website in a stakeholder-friendly manner
- Modernized the campus with Wi-Fi facility
- Increased the number of research guides in the College
- Nine faculty members were awarded Ph.D and eight are pursuing the same during the accreditation period
- Of the ten new faculty appointments, nine are PhDs/Post-Doctoral
- Annual updation of books, journals and e-resources to the existing stocks in the library

**Reviews teaching-learning process and Outcomes**

- Conducted Academic and Administrative Audit annually to assess the performance of the Institution in the UGC envisaged parameters
- Administered teaching and non-teaching staff's self-appraisal in the prescribed format
- Observed the timely redressal of grievances of students pertinent to teaching, learning and evaluation
- Ensured participation of both teaching and non-teaching staff in career development programmes
- Prepared question papers for internal examinations following OBE
- Familiarized students with COs and POs and the assessment mechanism operative in the Institution

| File Description | Document |
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| Upload Additional information | [View Document](#) |
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**6.5.2**

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

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

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

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

The Institution envisions an elite academic community rooted in mutual respect, tolerance, harmony and fair treatment of every gender. The College has an equitable framework of gender rooted in its policy, vision and mission to address any gender inequalities that may arise within the Institution.

- Gender equity is ensured in the student council.
- The College encourages women to assume key positions.
- Women's Cell, Internal Complaints Committee, Anti-Ragging Cell and Grievance Redressal Cell, Gender Sensitization/Equal Opportunity Cell address gender-related issues and endeavour to prevent harassment against women.
- The Women's wing of NSS and NCC units functioning on the campus evince the gender-equal stance of the Institution.
- Professional Counselling service is offered.
- One boy and one girl are elected as Class Representatives.
- Quality research has been conducted and harnessed collectively on issues faced by the underprivileged women in society.
- The Syllabus offers 12 Courses that address gender issues.
- Special support is offered to female students to avail scholarships.

The Gender Audit brings to the limelight the specific array of opportunities and programmes anchoring upon equality through the host of programmes spanning these 5 years. The College is credited with a unique gender ratio which is always higher than district, state and national ratios.

Gender rules, rights and opportunities are upheld in the practice of the day-to-day functioning of the Institution. The College houses gender equity-oriented infrastructure, including washrooms, incinerators, toilets, gender-specific facility areas, water purifiers, vending machines, security systems including CCTVs and security personnel and gender-specific hostels.

The Institution has organised 42 gender equity programmes, initiated by the Women Cell, over the last five years in collaboration with the Kerala State Women Development Council and IPCAI. A few are listed below under the specific titles:

**Confidence building Measures**

- "Vanitha Cover Girl" Contest-2018 (06.12.2018)

- Self-Defence Training (31.01.2020, 05.02.2020, 21.03.22, 08.02.2023)
- International Women's Day Celebration - The Great Indian Support, Meet Your Sisters (08.03.2021)
- Time and Stress Management (19.02.2020)
- Welfare Programmes For Women And Youth (19.02.2020)
- Gender Equality and Women's Rights (19.01.2023)
- Debate Competition on '*Sthridhana Sambradhayam Kalaharanapedum*' (Dowry-a Social Evil) (02.03.2022)
- Women Laws and Mithra 181 Helpline
- Talk on "Social, Cultural and Moral Values in Family" (19.02.2020)
- Talk on "Awake your Inner Leader" (08.01.2023)
- Pre-Marital Counselling- Spanning Two Days (13-14.12.2021)
- Orange the World Programme (12.09.2021)
- Basics of Gym Workout-Separate Gym Training Sessions for Girl Students (12.07.2022)
- KANAL Webinar by Gender Sensitization Cell organised by District Women and Child-Care Department, Idukki on 12.08.2021& 16.08.2021

**Community Intervention**

- Provisions to Snehabhavan (31.03.2022)
- Visit To Govt. Tribal UP School, Karippalangadu (19.02.2020)
- Moral, Cultural and Social Values in Family (10.01.2022)

**Health and Hygiene**

- Medical Seminar  (08.03.2023)
- Adolescent Health and Hygiene (10.03.2023)

**Entrepreneurial/ Self Help**

- Hand Embroidery Workshop (29.01.2019)
- Exhibition-cum-Sale of Handicraft Items and Home-Made Delicacies (13.02.2019, 19.02.2020)
- Mehendi Design Competition (20.02.2019)
- Green Life: Manufacturing of Eco-Friendly Products (3-5.02.2020)

**Creativity and Cultural Fest**

The Women Cell of the College releases a Manuscript Magazine written by the girl students every year.

- *Kilimozhi* 2018-19 (20.02.2019)
- Minerva 2019-20
- Literary Writing Webinar 2020-21 (03-04.10.2020)
- Be Your Own Muse 2021-22
- *Dhwani* 2022-23

| File Description | Document |
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| Upload Additional information | [View Document](#) |
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**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

**7.1.3**

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

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

**Response:** A. All of the above

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

## 7.1.4

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

**Response:**

St. Joseph's College provides an inclusive environment for students and staff, promoting tolerance and harmony towards diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds.

- The College has students and staff **beyond the state boundaries** and **various linguistic communities.**
- Government-aided financial support for SC/ST students, scholarships to qualified students and special scholarships and updated resources for Divyangjan.
- Ensures inclusivity in terms of its geographical situatedness through its social intermediary wings viz. SIPC, Department of MSW, NSS, NCC, Women Cell.
- Students celebrate ethnic day, promoting diversity of cultures.
- Creating a sense of national integrity, days like Independence Day, Republic Day, Gandhi Jayanthi, and others, along with events like Freshers' Day, Teacher's Day, Women's Day, Environmental Day, and Youth Day are celebrated.
- **Motivational lectures** are arranged for the all-round development of the students, promoting civic sense.
- Students learn **constitutional values** through Student Council Elections, Model Parliament, Debates and Symposiums.
- In General Elections by the Government, NCC/NSS volunteers enforce law and order.
- Various Clubs promote the studies on **indigenous topography of the district and tribal population** through extension activities and **field trips** to **tribal belt**s. They conduct tribal-medical camps, enable tribal libraries and extend various means of support.

**Regional and Cultural Inclusiveness**

- The College celebrates **National festivals** like Holi, Onam, Pongal, Christmas, and *Keralapiravi,* with community participation, incorporating various **religious, regional, and art forms in a secular manner.**
- *Thituvathirakali*, *Oppana*, *Duff Muttu*, and *Margamkali* (Traditional Kerala Art Forms) and competitions like *Malayali Manka* (Traditional Keralite Woman), and *Kerala Sreeman* (Traditional Keralite Man) are conducted to evoke harmony**.**
- **Food fests** familiarize different cultures and geographical diversities.
- Observance of Yoga Day and Practice Sessions by NSS and NCC volunteers.

**Linguistic Inclusiveness**

- *Malayala Bhasha Dinacharam* (Malayalam Day Celebrations)
- Hindi Day/ Hindi Divas
- Reading Day Celebrations

**Socio-Economic Inclusiveness**

- **Donation of food and clothing** by SIPC.
- Anti- Drugs Campaigns
- Flood Relief Activities by NCC and NSS
- Financial and Labour Assistance for the Construction of a House
- Medical Assistance to palliative patients
- Home for the Homeless during calamities- *Sukruthum*
- Blood donation camps
- Old age and destitute home visits on special days sharing meals
- Plogging sessions at different locations
- Cleaning Government-owned public transport systems

**Sensitization on Constitutional Obligations**

- **Ancy Joseph of B. A. English** (2021-24) got the opportunity to deliver a talk on Pandit Madan Mohan Malaviya in the **Indian Parliament.**
- **Merin Shibu of B.Sc. Mathematics** (2020-23) got the opportunity to participate in the 3-day camp for the best parliamentarians held at Trivandrum.
- **Drive for Aadhar Enrolment**
- **Model parliaments sessions**
- **Pledges and Oaths** are taken to commemorate National observances
- **Debate and Discussions, Open forums, and Essay competitions** are conducted on issues of social significance
- **Human Rights** and the **Indian Constitution** are included in the syllabus of Undergraduate courses
- **Classes on the Indian Constitution using ICT in nearby schools**
- **Legal awareness** is imparted to students by organizing workshops
- Training on **Environmental Conservation**
- NCC cadets participated in **Republic Day Parades** and the **Prime Minister's rally**
- *'Azadi ka Amrit Mahotsav'* - befittingly celebrated by a confluence of programmes

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**BEST PRACTICE 1**

**Title of the practice:  UJJWAL YUVA SWASTH BHAVISHYA**

**Objectives of the Practice**

- Harness the holistic development of the student community incorporating physical/emotional well-being.
- Serving the aged and disabled section of population.
- Incorporate Counselling, Yoga, Therapy, Stress-Management, Disease Studies-Wellbeing in curriculum.
- Inculcate lessons on management of social initiatives, geriatrics, care-giving, **Project Happiness** as part of Education.

**The Context**

Idukki District in Kerala has a distinctive forest cover and a considerable ethnic population. The district known for its backwardness has only minimum facilities for health care, multitude of bed-ridden patients beyond Government aid and a large number of mental health institutions. **'UJJWAL YUVA'** and **'PROJECT HAPPINESS'** promotes blood donation, mitigation of communicable and lifestyle diseases, attending to the elderly population, disability management, reminiscence therapy, and sensitization on hygiene and menstrual health. Project Happiness includes festivities, counselling, yoga, art-of-living, stress management, campus radio, environmental explorations, philatelic studies, FIT YUVA-SBIC (Stay-Back-In-Campus), bee-farming and video-content making. **Ujjwal Yuva** and **Project Happiness** are oriented to harness the holistic well-being as well as the happiness status of the entire students after the pandemic.

**The practice**

- **Blood Donation Camps and Awareness of Organ Donation:** conducted three blood donation programmes incorporating of 250 volunteers.

- **Holistic Care for Dementia/Alzheimers:** *Smruthiyoram*(**Down the Memory Lane**), *Unarvu(**Awakening**), Vardhakyakala Bahalasanthoshangal*(**Jubilance of Later Life**), Memory Camp, *Manashanthi* (**Blissfulness**)–**Community-based Rehabilitation** (CBR) were programmes on memory loss employing the methodology of **Reminiscence-Therapy.**
- **Palliative Care:** Attending to the elderly and disabled is the focus of Students Initiative in Palliative Care (SIPC) extending support to Psychiatric-asylums and care-homes. The programme received awards from the Health Department two consecutive years.
- **Fight Against Social Evils:** The College organizes campaigns against social evils-tobacco, liquor, narcotic-abuse and dowry.
- **Counselling and Surveys:** The Institution enabled tele-counselling facility by students across the neighbouring panchayaths from 01.05.2021 to 01.07.2021 during the pandemic. 350 beneficiaries were served through this programme and the Institution has received commendations from Muttom Gramapanchayath, Kudayathoor Gramapanchayath and from District Mental Health Programme Idukki.
- **Certificate courses and Research Studies:** The Institution has conducted Certificate Courses and Online Programmes on Disease Prevention, Health Trends, Maternity and Menstrual Issues and also studies in adolescence, gender, violation of child and women's rights.
- **Project Happiness:** Programmes like infotainment-reels competition, poster-designing competition, gene-pool mapping, camping, bee-farming, philatelic studies and festivities were held as part of Project Happiness. The College has invested in student counselling, yoga and art-of-living alleviating stress ensuring the emotional contentment of students.

### Evidence of Success

The College has received **the best college award** in geriatric and palliative care from the District Health Authority, Government of Kerala for the years **2018-2019**, and **2019-2020.** The College has received the award for the **highest number of blood donations** in the years 2020 and 2022. The Department of MSW also received several awards which add glitter to the overall success of the programme.

### BEST PRACTICE 2

**Name of the Practice: INTERVENTIONS IN DISASTER MANAGEMENT**

**Objectives of the Practice**:

- The geographical situatedness of the Institution demands a greater responsibility to train a consistent force of committed volunteers addressing disasters.
- Calamities test the mettle of every institution. An Institution capable of strategic designs and decisions only could deploy multiple tactics with collective responsibility and earn the confidence of stakeholders.
- Continue learning during the pandemic and keep the students abreast with the challenging times become the key thrust area of the Institution.

### The Context

- The Institution has augmented manpower and resources for relief operations by the trained volunteers of NCC, NSS and SIPC.
- The College was selected as the official district-level flood collection centre of Mahatma Gandhi

University.
- Our volunteers have engaged intensive duty during the first phase of the COVID mainly in Taluk Hospital, Thodupuzha and completed iGOT on-board COVID training, GOI.
- Surveys, extensive research studies and seminars were conducted analysing the catastrophes including the pandemic.
- The College has conducted series of Online Lecturers during the pandemic manifested as '**Learn along the Pandemic'.**

**The Practice**

The resilience of the entire College community was put to test during the **massive flood relief operations** successively in 2018 and 2019, during the COVID crisis from 2019-22 and the land slides in close proximity (Kudayathoor-2022). **Two NSS seven-day camps** were synchronized to aid the efforts namely *Sukrutham 2018* and *Suvarnam 2019* respectively. A **rural flood relief camp** set on a distant terrain was arranged in Kainakary in the district of Alleppy from 02-07.09.2018.

Volunteers were deployed to restore food supply, repair the damage to roads and bridges, distribution of essentials including drinking water and as emergency response team in the nearby flood-hit areas of Thodupuzha, Kudayathoor, Elappally and Edadu. As **financial assistance**, the NSS units raised a fund of 15,000 and handed over to the collection fund of MG University NSS. As part of the drive, a fortnight-long initiative starting from 12.08.2018, collecting **relief items worth Rs. 4,00,000** was done towards **Payyampally and Thariyode tribal settlements** in Wayanadu District.

During the pandemic, an extensive **counselling drive** was engineered by the trained students of the MSW Department. Higher secondary schools in and around Moolamattom were the main beneficiaries.

**Survey on the impact of COVID 19** conducted at Parunthumpara (analyzing 450 samples) on 24.02.2021, **tele-councelling on trauma management** under District Mental Health Programme Idukki, felicitation of Nursing Staff as **COVID Warriors** on 12.05.2020 (International Nurses Day) were conducted during the period. The College has conducted profound studies during the pandemic manifested as '**Learn along the Pandemic**' series of Online Lecturers. Another **National Lecture Series** on 'Psychological Well-being of Elderly during COVID-19 along with **Research studies on disasters/calamities were conducted.**

**Evidence of Success**

The Health Department, Local Self Government bodies, Police and Disaster Management Authority joining with the Institution in training and working together, assure its success. With the success in initial coordination, the M.G. University has declared the College as the official collection centre for resource mobilization for the district of Idukki. The commendations the College has received from the Grama Panchayaths of Arakulam and Muttom along with the newspaper reports and the feedback from the beneficiaries affirm the success of the programme.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

# INSTITUTIONAL DISTINCTIVENESS - EDUCATION FOR SOCIAL TRANSFORMATION

Since the inception of the College, developmental contours of the district has been redrawn to an inclusive educational progress accommodating tribal ethnic populations, scheduled castes and backward classes, low-income groups and women. The College has set ablaze a sojourn of transformation where the merits of quality education percolate to the downtrodden and womenfolk setting higher standards of social upliftment. **"Education for Social Transformation"** thus becomes the focus area of the Institution.

The Institution has anchored on the following key areas:

**1. HOLISTIC UPLIFTMENT OF TRIBAL CHILDREN**

**Wings of Dreams**

- Institution has envisaged **Wings of Dreams** as an Integrated Tribal Development Programme on the upbringing of students of Tribal Model Residential Schools (MRS), Under the Ministry of Tribal Affairs. Special focus is attached to Ekalavya Model Residential Schools (EMR) Idukki.
- Other institutions under this programme are Government Tribal Hostel for Boys (175 boys) and for girls (90 girls). The programme has been a success preventing the dropout-rate of children since 2019 through continuous mentoring guidance by the mentor-students from the College. Facilitators include Dr. CR Harilakshmeendra Kumar (Ass.Prof., MG University), Mr. Santhosh Kumar S. (Tribal Development Officer, Adimaly) and Mr. Sunil Raj (C.I Janamythri-Excise, Adimaly).
- A total of 12 students were promoted to colleges from extreme tribal backgrounds.
- It extends to special MGLC (Multi-Grading Learning-Centers) focusing upon delimiting substance abuse/atrocities towards tribal children. Regular monitoring/counselling is extended towards MGLCs all over Idukki District.
- Another facet of Wings of Dreams is upbringing of special children in Disability-Oriented Special Schools-*Sparsham Special Schools,* Ernakulam district*.* Our mentor-students engage

Skills-Enhancement empowering special children.

## Future Stars (Educational Project)

- Students, selected from ecologically sensitive buffer-zone, where farming has failed and the area calamity-ridden, were trained as High Achievers by Social Work student-volunteers monitored by HoD Dr. Mathew Kanamala.

## Rural Camp – Integrated Tribal Development Programme

- With Tribal Development Office, Adimaly and Janamythri Excise-Squad from 22-26.08.2019 at Tribal School, Adimaly, 250 tribal students were taught life-skills and hygiene-lessons.

## Rural Camp – *DYUTHI*

- Collaborating with Janamytri Excise-Squad conducted *DYUTHI* from 09-13.03.2022 addressing alcohol-addiction and school-dropouts in Chinnapparakkudy and Thalanirappankudy - impoverished tribal settings.

## Rural Camp–*DWANI*

- Rural-camp *DWANI* in-collaboration-with Green Valley Development Society, Thadiyampadu from 05-10.12.2022 promoting the working of NGOs and SHGs.

## Rural Camp: Voluntary Organisation for Social-Action and Rural-Development (VOSARD)

- Conducted from 14-17.12.2021 at VOSARD, Idukki.
- Conducted an impact-analysis of community-interventions, SHG(Self-Help-Groups) meetings and beneficiary interaction.

## 2. TRAINING PROGRAMME FOR SELECTION IN ARMED FORCES

- The Institution provides training for armed forces/police/fire force placement resulting in selections **delivering Progress**. The Physical Education Department of the College has framed an MoU with Idukki Sports and Service Academy (ISSA) on training ordinary candidate towards a **career in the Armed Forces/Police**.

## 3. PSYCHOSOCIAL INTERVENTIONS

### *Manashanthi*– Community-Based Rehabilitation (CBR) themed Mega-Cultural Event

- Organized Mega–cultural activities at Mariyasadanam Rehab. on 11-12.05.2019.

## "SAY NO TO DRUGS CAMPAIGN"

- As part of "Say No To Drugs Campaign" State Government formed a defense force, 'Agents For Social Awareness Against Drugs' (ASAAD) officially inaugurated on 27.10.2022. All NSS and NCC Volunteers participated in the online inauguration and street plays were organized by the

Tourism Club.

- Conducted awareness class on **anti-narcotic week observation** on 28.06.2022. The programme was conducted at **St. Thomas UPS, Arakulam**, with Excise-Range-Office, Moolamattom. 140 students,14 teachers participated.

*Snehaputhappu*

- On 22.01.2019, launched a campaign, to collect blankets and the **collected blankets were distributed to the homeless** in Thodupuzha.

**Seven –Day NSS Virtual Camp**

- Conducted from **06-12.02.2021** on "**Youth for Prevention and Mitigation of COVID-19**". Activities included **COVID survey**, **Sensitization on Social Security-Pensions and Insurances, Organic-Farming** and **Training in First-Aid**.

**International Women's Day**

- Celebrated Women's-Day on 08.03.2023, collaborating with Chazhikattu Hospital, Thodupuzha
- Seminar**: Understanding Cancer in Women** engaged by Dr. Annie George and Dr. Asiya A.L.

**Jal Jeevan Mission**

- Disseminating the message to **conserve water**, Jal-Jeevan Mission, a Central Government Initiative, 40 NSS volunteers and Programme officers conducted a **rally,** on **14.03.2023**.

**4. CAMPAIGN TOWARDS CHILD RIGHTS**

**Webinar On Child-Labour By District Child Protection Unit, Idukki**

- Conducted online training for NSS volunteers and MSW students on 10.06.2021 as part of **Saranyabalyam project**.

**National Children's Day Celebration**

- Associating with St. Thomas U.P.S, Arakulam and St. Joseph's LPS Kanjar, conducted children's-day celebrations during the years 2021 and 2022 respectively with cultural activities and video presentations.

**National Girl Child Day Celebration**

- Celebrated National Girl-Child Day by making a short-film on **"Protecting a Girl Child is Protecting a Generation"** on 24.01.2021.

**5. BOOK COLLECTION FOR SCHOOL LIBRARY**

- Contributed 1000 books as aid for Elappara Panchayat High School Library on 25.02.2021.
- The College has constructed a library at Chinnaparakudy Tribal Settlement entirely for the

wholesome learning of tribal children in the hamlet.

- Book Collection for Tribal Library, Chinnar. 1000 books were collected for the library and handed over to Assistant Forest Conservator Chinnar.

## 6. RESEARCH STUDIES ON SOCIAL CHANGE : 2018-2023

1. Manu Kurian, et.al., Quality of life and stress tolerance of ASHA worker. Josephine Researcher.2020; Vol.3,pp.64-67,ISBN:978-93-87709-33-1.
2. Justin Joseph et.al., A study on anxiety among pregnant women. International Journal of Social Research and Development. 2020;Vol.2,Issue2,ISSN:2664-8695
3. Mathew Kanamala et. al.,(2020)A study on awareness level of parents on child sexual abuse with special reference to Thiruvarppu Panchayat, Kottayam District, Int.J.Social.Sci.&Humanities Vol(2)Issue2,pp 13-15:ISSN 2664-8628
4. Manu Kurian et.al., The role of community organizations in rural development. Josephine Researcher.2021; Vol.4, pp.82-87,ISBN:978-93-87709-58-4
5. Manu Kurian et.al., Significance of Community-Based Rehabilitation (CBR) Strategies in Holistic Development of People with Disabilities. Josephine Researcher. 2022; Vol.V,pp.37-41,ISBN:978-93-87709-83-6
6. Anitta Mathew et.al.,(2022) Menopause and Rural Women, Josephine Researcher Vol (5)ISBN:978-93-87709-83-6
7. Justin Joseph et.al.,(2022) "Creativity Among Rural Adults" in the Josephine Researcher Vol(5)ISBN 978-93-87709-83-6
8. Justin Joseph et.al.,(2023) Influence of Religion and Gender on Birth Control Attitude among Young Adults, **J.Soc.Rev.Dev.** Vol.2. Issue 1 ISSN 2583-2816.
9. Justine Joseph et.al.,(2023), Desire for Social Freedom among Married Women, Josephine Researcher, Vo.IV, ISBN 978-93-87709-90-4.
10. Mathew Kanamala et.al.,(2022) Attitudes and Experiences of undergraduate college students in India regarding online learning, cross-sectional study, TOJDEL Vol(10)issue3

**Education for Social Transformation** becomes a pioneering accomplishment from the Institution that has proven time-tested archetypes in **Education and Social Reform**.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

**Strategic Plan**

The Institution proposes the following footsteps in its journey towards 5oth year of its establishment.

**1.Infrastructure**

- Separate sports hostels for boys and girls
- Turf
- Swimming Pool
- Completion of 7-Floor Administrative blocks worth Rs. 25 Crore
- Digitalized Library
- Plagiarism checking facility
- Learning Management System (LMS)

2. Academic

- IAS/NET/IELTS coaching Centre
- Tie ups with reputed companies like Wipro, Infosys, L&T, etc for placement drive
- Starting of Law College

3. Research

- All faculty members acquire Ph.D.
- Each department becomes a Research Department
- Enhancement of Research Publication
- All the qualified faculty members become research guides
- Adoption of more Villages
- Value added Product Development Centre for farmers

## Concluding Remarks :

The Institution has set a benchmark of excellence with minimum resources within the last five years. The post-accreditation years regarding the institution were demanding endurance as we have to wade through the floods and the pandemic, along with steadily increasing trend of migration of youngsters to Europe and the surrounding area being declared as an ecological buffer zone. With steadfast commitment to National progress and the unwavering ideal to serve humanity in the best of efforts, we have kept ourselves on par with academic eminence. We aspire to soar high with our devoted faculty and accessible resources in the coming decade.