



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST. XAVIER'S COLLEGE, THUMBA

ST. XAVIERS COLLEGE THUMBA

695586

www.stxaviersthumba.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Xavier's College, Thumba, a Government grant-in-aid college, affiliated to the University of Kerala, Thiruvananthapuram, hereby presents the Self-Study Report for the 3rd cycle of NAAC reaccreditation at a time of its post- Golden Jubilee aura, showcasing the efforts at ensuring quality in the field of higher education. The college is a premier institution in the domain of higher education in the coastal belt of Thiruvananthapuram and ever since its inception it continues to remain as the only Government Aided college in Chirayinkeezhu Assembly constituency which is reserved for SC communities. Being rooted in the age old tradition of St. Xavier's and Loyola higher education institutions, the college is part of the network of more than 150 Jesuit colleges and universities across the world with uncompromising commitment to quality. The Jesuit ideal of *Magis* (striving for excellence) has been the pivotal force that moulded and still sustains the leadership, governance and management of the institution from beginning. Kerala Jesuit Society started St. Xavier's College, as junior college in 1964 in Loyola College campus, Sreekariyam, Thiruvananthapuram and subsequently renamed as St. Xavier's the following year when it was shifted to its present location at Thumba with coordinates 8.56030 N, 76.84720 E.

The report bears testimony to our passion for excellence and quality in teaching, learning and extension activities. Situated in midst of marginalized communities, St. Xavier's strives for the mission of moulding young men and women who would be catalysts of a social transformation by imparting quality education. Strategically located among the historically disadvantaged fisher folk of the coastal region of Thiruvananthapuram, the institution strives to uplift the lives of the poor in a tangible manner. This is primarily evident from the fact that over 81% of our student intake is from backward communities, most being the first or second generation learners.

Even after 54 years, St. Xavier's continues its historical saga of producing socially conscious and intellectually competent men and women for others. The aim of the college is not just to impart knowledge but a total transformation in the human being through the creation and dissemination of knowledge

Vision

A knowledge society with compassion, equity and justice.

The college firmly commits itself to nation building by forming men and women as responsible citizens. The well integrated higher education that is envisaged here aims at the holistic development of the student positively affecting not only the intellect but also the emotions, sensibilities and the will. Accordingly the college has redefined its mission stating its strong intent.

Mission

We commit ourselves to excellence in higher education, training and building a just society with a preferential option for the marginalized.

This mission is made a reality through the actualization of the following objectives in the particular context in which the college is situated. In every realm, ranging from academics to administration, the institution ensures that its mission is vision driven by focussing on these objectives as they phenomenally characterize the core values the institution stands for.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Large campus with potential for future development
- Adequate infrastructure conducive for academic excellence
- State of the art facilities for Sports and Games including a Cricket Ground of international standard in collaboration with Kerala Cricket Association and the remarkable achievements of the students.
- The goodwill rooted in the Jesuit brand name and its rich international tradition in education
- Well established library and laboratory facilities
- Gender-equity and eco-sensitivity
- Initiatives towards green protocol in the campus
- Cordial relationship among the Management, staff and students
- Vibrant and responsible extension activities
- Efficient and dedicated staff
- Genial student teacher rapport
- Location of the institution among the historically backward classes of people
- Compared to the sanctioned strength, the demand for the available seats in various courses in the college is usually almost 40 to 45 times.
- Through the maintenance of effective system of tutorial, remedial and mentoring sessions, both the slow learners and advanced learners are well accompanied by the teachers leading to an academic result fairly higher above the university average.
- Participative leadership which includes delegation and collaboration
- Support programmes for deserving students
- Support from the Management, PTA, Alumni/ae and other stakeholders
- Linkage and collaboration with well reputed institutions
- Commitment to social justice and value based education
- Luminaries among the alumni/ae who are in different walks of life
- Preferential option for the marginalized and the differently abled.
- Add-on and value based courses

Institutional Weakness

- Inadequate public transportation facility
- Lack of adequate funds/grants from non-government bodies and philanthropers
- Delay in the Government system in the appointment of permanent staff.
- Lack of M. Phil./Ph. D research centres in the campus.
- Lack of autonomy in academic matters.
- Delay in the conduct of external examinations and declaration of results.
- As majority of the students are from the vernacular medium of instruction at the Higher Secondary level, they invariably find it difficult to cope with English which is the medium of instruction in the college.
- Not able to satisfy the demand from the local communities for admission.
- Not able to attract students from foreign countries as the college is situated in a remote area far away from the city
- On account of remoteness, coupled with infrequent and limited modes of conveyance, students are unable to make optimum use of the college resources outside the regular working hours.
- Majority of the parents being financially poor, they are not able to adequately support their children in their needs in higher education.

Institutional Opportunity

- In keeping with the Master Plan of the college, a proactive vision for greater academic and physical infrastructural development.
- Taking advantage of the Jesuit-focus on collaboration, open up avenues for international collaboration and networking for advanced, applied research, academic interaction and cultural exchange through MoUs.
- Being the only Government aided Co-education College in Kerala situated on the coastal belt, developing a Centre for Coastal Studies will be of great help for the environment and nation.
- To start more career oriented courses to make the students better employable
- Resources of the strong and well placed alumni at the national and international levels.
- Potential to use more e-learning and e-governance facilities.

- Large tracts of land still available for future development plans
- Scope to start new courses with academic autonomy.
- Social acceptance of the institution
- Availability of ample facilities for Sports and Games, including a Cricket Ground of international standard.
- Being a campus with large area of land, greater opportunities for developing non-conventional energy as part of creating environmental consciousness and sustainability.

Institutional Challenge

- Provide quality training and coaching to students to take competitive examinations
- Dwindling number of boy students
- Undue delay for getting Government sanction in the appointment of permanent staff.
- Getting more courses, particularly Post Graduate and Research programmes
- Getting more research projects from Government agencies including UGC
- Fund mobilization from sources other than UGC/Government
- Lack of academic autonomy
- Socio-economically challenged background of students.
- Inadequate public transportation system.
- Due to cultural and financial reasons, the girl students get married half way through their studies and thereby either they discontinue their studies or become weaker in their academic performance.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St Xavier's College, Thumba offers eight UG courses and two PG courses during the post accreditation period in the CBCS system. The institution offers nine interdisciplinary Open Courses for the fifth semester students. Besides, there are Add-on-Courses and Value Added Courses offered by the departments giving thrust to skill development and practical application of the theories which provide the students a cutting edge in employment sector.

The curriculum delivery is planned and executed with great care so as to ensure optimum output, keeping the students at the centre of the learning process. A collective and collaborative approach is adopted in disseminating knowledge and meticulously followed through a full proof continuous assessment mechanism. Lectures by experts, field visits, internships, extension activities and scores of other curricular and co curricular programmes help the students further explore their academic potentials.

The courses offered here are further embellished with integrating relevant issues in gender equity, environmental sensitivity and values and professional ethics to make the students competitive at the same time sensitive to the pressing issues around them. Workshops and training programmes in skill development and personality enhancement provide a transformative dimension to the learning process. The college has an effective feedback system on curriculum from stakeholders and remedial measures are taken by communicating them to the University authorities through the members of the Board of Studies and other office bearers.

Teaching-learning and Evaluation

Admission to the UG and PG programmes in the college is done strictly adhering to the University norms through its Centralized Allotment Process (CAP). Students from backward communities form about 81% of the intake every year and they being the first and second generation learners the institution provides additional care and accompaniment to make learning fruitful and rewarding. To address the structural disparity students are identified as slow learners and advanced learners depending on their capacity and need. A bunch of learning strategies are introduced like Study groups, remedial classes, mentoring, orientation and motivation sessions, ASAP, WWS, SSP and so on to build the learning gap.

Regular use of ICT in class rooms makes the teaching learning process better effective. Experiential learning, participatory learning and problem solving methods are part of the pedagogical dimension at St. Xavier's. Accordingly, our full time teachers with quality and commitment prepare the course plan adopting the most suitable methodology and keeping the learner at the centre in covering each unit in the syllabi.

A well structured time schedule is in place with the dates for internal examinations, continuous assessment and other academic priorities helping the students prepare in advance. The progress and effectiveness of covering the syllabi is systematically monitored with the help of Handbook, Teacher's Diary, periodic department meetings, etc. Feedback from various stakeholders helps the institution in assessing the satisfaction level of the stakeholders, particularly the students. Transparency and accountability characterize the evaluation system.

Research, Innovations and Extension

The institution is committed to the promotion of intellectual rigour and excellence organizing seminars, special lectures by experts, interaction with eminent scholars, exposure visits to industries and production units, etc. Majority of the teachers are Ph. D holders among whom some are doctoral guides too. Through minor projects, publication of research articles and books with ISBN, the teachers engage themselves in serious research works along with their regular teaching. Teachers and students participate in exchange programmes, seminars and exhibitions conducted by some of the best institutions in the country and abroad. In order to foster competitive advantage and thereby optimising organizational performance including sharing of innovative ideas, students and teachers together in most of the departments bring out journals. They also publish such innovative ideas in the college website and in media.

Xavier Outreach Services (XOS), the extension wing of the college, co-ordinates all the extension activities in the neighbourhood with the help of various clubs and organizations like NSS and NCC, Nature Club, Human Rights Club, Women Study Centre, AICUF, Media Club, Students' Union, etc. The extension activities include various socio-cultural, educational and training programmes in neighbouring villages, particularly at Fathimapuram, the adopted village. Every outreach activity is followed up by a collective reflection and personal integration process whereby the students critically assimilate the insights gained from the experience in the field.

Infrastructure and Learning Resources

The infrastructure is spread over 35 acres of area which consists of four blocks housing 33 class rooms and five conference halls, all of which are ICT enabled. Other facilities include public address system, CCTV cameras, High-speed internet and LAN facility, online based attendance system etc., Ladies Hostel and a canteen building which houses the offices of the XOS, PTA, and a Conference Hall. Apart from the existing college auditorium, a larger auditorium with modern facilities is under construction. The institution has 9 laboratories for UG and PG courses in science subjects, 2 computer labs.

The fully automated College Library with a carpet space of 7093 sq. ft. has a collection of 28074 books and 46 journals/magazines. There are also a Botanical garden, a green house and a historical museum within the campus.

Sports supporting facilities, like a well-equipped Multi Gym and a spacious sports pavilion besides other facilities like three Basketball courts, two Volleyball courts, one Handball court, one Football ground and the

newly built state of the art Cricket Ground, three badminton courts, one Kabadi and Kho-Kho court etc., provide ample opportunities for the students to excel in this arena. The college website with timely updates is useful for the stakeholders and the wider public.

Student Support and Progression

St. Xavier's envisages a wholesome mechanism for student support and progression by offering orientation and motivation, skill development programmes, special coaching programmes, add-on and value added courses and through scholarships and freeships. Apart from this the college has also started Book Bank facility and Question Bank facility for the students. The institution also started special coaching for facing competitive exams like Civil Service/NET/PSC/UPSC/Bank Test etc. The Career Guidance Cell also conducts placement drives in the College. A separate section within the library for preparation for competitive examinations is a great help for the students. The college promotes the formation of a Student Council rooted in the dictum of democracy. The students union organizes various co-curricular and cultural activities of the college. Students represent in almost all statutory bodies of the college. All important decisions in the college are taken only in consultation with the students to ensure their full support.

Other activities of the institution towards student support and progression includes:

- College has a proactive Students Council. They are very actively involved in the curricular, co-curricular and administrative activities of the college.
- The Grievance Redressal Cell functions in this college to address the grievances of the students and to address various issues.
- The college organises various sports and cultural activities. The college has excellent track records in Sports and cultural competitions.

Governance, Leadership and Management

The institution's vision for "*A knowledge society with compassion, equity and justice*" is well reflected in its leadership and in the decision making process. Based on its vision and mission, the college has a Master Plan for the coming 25 years. The strategy used is a collective striving to achieve common dreams through teamwork, delegation and collaboration in administrative practices to ensure excellent learning outcomes. Participation of staff and students in various decision making bodies and women representation in administrative posts unite the college as one unit with a single vision and mission. The institution is transparent and effective through e-governance. Fair financial practices further embody the dynamics of the vision inspired leadership in this institution. Financial management and resource mobilization of the college are as per the standard norm according to the stated policy of the institution. Departments, Planning Board, College Council, Managing Committee and the Governing Body play an active part in the planning and allocation of financial resources. There is a mechanism in place for internal and external financial audit as well as for the academic and administrative audit (AAA). Similarly peer reviews of the performance of the teaching faculty and performance appraisal of the Non Teaching staff too are carried out every year.

The institution has several welfare measures for its staff. Grievances are redressed through appropriate procedures. The IQAC has significantly contributed towards planning, supervising and institutionalization of

several quality initiatives.

Institutional Values and Best Practices

One of the core values of the institution is equity. The lady Vice-Principal takes special care to ensure safety and security of the girl students who form about 65% of the institution's total student strength. The lady teacher representative in the Management Board is an ex-officio member of the Women's Hostel Advisory Committee. The Women Study Centre organizes various awareness and training programmes related to gender equity and women empowerment. Its Co-ordinator takes special care of the Girls' Friendly Amenity Centre.

Through its yet another core value of eco-sensitivity, the institution is committed to green culture in and around the campus. Several green practices introduced by the institution including various systems for waste management, alternate energy initiatives and rain water harvesting bear witness to this.

As part of the institution's professed mission for a just society, a number of programmes are introduced fostering social responsibilities among the stakeholders. Special care is given to The differently abled students (*Divyangjan*) are given special care, including ramps and other supporting facilities.

The policies on the code of conduct for various functionaries help the institution move forward with a work culture based on professional ethics reflecting the core values of the college. The best practice namely "Wings to Fly" and "Greening the sand" as well as the institution's distinctive character of preferential option for the marginalized, give a humane face to its academic programme.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. XAVIER'S COLLEGE, THUMBA
Address	ST. XAVIERS COLLEGE THUMBA
City	THIRUVANANTHAPURAM
State	Kerala
Pin	695586
Website	www.stxaviersthumba.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr. Dasappan V Y	0471-2705254	9447870574	-	principalthumba@yahoo.com
IQAC / CIQA coordinator	T K Santhosh kumar	0471-2704267	9497447713	-	santhoshkumartk@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 minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-01-1964			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University of Kerala	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-05-1984	View Document		
12B of UGC	04-09-1986	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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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. XAVIERS COLLEGE THUMBA	Rural	35	21001

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	BA,History	36	Higher Secondary	English	59	59
UG	BA,Economics	36	Higher Secondary	English	46	46
UG	BCom,Commerce	36	Higher Secondary	English	74	74
UG	BSc,Physics	36	Higher Secondary	English	44	44
UG	BSc,Chemistry	36	Higher Secondary	English	42	42
UG	BSc,Mathematics	36	Higher Secondary	English	40	40
UG	BA,Malayalam And Mass Communication	36	Higher Secondary	English + Malayalam	43	43
UG	BSc,Botany And Biotechnology	36	Higher Secondary	English	33	33
PG	MCom,Commerce	24	Graduation	English	21	21
PG	MSc,Physics	24	Graduation	English	15	15

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				9				45			
Recruited	0	0	0	0	6	3	0	9	11	9	0	20
Yet to Recruit	0				0				25			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				25			
Recruited	0	0	0	0	0	0	0	0	9	16	0	25
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	13	6	0	19
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	3	0	5	4	0	18
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	3	3	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	3	0	8
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	14	0	15

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	340	1	0	3	344
	Female	644	1	0	1	646
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	51	0	0	0	51
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	68	70	66	55
	Female	106	98	106	109
	Others	0	0	0	0
ST	Male	2	3	3	1
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	222	230	227	227
	Female	453	428	426	431
	Others	0	0	0	0
General	Male	70	66	64	65
	Female	131	122	125	114
	Others	0	0	0	0
Others	Male	2	5	6	8
	Female	4	2	2	1
	Others	0	0	0	0
Total		1058	1024	1026	1012

3. Extended Profile

3.1 Program

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

Response: 1958

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1058	1024	1026	1012	986

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
154	129	139	128	130

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
417	368	370	367	356

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
53	53	53	51	49

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
54	54	54	52	50

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 38

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

2017-18	2016-17	2015-16	2014-15	2013-14
47.16	53.78	41.15	73.18	68.87

Number of computers

Response: 75

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

As an affiliated college St. Xavier's follows the curriculum designed and developed by the University of Kerala. However, through the active participation of the faculty and alumni in bodies like Board of Studies/Academic Council/University Senate and Syndicate the college positively influences the process of curriculum designing. The College has 8 UG & 2 PG departments and follows the Choice Based Credit Semester System (CBCSS).

During the commencement of every academic year, the College Council meets to envisage a detailed academic plan and time bound framework to achieve the academic goals set for the year in line with the vision and mission of the college. Once the goals are set, the staff members are given an orientation to create awareness about specific tasks and goals cut out for the year besides the regular academic programme. Then the College prepares an academic calendar in tune with the calendar of the University and the same is included in the College Hand Book, a copy of which is given to all the faculty and students. Followed by this, Department wise meetings are held where time table for each course is prepared and courses are allotted to faculty on the basis of experience and expertise. They meet again after a week and exchange ideas and suggestions. This academic plan is again evaluated periodically to ensure effective delivery and timely completion of the curriculum.

Teachers are trained to make use of ICT facilities viz. power points and demonstration of videos to make the learning process interesting and informative. An OFC enabled high speed internet with 20mbps is provided to all the Departments and common seminar rooms which are further equipped with LCD projectors and other useful teaching aids. The various organizations and Clubs in the college in tune with the vision and mission of the college try to promote scientific temper and social commitment through their various activities.

The students are given proper awareness and scientific knowledge of their concerned subjects through institution visits, seminars, debates, quiz programs and study tours. The final year students are permitted to carry out a project work, guided by teachers and the report is submitted for viva-voce examination and

valuation. Apart from the courses that they study, students are offered optional certificate courses by every department on relevant topics which provide an extra mileage to the students in terms of skill and employability. Laboratories, Library and language lab are also kept updated with all the modern facilities to augment optimum use by the students.

Teachers carry out remedial teaching and special classes to improve the performance of weak students. The Continuous Assessment system with test papers, assignments, seminars and monitoring of attendance keep the students on track to academic excellence.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 7

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

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

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 23.17

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

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

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 3.22	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 63	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 10	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-
--

on programs as against the total number of students during the last five years**Response:** 19.64

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
302	393	321	00	00

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

Various courses in gender sensitization, environment and sustainability, human values and professional ethics are offered by the University.

Gender sensitization :

In order to inculcate values of gender sensitivity and other major social concerns the college offers courses like 'Writings on Contemporary Issues' and "Dalit Writing, Women's Writing: Theory and Practice" for students. Publications and research by teachers and students embolden the true saga of women's emancipation and give an intellectual twist to the ongoing theoretical discussions. This theoretical approach is further augmented with a practical hand on experience in real life situations. The Women's Study Center organizes lectures, symposiums, debates and discussions on gender issues. In this way the theoretical information, gained from the class rooms, are taken forward to another level of awareness leading to social intervention. Students are taken for field visits to various villages to carry out the mission of gender sensitization through talks, street plays and discussions. Gender parity is ensured by appointing women into decisive administrative positions in as an appreciation of their competence and contribution.

Environment and Sustainability:

Courses on awareness of our ecosystem, natural resources, bio diversity, biotic resources, pollution due to various factors and its management are included in the syllabus by University. In order to translate the conceptual knowledge acquired from the class rooms into real life, students are taken out to Biodiversity Parks, Industrial Factories, Seashores, etc. Thus, the learning process of the students include exposure to various environmental issues such as pollution, water treatment, biodiversity and sustainable development. The Nature Club of the college organizes World Environment Day and takes the leadership for conducting activities like 'Plastic free Campus', 'Green Campus Clean Campus' and debates and quiz competitions for the entire student body with a view to spread awareness on ecological issues and sustainable model of development. As part of the practical works associated with their environmental studies students are initiated into organic farming in the campus in collaboration with Kadinamkulam Grama Panchayath. The Botanical Garden of the college provides the students an opportunity to study some of the rarest flora and fauna of the land.

Human values and Professional Ethics

Courses on human values and ethics are offered in response to a long- felt and urgent need to integrate academic growth with value education. The issues in professional ethics are analyzed in the context of right understanding with the main focus on the development of ethical awareness and competence in the individuals. The course concludes by proposing several salient steps to undertake the journey towards holistic and value-based living. Basic tenets of Indian constitution with a special focus on Human Rights is taught here as a course. To further nurture a well founded civic sense lectures, camps, seminars and exhibition of films and photos are organized.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**Response:** 27**1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years****Response:** 27

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 100

1.3.3.1 Number of students undertaking field projects or internships

Response: 1058

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	5	5	4

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 100

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
417	368	370	367	356

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
417	368	370	367	356

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
154	129	139	128	130

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

St. Xavier's College takes special interest in ensuring a strong supporting system for the slow learners as well as advanced learners as 81% of the enrolled students in are from backward communities facing financial deprivation. The academic tutor determines the learning capacity of the students on the basis of performance in the qualifying examination and their personal bio-data. This is to assess their experiences, academic needs and levels of preparation in order to improve student achievement.

Slow Learners:

- **Student Support Programme(SSP)** is given to Slow Learners to help cope with academic demands of the curriculum. Every year the college chooses 50 students and offer academic assistance in five courses. They are also encouraged to avail other Govt. schemes like **Additional Skill Acquisition Programme (ASAP)** and **Add- On courses** to improve their skills and proficiency in English.

- **Motivational sessions** and **Training in learning skills** are given to the first year students which help them focus on their goals. **Remedial coaching** and **Mentoring sessions** are the strength of the institution in addressing learning cum personal issues of the students.
- Formation of **Guided Study Groups (GSG)** wherein two advanced learners are put along with three slow learners, making a group of five, monitored by the class teacher, to ensure that the weaker students get the support of the better ones from among them.
- Department wise arrangements are made to provide **Financial loans** to meet academic expenses, **Book Bank** to support poor students to have text books, **Periodic lectures** by experts on relevant topics, **Class wise seminars**, and **Field visits**. **Unit tests** are conducted frequently to help the students comprehend the lessons well.
- **ICT enabled teaching** is in practice to make the theories and practical applications more comprehensible. Teachers make the best use of ICT in the class rooms. It is found that animation based demonstrations and 3D visual presentations help the weaker students imbibe the concepts easily.

Advanced Learners:

- The advanced learners are supported with schemes like **Walk with Scholar (WWS)** programme to ensure maximum utilization of their potential by exposing themselves to new ideas. The Coordinator of WWS arranges separate training sessions for the students by external experts, without disturbing the regular class hours. Weekly monitoring and personal attention are ensured for quality improvement.
- They also get an opportunity to improve and refine their various skills and fluency in communicative English through **Additional Skill Acquisition Programme (ASAP)** and **Add-On courses**.

- **Students as Masters (SaM)**, another novel venture under the initiative of Xavier Outreach Services (XOS), is offering tuition classes for school children in the neighborhood where the educational standard is very low. Our better equipped students organize such classes centering on their homes collecting a nominal fee with the double effect of reaching out to the marginalized and consequently sharpening their own intellectual rigour.
- **Mentoring sessions, orientations and competitions** in various literary and intellectual items are conducted to sharpen academic acumen of students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 19.96

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.13

2.2.3.1 Number of differently abled students on rolls

Response: 12

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Being a Jesuit Institution, we commit ourselves to the time tested quality in higher education in order to achieve the full potential of the students at our disposal. The art and science of teaching cannot simply be reduced to class room lecture methods. It must include a world view and a vision of the ideal human person to be educated. A distinctive feature of our approach is a continual interplay of EXPERIENCE, REFLECTION and ACTION in the teaching learning process and thereby an ideal portrayal of the dynamic interrelationship of teacher and learner in the latter's journey of growth towards the integral development of the whole person in knowledge and freedom.

Experiential Learning: The teacher creates the conditions whereby students gather and recollect the material of their own EXPERIENCE in order to distill what they have understood already in terms of facts, feelings, values, insights and intuitions they bring to the subject matter at hand. Later, the teacher guides the students in assimilating new information and further experience so that their knowledge will grow in completeness and truth.

Experiential Learning methods: Field visits, Industrial visits, Internships, Exhibitions, Video production, Photography, Lab journals, Green house, Organic farming, Tissue culture, Documentaries, and Skits are the commonly used experiential learning methods in helping the students learn by doing.

Participative Learning: The teacher lays the foundations of learning by engaging students in skills and techniques of REFLECTION. Here memory, understanding, imagination and feelings are made use of to grasp the essential meaning and value of what is being studied, to discover its relationship to other facets of human knowledge and activity, and to appreciate its implications in the continuing search for truth which is

one of the core values of our college.

Participative Learning Methods: Teacher gives group works such as Group assignments, Group projects, Seminar presentations, Debates and Discussion on specific topics to enhance participative learning by giving each student a chance to express, speak and contribute while they learn.

Problem solving Learning: Reflection should be a formative and liberating process that shapes the consciousness of students - their habitual attitudes, values and beliefs as well as ways of thinking - that they are impelled to move beyond knowing to ACTION.

Problem Solving Learning Method: Project works are the main problem solving activity done in the college. Through these works students are trying to identify and solve specific issues or problems. The Trade Fair, Investment Game and Food Festival conducted by the students every year incorporate all the above mentioned three methods of learning to give a holistic perspective to students. They invariably develop marketing abilities, improvement in managerial and event management skills, develop cost management affairs, organize advertising and publicity campaigns and finally students are encouraged to be budding entrepreneurs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 53

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 19.96

2.3.3.1 Number of mentors

Response: 53

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovation and Creativity are the essence of Teaching & Learning (T & L) at St. Xavier's as they bring about interest and motivation in learners. The traditional method of lecturing has been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. Coupled with technology, newer approaches to T&L such as *Outcome-Based Learning (OBE)*, *Student-Centred Learning (SCL)*, *Problem-Based learning (PBL)*, *Case Study (CS)*, etc have also been introduced in our pedagogy with positive impact on learning. Some of the Innovative methods that we practice here are:

Department Journals: Each Department is encouraged to bring out a journal at least once a year in connection with the latest happenings in the Department with a clear focus on knowledge creation. The college gives financial assistance to a certain level and helps them find other resources.

Screening of Movies, Videos and Documentaries: Learning has to be primarily experiential and to meet this end teachers arrange screening of informative and course related videos to help students get a firsthand experience of what they learn.

Field Visits and Industry Exposures: St. Xavier's College is blessed to have many national and international institutions of great repute in its vicinity like VSSC, Rajiv Gandhi Institute of Biotechnology, Techno Park, Titanium Chemicals, KINFRA, various Media houses, etc. Students are taken out for Industrial and Field visits to these places where they get a better awareness of the technological applications of the theories they study in their classrooms.

Interactions with Eminent Personalities: Learning becomes solid and experiential when students get a chance to interact with eminent personalities and experts from various fields. We provide opportunities for that by bringing great men/women of letters, artists, scientists, environmental activists, civil servants, economists, etc. on important occasions. Besides, each Department arranges a minimum of three programmes a year with external experts. ICT facilities are frequently used.

Professors of the future: Bright and confident students are encouraged to take some of the lessons to their class mates after a guided preparation and practice. The teacher concerned becomes a creative supporter whenever necessary.

Classes outside the walls (*Pachamarathanalil*): The space available in the large campus is creatively used for effective teaching process. Reading practice, voice culture for Phonetics classes, language games, Communication classes, study of flora and fauna are very often conducted outside class rooms where students could be to themselves without disturbing the proceedings in other classes.

Guided Study Groups (GSG): The GSG, introduced with the aim of helping the slow learners, is found to be an innovative and creative strategy. Here two advanced learners are put along with three slow learners, making a group of five, monitored by the class teacher. In this way weaker students get the support of the better ones from among them.

Parental Involvement: Parents are active participants in our mission of imparting education to harvest optimum productivity. The college organizes general and class wise PTA meetings to discuss their ward's academic progress.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 98.1

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 37.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	20	16	18	18

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.38

2.4.3.1 Total experience of full-time teachers

Response: 444

File Description	Document
Any additional information	View Document

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

Response: 15.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	03	01	02	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

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

Response: 5.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	3	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

St. Xavier's college follows two types of evaluation methods: one is Continuous Internal Evaluation and

the other is End Semester Evaluation. While the former is duly undertaken by the college, the latter is directly done by the University.

Continuous Evaluation System: At the beginning of each academic year the College Council decides the dates and deadlines for Internal Evaluation. There are three methods for Evaluation: Attendance, Assignments and Class tests. The college appoints a senior teacher as Chief Superintendent of Examinations (CSE) for the smooth conduct of examinations. There is also an examination committee under his /her supervision. Teachers prepare two sets of Question Papers and the CSE chooses one of them. After the examination teachers return the marked answer scripts with comments within a week.

Attendance and Assignments: Class Tutors prepare monthly attendance statements of each class and display it on the notice board. Since 2017 the college has been following an online system for attendance entry. This transparent system helps the students and their parents to log in to the college website to view their attendance status. Assignments are given to each student and deadlines are informed with frequent reminders. The assignments are evaluated by the teacher concerned.

Process and Preparation of CE Marks: After the Internal exam marks are prepared for each paper by the teacher. Class Tutors consolidate the marks for CE and present it in each class. Class PTA is held in each semester. In this meeting the performance of the wards is evaluated and corrective measures are taken. Then the mark sheet is forwarded to the University. Class Tutor and the Department maintain records of all these. The college communicates its Evaluation Procedure through the College Calendar and the website.

Question Bank & Question Repository: In order to help the students prepare better for the examinations a question Bank is prepared with the help of previous question papers. This is made available in the Departments and the Library for easy reference and study. The faculty members of each department prepare two or three model question papers for each subject so that the students are better trained to face a variety of questions.

Link with Library: With a view to help the students prepare assignments, topics are given in such a way that the entire syllabus is covered. A list of books needed for reference are given in advance to the library and they keep apart all those books for a period of 30 days to help the students get easy access.

Transparent and Fair Evaluation: In all matters related to the Internal assessment, transparency is maintained and fair evaluation is ensured. Clear instructions are given to the faculty members and students regarding evaluation process and modality of assessment. Students have an opportunity to raise their

grievances in the process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Academic assessment is made primarily to aid students' progress by inducing feedback with a view to help the students achieve what has been prescribed in the syllabi. A complete and thorough understanding of the subject is expected of the student as an outcome of the course that he/she undergoes.

Method of Academic Assessment: To ascertain whether this goal has been met assessment tests are introduced. Keeping this in view question patterns are set with varying weightage to assess the multiple levels of intelligence and skills. Model question papers are made available in the library along with previous question papers to help them prepare better for the examinations. The date and time of examination are communicated to the students via public address system, college website and notice boards. The portions to be covered for the tests are announced in advance and questions are prepared only on those portions that are covered in the class. A teacher, a week before the exam, prepares two or three sets of question papers and after having them approved submits them to the Chief Superintendent of Examinations and the Chief chooses one set.

Transparency in Academic Assessment: Exams are conducted as per the University norms with invigilators closely monitoring the proceedings for any malpractice. Once the tests are done the papers are sent to teachers for valuation as. The Head of the Department functions as the Chief Valuation Officer. A common and impartial method of assessment is made with the student as the focal point. Once the valuation is over answer scripts are given back to the students for scrutiny before entering them in the CE sheet. The teacher discusses the question papers with their answers in the class giving the students a chance to revise the portions and learn the art of writing the right answers.

Mechanisms to make Assessments more Vigorous and Robust

- Proper Information on the status of attendance every month.
Online attendance entry and its access to students and parents.
- Discussion on student performance in assignments and tests in the class.
- Marks for Assignments are given on the basis of contents and submission criteria.
- Students get their corrected answer scripts for cross checking.
- Conduct of retests
- Display of result on the notice board
- Timely and fair management of complaints
- Taking parents in to confidence in the assessment of students
- Maintenance of proper records.
- Subject wise verification by students with signature from each student in the finalization process of the CE.
- CCTV monitoring of examination halls, Inspection by a squad of senior teachers

to prevent any malpractice.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

An efficient mechanism exists to address the grievances of students concerning examinations at the College and the University levels.

Proper Information: *The University norms are strictly adhered to in the conduct and evaluation of examinations. Information of the same is given in the college calendar and the college website. The procedures of examinations is explained to the students and parents on the opening day itself and periodically again at class PTA meetings at the end of every semester. Transparency and fairness are ensured and proper communications are sent well in advance.*

Four-Tier Mechanism for Internal Examinations:

A Four Tier Mechanism works in the college to address the grievances regarding examination and evaluation: (i) Students can lodge complaints to the Departments concerned. (ii) Further complaints can be addressed to Examination Grievance Redressal Cell. (iii) Still further, grievances can be addressed to the Students Grievance Redressal Cell. (iv) The Principal, in consultation with the College Council, functions as the final appeal authority in the college.

Grievances in University Examinations: *In University examinations, complaints are forwarded to the Controller of Examinations, University of Kerala with a forwarding letter. Regarding complaints on valuation of answer scripts too applications for revaluation/scrutiny are sent to the Controller of Examinations.*

Evaluation Criterion: In internal assessment transparency and fairness are ensured. Clear instructions are given to faculty members and students regarding evaluation process and modality of assessment. Students have an opportunity to raise their grievances at varying stages of the process. *Answer scripts of internal class tests/assignments are returned to the students after assessment, thereby giving an immediate opportunity for students to report their grievances if any.*

Student Concurrence: *Students verify and approve the final internal mark sheet by signing it before sending to the University. It is once again scrutinized by the faculty. Thus grievances in examinations are addressed in a transparent, time-bound and efficient manner.*

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Continuous Internal Assessment system is on the basis of an academic calendar of the college in tandem with the same of the University. However, the college prepares its own calendar cum handbook in the beginning of the academic year with appropriate modifications which is linked with the planning and evaluation process of the academic programme in the institution. According to the activity plans received from various departments, committees and clubs, the college prepares its academic calendar by fixing dates for conducting internal examination, giving topics for assignments, deadline for submitting assignments, deadline for preparing attendance statements, study leave, days to be observed etc. This calendar cum handbook is printed and distributed among the students and staff. The same details are uploaded in the college website for easy reference. Every effort is made to strictly adhere to the academic plan.

There are three components in the continuous assessment system: (i) Test papers (ii) Assignments cum seminar presentation (iii) Attendance. Marks are allotted according to the norms given by the university. Assignment topics are given at the beginning of each semester giving ample time for preparations, research

and study. Then the findings and their analysis are presented as per the dates given in the calendar.

The academic calendar is the base for dividing portions into different units and covering them within the number of working days, allotting space for seminar presentations, special lectures by experts and exposure visits. There are also occasions when the University sends orders making changes in its calendar which is invariably made effective in the college calendar as well.

The Principal and the College Council monitor the progress in meeting the academic requirements on the basis of the said calendar. Similarly, departments hold regular meetings to take complementary measures to adhere to the calendar. Special classes are conducted to complete the portions in case class days are lost owing to various reasons.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The college has a vision for a knowledge society with compassion, equity and justice. Keeping this as the basis, the college, through the courses offered, commits itself to excellence in higher education, training and building a just society with the core values of Truth, Gender equity, Peace and Eco-Sensitivity. Employability and opening up of newer horizons for higher studies are the specific outcomes. To achieve this goal faculty meetings are held from time to time to assess the progress. The college takes it as its mission to mould the students to be citizens of our nation who are intellectually rigorous, socially committed and spiritually enlightened.

Mechanism of Communication:

- In the beginning of the academic year, during the college level and department level orientation programmes the stakeholders are briefed of the vision and mission of the college with its set objectives, learning outcomes and evaluation process. Besides this, other lectures and motivational sessions are organized round the year to keep the students focussed and motivated in their learning outcome.
- The IQAC takes adequate leadership in discussing the learning outcomes with the various departments and suggest remedial measures to achieve the desired results.
- In each department the faculty members convey course outcomes and program outcomes to students as part of their interactions. The semester wise PTA meetings are used as effective platforms to share information on course outcomes in a more convincing manner.
- Each department regularly holds staff meetings to review issues pertaining to the syllabus covered by each teacher and other academic matters. Based on the performance of the students in internal assessment, teachers periodically evaluate the effectiveness of their methodologies and appropriate new strategies.
- The detailed syllabi, course outcomes and programme specific outcomes are available in the college website also.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Attainment of Programme Outcomes, Programme specific Outcomes and Course Outcomes are the

fundamental yardsticks to measure the effectiveness and the level of success of our college.

- Attainment of Course outcomes is generally evaluated through student performance in class tests, assignments and class seminars.
- Class tutors record the performance of each student in the above mentioned academic activities. The tutor maintains a file containing the bio data, personal details like skills and talents and performance in the previous examinations, etc. of the students who are under his/her care. The Tutor meets the students once a month to counsel and motivate them. Relevant data is recorded in the file. This file is kept for three years by the same tutor in order to ensure personal accompaniment.
- Teachers initiate frequent discussion on specific topics to measure the attainment of course outcome by the learners. After having assigned a specific course the teacher concerned prepares a teaching methodology based on the syllabus prescribed by the university. Keeping the course outcomes in mind the teacher prepares a strategic teaching plan incorporating various elements of learning like experiential learning; problem solving method, activity based learning, etc. with the help of ICT based learning techniques.
- Semester wise result analysis is done by the Departments to understand the levels of attainment. Proper feedback on lecture delivery and other pedagogical practices are taken from the students to understand better and address methodological lapses.
- Records analyzing the end semester result are kept in the Departments and programme wise result analysis reveals how much of attainment is made in terms of Programme Specific Outcomes. The faculty of each Department, in the presence of the Head of the Institution, holds very serious discussion on the result and also on the remedial measures to be taken to improve the situation in case results are not as desired.
- Alumni meetings are held periodically and achievements of passed out students in terms of further education and placements are also recorded and filed in the departments concerned. Alumni are taken into confidence in achieving this task and their suggestions and generous help are accepted.

- Additional support is made available in terms of technological aids or personnel assistance in case there is a dearth of desired outcomes in particular area due to the absence of the above. Updating laboratories with the required equipment and facilities, making the library more user friendly, enabling the library users to access e-Journals and other web based resources, and ICT enabled learning are some of the aids used in the attainment of course outcomes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 51.23

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

Response: 167

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

Response: 326

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.39

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

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

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.66

3.1.2.1 Number of teachers recognised as research guides

Response: 03

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.47

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

Response: 5

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

Response: 53

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The teaching learning process at St. Xavier's rests on a strong platform of creation and transfer of knowledge. Teachers are given proper orientation in this direction by the IQAC and the Research Committee of the college. Accordingly, seminars, workshops, training programmes and symposia on areas and issues related to knowledge including Intellectual Property Rights (IPR) are conducted by various departments in the college in collaboration with industries and academic agencies. The resource persons in such initiatives are well established intellectuals and academicians. Through discussions and interactions with these eminent resource persons, knowledge is created and transferred among the students. Socialization of knowledge is an additional by product in this process.

Both teachers and students acquire and disseminate knowledge not only within the prescribed syllabus but also go beyond the syllabus so as to foster competitive advantage and thereby optimising organizational performance. The proceedings of these intellectual exercises are published in book format with ISBN and made available for the public. Publication of journals by almost all the departments in the college is yet another concrete mode of transferring knowledge. The college keeps sharing with the public the fruits of these intellectual exercises by updating the college website and by publishing in media.

The institution recognizes and encourages those students and teachers who make special contributions in the creation and transfer of knowledge through research, publication and start-ups. Organic Farming, Trade Fair including Food Fest, etc. help the students to develop an ecosystem of start-up innovations. The

Project Papers of the UG and PG students with innovative ideas are converted into oral and poster presentations in Seminars conducted by other academic centres. Just as the faculty members organize seminars and symposia within the campus, they are also encouraged to participate and present research papers in conferences organized by other institutions. They are also constantly encouraged to publish research papers in UGC approved and Peer Reviewed Journals with high impact factor. The institution specially honours such faculty members by providing incentives.

Faculty members with Ph. D are encouraged to become research guides and those without Ph. D to complete it in a time-bound manner availing either Faculty Development Programme of the UGC or on their own individual effort. The institution also encourages them to apply for major and minor research projects of various funding agencies. The Online Education and Research Centre is established in the college library with a view to create an ecosystem for innovations and other research initiatives.

Training in mushroom farming creates yet another ecosystem in the campus. It is imparted to the students on a yearly basis by experts from institutes like College of Agriculture, Vellayani. The department of Malayalam & Mass Communication sends students for internship to renowned media houses, who in turn, are placed likewise there. This has given the department an added strength in the direction of an ecosystem in media studies. Through these ventures the institution continues its systematic and well planned mission of creating and transferring knowledge.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 27

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	2	4	6

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 4	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 4	
3.3.3.2 Number of teachers recognized as guides during the last five years	
Response: 1	

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 0.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	9	2	5	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	07	10	08	04

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

Xavier Outreach Services (XOS), a registered body, functions as a resource center for all the extension activities for empowerment of the fisher folk and other marginalized groups in the locality. As part of the curriculum, each student has to complete a minimum of 40 hours in social activities. XOS takes the lead role in planning and executing the activities with the help of various clubs and organizations like NSS and NCC, Nature Club, Human Rights Club, Women Study Centre, AICUF, Media Club, Students' Union, etc. Students are also motivated to collaborate with NGOs and other social action groups.

Under the guidance of the staff our students also give youth animation and leadership training, free computer and soft skill training, awareness campaign on health and hygiene, remedial education programme, career orientation and employment schemes, women empowerment, eco sensitive campaigns in neighbouring villages, particularly at Fathimapuram, the adopted village of the college.

Women's Study Center has conducted legal awareness programme, training in mushroom cultivation and also conducted a survey to study health and hygiene, economic and educational indices of the women of Fathimapuram.

The programmes of the NSS for the neighbourhood include: awareness regarding plastic free life, vegetable cultivation, waste disposal practices and 'Save Water', medical camp, setting up a library, distribution of meal packets for the sick, blood donation camps, cleaning and assistance to geriatric and palliative care center.

Activities of AICUF, a group of socially committed students, include: social awareness seminars, poster exhibition, supporting an orphanage, '*Kuttikootam*', a festival of children, in association with a neighbourhood Jesuit Training Centre, to train the children in study skills and values.

The activities of members of NCC Army and Navy include: Independence Day celebrations in neighbourhood to promote national integration, seashore cleaning drive in collaboration with neighbourhood schools, campaign on collecting and sorting out waste materials for waste management.

Students in Nature Club cleaned the area near the Panchayath road and planted tree saplings and entrusted the care of the tree to the family next door requesting them to adopt a tree.

Snehapoorvam St. Xavier's (with love from St. Xavier's) is a unique programme efficiently run by the PG department of Commerce, with the specific intention of reaching out to paediatric ward of the cancer research centre. Students' academic learning experience in the college is well complemented and their value system and professional skills were groomed to a great extent by their participation in the extension activities. The values and skills inculcated in students' learning experience are:

1. Values:

Accepting the dignity and worth of an individual, **Objectivity** in assessing and understanding social realities, **Preferential option** for the poor and marginalized, **Empathetic** approach towards vulnerable groups, **Self-discipline** and accountability, **Pro-marginalized** and vulnerable approach in policy.

2. Skills:

Communication, Presentation, Observation, Analytical, Problem-solving, Leadership, Organizing, Social Analysis, Resource mobilization, Networking, Reporting, Controlling, Directing, Monitoring, Evaluation, Designing.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	01	00	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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

Response: 112

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	25	21	22	20

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

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

Response: 2.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	25	21	22	20

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

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

Response: 77

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	11	10	31

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	03	01	00	00

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college is situated in a sprawling 85 acres of lush green land near the coastal side. The college is sandwiched between the Arabian Sea and the lake 'Paravathi Puthanar'. The college has a beautiful garden with a wide variety of plants. Considering the connectivity, serene atmosphere and charming beauty, St Xavier's offers the best of the physical environment necessary for learning.

The infrastructure is spread over 35 acres of area which consists of four blocks housing 33 class rooms of varying sizes to meet the academic purpose. Each department has a separate staffroom and library. The main building accommodates the administrative section comprising offices of the Principal, Administrative Staff, Chief Superintendent of Examinations and Bursar. a Conference Hall and common Staff rooms. Facilities like public address system, CCTV cameras, High-speed internet and LAN facility connecting all the computers in the administrative section and Department rooms and an online based attendance system etc. help the administrative wing to be effective in delivering their services. The college website with timely updates is useful for the stakeholders and the wider public.

Facilities for teaching- learning

Facility	Nos.	Description
Classrooms	33	Classrooms are spacious, well ventilated and has sufficient number of lights and fans. Adequate seating facilities are provided.
ICT enabled Classrooms	33	All the classrooms are ICT enabled. 27 classrooms have fixed projectors and 6 classrooms have facilities to use projector.

BSc Laboratories	6	<p>Physics -1, Chemistry – 2, Botany – 1</p> <p>Biotech lab with tissue culture facility – 1, microbiology lab-1</p> <p>Well-equipped B.Sc. Laboratories containing all equipments required.</p>
MSc Laboratories	4	Physics – 4
Research Rooms	2	Physics – 1, Commerce – 1
Computer Lab	2	<p>2 common computer labs</p> <p>1) Computer Lab 1</p> <p>27 Desktop Computers with UPS facility and internet connectivity</p> <p>2) Computer Lab 2</p> <p>23 Desktop Computers with UPS facility and internet connectivity</p>
Seminar Halls	5	<p>1) Seminar Hall -1(Mother Theresa Hall)</p> <p>Air conditioned</p> <p>75 seats with smart board and LCD projection facilities with toilets at a nearby point.</p> <p>2) Seminar Hall -2(XOS Hall)</p> <p>100 seats with LCD projection facilities, also with toilets at a nearby point.</p>

		<p>3) Seminar Hall -3(Physics Seminar Hall)</p> <p>50 seats with smart board and LCD projection facilities</p> <p>4) Seminar Hall -4(Audio Visual Room)</p> <p>50 seats with LCD projection facilities.</p> <p>5) Mini Conference Hall</p> <p>20 seats with LCD projection facilities</p>
Staffrooms	15	Well furnished
Herbarium	1	<p>Computer with internet connection and printer</p> <p>Botany Department Herbarium</p> <p>Herbaria of plants specimens belonging to different families are kept in the Botany lab. Plants from places around India are collected and dried by pressing.</p>
Museum	2	<p>History – 1</p> <p>Zoology - 1</p>
Botanical Garden	1	The Botany department is maintaining a well set Botanical Garden
Examination Hall	1	<p>Edamaram Hall</p> <p>A common examination hall with almost 200 seating capacity</p>
Library	1	<p>Fully Automated &</p> <p>well-furnished Library functions in two stories of the Library building which also houses online education and Research Centre & Career Point</p>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Promotion of sports, games and cultural activities is not only a legacy of St. Xavier's but also a priority, by policy. The institution always takes measures to provide adequate facilities for sports, games and cultural activities. International Cricket stadium of the college, maintained by KCA (Kerala Cricket Association) is one that should be mentioned with pride. Ranji Trophy, a domestic first-class Cricket competition in India, is usually held here. A consolidated list of facilities for sports, games cultural activities is depicted in the table below.

<i>Facilities for Sports, Games, Gymnasium, Yoga centre and Cultural Activities</i>		
Facility	Number	Description
Cricket Ground	1	An international cricket ground with 9 pitches in 7 acres
Football court	1	110m x 73m multipurpose Football court which is also used for Softball, Baseball and Athletics
Basketball courts	3	Three outdoor Basket ball courts each of size 32m x 18m
Volleyball courts	2	Two outdoor Volley ball courts each of size 10m x 20m
Handball court	1	40m x 40m outdoor hand ball court
Shuttle Badminton court	1	18m x 10m outdoor shuttle Badminton court
Kabadi and Kho-Kho courts	1	10m x 20m outdoor Kabadi and Kho-Kho court
Gymnasium	1	One multi purpose 12 station Gymnasium.
Girl's fitness centre	1	One fitness centre for girls.
Table Tennis Arena	1	One table in college auditorium /

Sports pavilion	1	sports pavilion Sports pavilion with two rest rooms one each for boys and girls and a store
Indoor Stadium (under construction)	1	Indoor stadium under construction has space for Handball, Basketball, Shuttle badminton, Kabadi courts and Wrestling arena
Yoga centre	1	The open stage Yoga centre, used for regular Yoga practice and for conducting open air programmes

Yoga centre

Yoga centre of college undertakes every day Yoga practice at open stage Yoga centre. It also provides a value added course in Yoga. Classes on meditation, relaxation techniques and stress management are also provided by Yoga centre on demand of various clubs and committees.

Cultural Facilities

College has a music band of its own, which accommodates and trains talented students. There are a number of clubs to nurture the talents of students, such as music club, literary club, media club, cultural-quiz and elocution club etc.

Facilities for Cultural Activities

Facility	Number	Description
Arts club room	1	One arts club room to plan and practice different performing arts.
Auditoriums	2	One recently renovated auditorium with a seating capacity of 600 people. One large auditorium with a seating capacity of 1500 is under construction.
Seminar / Conference halls	5	Five different multi purpose seminar/conference halls given for practice and performance of different art-forms.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 38

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 24.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.99	13.87	3.2	26.85	33.03

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The St Xavier's College Library was established in 1964 together with the establishment of the college. The library is housed in a spacious building in the name of the Jesuit Malayalam Poet Arnos Padiri. It has a carpet space of 7093 sq. ft. and a seating capacity for 250 members. The Library has the Stack area in the Mezzanine floor and the Reading & Reference area in the ground floor. The Library provides print and electronic resources for all academic and related activities of the students and staff. The library has a collection of 28074 books and 47 journals/magazines. Over 161 Educational CDs on different subjects are available for the use of stakeholders. The library is fully automated with LIBSOFT software and OPAC facility. Books available for circulation are listed in the OPAC. Information about status (such as issued, binding and withdrawn) of book is also available through OPAC. Library traffic is monitored by the

automated gate register software. The college also houses departmental libraries for students under the various departments in co-ordination with the main library.

- Name of ILMS software - LIBSOFT
- Nature of automation (fully or partially) - fully
- Version – 4.1
- Year of Automation - 2012

Users can avail themselves of the well equipped e-resources provided under N-LIST of the INFLIBNET project and the National Digital Library initiative. User IDs and passwords are issued to members for free access to these resources. It facilitates in augmenting the knowledge base of students through information from e-journals and e-books.

- The college Library conducts a general orientation to the students at the beginning of the academic year, briefing them all the details of making the library to optimum use for their study and making them aware of the common rules and ethics expected to be practiced in the use of the library.
- The library follows the Open Access System. The members of the Library, including the students, have free access to any sections in the Library.

- There is a library committee to monitor and supervise the functioning of the library and to ensure that facilities are arranged and made available to promote a culture of serious learning and research. They periodically interact with students and teachers and make necessary amendments to suit the expectations of the academic community. The purchase of books, infrastructural facilities to be

added, and installation of new online facilities are decided by the library committee. The library committee takes decisions on the following matters:

- Purchase of books
- Issue policy
- Automation
- E-resources policy
- Subscription of periodicals

Library - Working Hours

8.00 am – 5.00 pm on all working days.

Library Users:

1. Students
2. Faculty members
3. Non-Teaching Staff

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The Rare Book collection holds approximately 225 rare and historically significant printed books in Western as well as Malayalam languages dating back from 100 to 200 years to the present. The collection spans a wide area especially of classical texts, English history, literature, religion, etc. ranging from the year 1823 and beyond.

Most of the rare books in our library collection are presently available in digitized form in the website that preserves rare books that are highly valued and no longer available in the open market.

Among them, most of the Malayalam books are out of print and unavailable outside except in certain libraries or in digital format. The Malayalam books are those printed by the first Malayalam printing press in the country that are no longer existing. The collection consists mostly of First Edition of the those books. The first English Malayalam dictionary of Hermann Gundert is a highlight. His Malayalam grammar book, *Malayalabhaasha Vyakaranam* (1859), in which he developed and constricted the grammar spoken by the Keralites, nowadays; the Malayalam-English dictionary (1867), and contributed to work on Bible translations into Malayalam.

Books also include the first edition of the Manual of Malabar law. Very early literary works in Latin such as Forcellini's *Lexicon totius Latinitatis* a monolingual Latin dictionary is the first *real* monolingual Latin dictionary.

And from Malayalam literature the 1882 publication of the Bhasha Sakunthalam is an added attraction.

Free access to a rare digitized collection of books is also made available from the State Central Library online resource <http://statelibrary.kerala.gov.in/rarebooks/>

Manuscripts

The library has one sample manuscript and also provides access to nearly 1070 Manuscripts in different languages available online via the National Digital Library

Special Collection

At the Library we also house a CareerPoint section that is exclusively maintained to meet the competitive examination knowledge quest of students. It houses both print and online resources to assist the students. Books are updated regularly to meet to the changing knowledge scenario.

It also has in its collection, special books of the Library patron Arnos Padiri

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 1.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.91000	0.50447	0.89500	1.49969	1.35988

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 32.04

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

Response: 356

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT Facilities

St. Xavier's is committed to providing the futuristic facilities to its stakeholders so that they can utilize these resources to reach greater heights. In order to enable this, the institution frequently updates its IT facilities with the benefits of the technological advancements.

Internet Connectivity

A high-speed internet enabled by OFC with a speed of 20 mbps is available in service centres like Office, Department Rooms, Seminar halls and Library. Wi-Fi is available at various labs and staff rooms. Students are given accessibility to this facility.

IT Enabled Teaching and Learning

Apart from the LCD projectors with screen fixed in class rooms, portable LCD projectors are also available to be used as a teaching aid. All the Seminar Rooms have been equipped with LCD projectors.

CCTV Camera

The entire campus has been brought under the surveillance of CCTV camera to help monitor the activities in the campus and also to provide safety and protection.

Library and Research

The services provided in the library are digitized to have better accessibility. The library is fully automated with LIBSOFT software and OPAC facility. Each book has its own unique barcode and so does every student's ID card. This allows for easy tracking of books in the Library. E-books, e-journals and other web based resources are made available through N-list under INFLIBNET and National Digital Library projects. Detailed information of New arrivals, updates and Digitized Question bank is provided through Library website

Online Education and Research Center

As part of developing the Library as a resource centre, the institution has established a separate centre for Online Education and Research (OERC). Computers and internet facilities are made available to the stakeholders.

Examination

The marks attained by each student for every examination is updated on the automated system after permitting the students to review the marks before forwarding to the university. The results of the Continuous Evaluation are sent to the University through internet.

E-Attendance System

The attendance of the students is marked electronically using a software and the parents can access it from the website. Parents and students can access it easily from time to time and report any grievances if there are any.

E-governance

Matters concerning administration and correspondence in the college are being switched over to electronic medium of communication.

Information and Communication

Information about upcoming events is available on the website. This information includes the time and date along with details about the event. Following the completion of the event, pictures and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs being conducted in college as well. For easier communication, circulars including important notices to students and parents are also posted online. The academic calendar as well as the course information is also updated in the beginning of every academic year.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 14.11

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 75.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
44.42718	40.07321	37.18819	47.67520	37.76635

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

IQAC, being supported by the Governing Body, PTA, College Council, Planning Board and different committees, ensures proper maintenance and utilization of academic as well as physical facilities. In the task. For issues that are to be addressed immediately, a repair and maintenance register is kept at the office in which staff register their requirements and complaints regarding academic and physical facilities. Every entry in this register is addressed by the Bursar of the college.

Physical Facilities

- Ø College has a Master Plan for the coming 25 years. Year-wise addition of facilities is done according to this plan.
- Ø Periodic maintenance and painting of buildings are done.
- Ø Following the Principal's annual circular, HoDs, with the help of staff, do stock verification.
- Ø Classrooms are cleaned and maintained regularly.
- Ø Adequate budget is allocated for annual maintenance of infrastructure.
- Ø Teachers are given training to ensure maximum utilization of ICT facilities.
- Ø Maintenance of e-governance facilities is under GJ Infotech, Trichur through AMC.
- Ø Air conditioners and water purifiers are regularly serviced.

Ø College buses are maintained by PTA

Computer Facilities

Ø Computers are protected with firewall, anti-virus, UPS, stabilizers, sine wave inverters, etc.

Ø Broadband connectivity is maintained by BSNL.

Ø Basic course in Linux and DCA course are offered to students as a value added course.

Ø Students, using user id and password, login to find academic details, attendance and other useful information in the college website.

Library Facilities

Ø Major decisions regarding purchase of books, software and other resources are taken in the Library Committee meeting. Feedback is collected periodically from the stakeholders.

Ø Library traffic is monitored by e-Gate software application as part of the Green initiative.

Ø Adequate budget is allocated every year for the purchase of books and periodicals.

Ø College library has 217 rare books.

Ø Adequate staff is employed in library for proper functioning and maintenance.

Ø Library is maintained as fully automated by library management software.

Ø Library softwares, OPAC system, Braille software etc are regularly updated.

Laboratory Facilities

Ø Laboratories have stock, purchase and breakage registers, which are verified annually.

Ø Adequate budget is allocated every year for maintenance of laboratories and for purchase of new equipment.

Ø Maintenance and repair of laboratory equipment are done by professionals.

Ø Green protocol is applied to every laboratory to minimize wastage.

Sports Facilities

Ø The international cricket stadium of the college is maintained through a Memorandum of Understanding with Kerala Cricket Association.

Ø The Sports Committee monitors all the sports related activities of the college, including admissions in sports quota. They also ensure maintenance of grounds, gymnasium, health club etc.

Ø Equipment for sports and games are under the custody of the HoD of Physical Education.

Ø Adequate budget is allocated every year for proper maintenance of sports facilities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 66.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
618	602	754	761	680

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

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

Response: 20.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
189	207	212	209	204

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 58.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
627	584	602	606	577

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 26.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
365	456	387	84	85

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

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

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

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 13.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	47	59	62	55

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 11.27

5.2.2.1 Number of outgoing students progressing to higher education

Response: 47

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Response: 8.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	03	01	00

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	16	15	12	07

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	03	0	0	0

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

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

Response:

The Democratic Formation of Student Council

The most important platform for students to take up responsibility in matters concerning academic and

administrative bodies of the college is through **Student Council/Union**. It is a mandatory and productive element in our college. The college promotes the formation of a Student Council rooted in the dictum of democracy. The Council is constituted as per the guidelines set by the University of Kerala. Every year as per the norms and timely regulations of the university, elections are conducted in Parliamentary system under the close monitoring of the staff. All the students in the college are free to file their nominations to any posts and do the campaign. Whoever gets the majority of votes are declared as winners and they take public oath and start functioning. All the students in the campus can cast their vote to elect a candidate. The dates for filing the nominations and the day of election are declared by the University. The college authorities ensure strict adherence to ethical

practices during the entire process of the election. The student Council Chairperson, Vice-Chairperson, General Secretary, Arts Club secretary and Magazine Editor are the important office bearers besides year wise representatives. Active participation of women is ensured through reserved post for lady representatives. The two University Union Councillors represent the college at the University level.

One faculty member is nominated by the College Council as staff advisor of the Student Council.

The activities of the Student Council start off soon after taking oath as office bearers. Under the guidance of the staff advisor they plan the co-curricular activities for the year using the budget approved by the college. The students union of the college takes the leadership in organizing the various co curricular and cultural activities of the college like Fresher's Day, College Day, Youth Festival, Film Festival, Annual Arts Festival and Sports Meet, Book fairs, Food festival, Awareness drives, Blood donation campaigns, Organic Farming and many other cultural programmes. Major festivals are celebrated in the campus to foster communal harmony. Social and charity works are undertaken to nurture social responsibility among the students. The council actively associates with the campus cleaning and other activities of the NSS and the NCC. The council observes important days in association with the clubs of the college.

The finance for the activities of the Student Union is met primarily from the Union Fund in the college and the special financial assistance from the PTA. On certain occasions, the Council collects voluntary donations and which are spent for social causes.

Student Representation in Administrative and Academic Bodies

Apart from Student Council there are several clubs and associations where students play active roles in

realizing their full potential. Students represent in almost all statutory bodies of the college like the College Council, IQAC, Library Committee, Anti-Ragging Committee, Student Grievance Redressal Committee, Women's Study Center etc. All important decisions in the college are taken only in consultation with the students to ensure their full support.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 17

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

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

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

In this 54th year of its inception, the college has a large number of alumni/ae in different walks of life contributing to the welfare of the nation in different capacities. The college successfully draws on their support through Annual Alumni/ae meets. Thumba St. Xavier's College Alumni/ae Association, a registered body, is a part of World Jesuit Alumni Association established in 1989 when the college

celebrated its Silver Jubilee. The Association became very active in various affairs of the college from 1999. Now the Association has about 250 life members and 900 temporary members. In addition to this, the Association has several chapters in different parts of the world. To keep the alumni/ae a constant part of the functioning of the college, a portal has been created in the college website.

Financial contributions of Alumni: Alumni/ae Association has raised funds to set up a garden in front of the college building and every year sponsors five scholarships for deserving students worth five thousand rupees each. In the college's endeavour to convert all the class rooms ICT enabled, the Alumni has donated 25 LCD projectors with accessories. The alumni has helped the college to set up a separate section of books to prepare for competitive examinations in the college library. Alumni sponsor prizes for the interdepartmental celebrations in connection with the National Festival, Onam. Besides such specific contributions they also generously donate to help the college carry forward schemes like 'Noon Meals Scheme', 'Student Support Fund' and outreach activities.

Non Financial Assistance for Student progression: *The Alumni Association meets with the current batches and mentors them through the networking forums to the best of their abilities. They share their experiences and knowledge and motivate the students. Alumni share their accomplishments and their success mantra.* Throughout these years college alumni association took initiatives to conduct a wide variety of orientation classes, life skill trainings, career development programmes, blood donation campaigns and similar other activities for the students and their parents as wells as association members of the college.

Collaboration and Networking

The Association has collaboration with similar associations and in network with state and national level bodies of Jesuit Alumni. St. Xavier's alumni/ae representatives regularly participate in the State level meeting of Jesuit Alumni Association of Kerala (JAAK) , the National Congress of Jesuit Alumni Association of India (JAAI) and represent South Zone Jesuit Alumni Congress.

A Vision for the Future St. Xavier's

Association strongly supports the Smart St. Xavier's Project, the dream project and Master Plan for the next 25 years of development in the college. Association is also Planning follow up activities for the proposed new College Auditorium – Fr. Aikkara Memorial Jubilee Auditorium- as a joint venture of

College and the association. The college honours alumni members who achieve great milestones in their life in the general body meeting of the Association held on 1st of May every year. Association is constantly trying to motivate and organize the old students to be the well-wishers of the college.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 54

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	10	12	09	10

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Xavier's, a Jesuit institution of higher learning, has a rich a heritage of educational practices tested and proven all over the world for more than four hundred years.

Our vision: *A knowledge society with compassion, equity and justice.*

Our mission: *We commit ourselves to excellence in higher education, training and building a*

just society with a preferential option for the marginalized.

The vision and mission of the of the institution are well reflected in its leadership and in the decision making process.

Administration, Teamwork and Collaboration: 'Together we make a difference' is a dictum faithfully followed in this institution. The strategy used is a collective striving to achieve common dreams through teamwork, delegation and collaboration in administrative practices to ensure excellent learning outcomes. Participation of students in various decision making bodies and women representation in administrative posts like Vice-Principals, HoDs and Heads of various administrative committees unite the college as one unit with a single vision and mission. Collaboration and networking with our well placed alumni and other famed Jesuit institutions in India and abroad provides an additional impetus for the development of the college. E-governance is introduced in all possible realms to ensure governance transparent and effective. Fair financial practices further embody the dynamics of the vision inspired leadership in this institution.

Perspective Plan towards Excellence: Based on its vision and mission, the college has a Master Plan for the coming 25 years. The Institution devotedly imparts quality education by providing all the necessary physical resources together with a compatible campus environment supplied with innovative infrastructure to cater to the needs of the stakeholders to achieve excellence. In this way the college strives to provide an enabling and empowering experience for its students. The multi-faceted dimensions of their personalities are developed by introducing new courses, add-on courses and other programs which provide hands-on training and expertise to the students which in turn increase their employability.

Participation of Teachers and Social Commitment: Inspired by the vision and mission, the college fosters a culture of democratic system of administration. The stakeholders, particularly the teachers, are part and parcel of all the important decision making bodies in the college. This approach helps to develop an eco system for a minimum standard of quality education. Consequently this leads to the upliftment of socially and educationally backward groups of the locality, especially the fisher folk. A professional harmony and team work among the staff make the functioning of various committees and clubs, including NSS and NCC, smooth and productive. The Xavier Outreach Services (XOS), a registered body, is able to co-ordinate all the extension activities of the college effectively as its Governing Body consists of a good number of teachers. Socially committed and participatory approach in governance enshrined in the vision and mission of the college drives the teachers and students to undertake all activities related to teaching, learning and research with greater professional quality and dynamism. The IQAC and the College Council closely monitor these ongoing activities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

A case study on preparing the Annual Plan and making budgetary allocations for the college

Phase I - Planning in the Departments: Preparation of the Annual plan for the college begins by the end

of the previous year itself through a participative process of the stakeholders. The faculty come together for an evaluation and planning session in the Department level and consider the following:

- Existing Annual Plan
- Feedback from Students
- Suggestions from Class wise PTA and Alumni gatherings
- Remarks from the administration

Based on these, a detailed plan is prepared specifically stating their academic, material and financial needs considering the areas for improvement. This is submitted to the planning Board of the college for a feasibility study.

Phase II - Planning Board: The Planning Board analyzes the plan in line with the stated vision and mission of the college and shortlist the final plan. Then the Board, considering the available sources of income, categorizes the needs, placing them under different heads. The types of funds in the college are:

- Government/ UGC/ RUSA/ Aids
- PTA Fund
- Alumni Fund
- Management Fund

Phase III - Processing in the College Council: This list is placed for discussion and scrutiny in the College Council meeting. Once it is approved, the final budget is prepared. The source of money is located and the person in charge of the execution of the project is fixed. These, with the dates for completing the task, are sent to the Managing Committee through the Principal for approval.

Phase IV - Role of the Managing Committee: The document being an outcome of an effective participative process, the Managing Committee approves it after proper deliberations.

Phase V - Execution of the Proposals: Having obtained the requests from HoDs countersigned by the Principal, an advance amount is released by the Bursar (Finance Manger). Departments are encouraged to find resources from sponsors, parents and alumni to meet any expense that is beyond the scope of the approved budget, thereby promoting local fund mobilization. Similarly they also look out for available Government Funds from different schemes with the permission of the principal. Any major purchases for the college are done with the permission of the Purchase Committee on the basis of commonly accepted norms and open quotation. The purchases are entered in the stock register and are verified periodically.

Phase VI -Evaluation and Grievance Redressal: Complaints of any kind at any stage can be registered before the concerned the authorities and they are redressed. The concerns can also be aired in the regular staff meetings. The Planning Board periodically evaluates the progress of the projects and its success rate. The accounts are internally audited at first by the Bursar and then an external audit is conducted at the end of the financial year with a reputed Chartered Accountant. The audit reports are made available for all the stakeholders.

Through effective decentralization, the institution practices successful delegation and enhances the professional productivity of the college.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

A transparent and concrete time-bound plan of action is chalked out for the year ahead and it has almost always been successfully implemented. This is made possible with the help of perspective/strategic plans that chalk out the necessary actions to be taken to grow and develop.

Pooling of Ideas: The first step taken by the administration for any plan of action is brainstorming of ideas. All stakeholders, including the PTA of the institution, are involved in the process. Their inputs and suggestions are considered while developing the strategic plan.

Name of the Activity: Installing CCTV Cameras in the Campus

Context: A large campus, vibrant with various activities and different institutions, demanded a full proof security system for our students particularly girl students who form nearly 65% of the total strength. The PTA Executive Committee requested the administration to put up a security system which would ensure a trouble free campus. The suggestion coincided with an instruction from the University to install CCTVs in examination halls and in other prime locations in the campus. The UGC too made the same recommendation as a measure providing security and safety.

Objectives:

To provide security in the campus

To make stakeholders accountable and responsible

To ensure a ragging free campus

To ensure safety to our girl students

Execution: At the time of the preparation of the annual plan, the suggestion was taken up and included in the list of activities proposed to be carried out in the coming academic year on a priority basis. The PTA executive committee promised to meet the expenditure. Accordingly, the Bursar and PTA office bearers were given the responsibility to execute the project. They, in turn, invited quotations from competent and experienced firms in this field and prepared a budget for the entire project. The required amount of money was raised through voluntary contribution from the parents of students. Under the supervision and able guidance of the PTA Executive, the project was completed in stipulated time and made operational.

Project Details: The surveillance system installed in the campus includes 32 CCTV cameras equipped with night vision and two monitors installed in the offices of the Principal and the Bursar. The system has a capacity to store footages for 45 days which help the administration to verify when in need. The CCTV Cameras are linked to internet through Optical Fibre Cable enabling the administration to monitor from anywhere in the world, even through their mobile phones.

Impact Assessment:

With the help of the newly installed CCTV system the administration is able to keep a close watch on the proceedings in the campus without being physically present at each location. As a result there is better discipline in the campus. Safety of the girl students is ensured and no ragging case has been reported since the installation of CCTV cameras.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

- Manager is the over all in charge of the college campus who acts on behalf of the Governing Body

of the Kerala Jesuit Society, the owner and proprietor of the institution. The Managing Committee, a seven member team to which the Manager is the Chairman, takes all important decisions regarding staff appointments, constructions, starting of new courses, Management Quota Admissions, beautification, repairs, maintenance and renovations.

· As the academic head of the institution, Principal presides over the academic and administrative committees. The Principal manages the functions of the institution as per the rules and regulations issued by the University. The Principal ensures smooth functioning of the college by delegating responsibilities to the heads of departments and co-ordinators of various committees.

· The College Council of the institution, consisting HoDs of various departments, two elected representatives of faculty members, Librarian, President of the PTA, office Superintendent and Chairperson of the Students Council, discusses and decides all matters concerning the academic and discipline related matters. The decisions are further passed onto departments whenever necessary at the implementation stage. The IQAC consisting of representatives of the stakeholders including nominees from local society and industries, initiate quality enhancement and quality assurance programmes in the college in both curricular and co-curricular activities. Periodic staff meetings and department meetings execute and analyze the teaching – learning processes.

· Bursar, the chief Finance Officer, is appointed by the Manager who looks after the daily running and upkeep of the physical infrastructure of the college in consultation with both the Manager and the Principal.

· The two Vice Principals, appointed by the Principal, assists the Principal in administrative and academic roles.

· The Administrative Council is headed by the Principal and sub headed by the Superintendent and it includes all the regular non – teaching staff.

· The functioning of the institution is decentralized through the various committees which look into curricular and co-curricular activities.

Service Rules and Procedures

The college strictly follows the service rules prescribed by the UGC, State Government and the University. The teaching and non-teaching faculty have the benefits of GPF/GIS/SLI/Gratuity and Casual/Earned/Medical/Maternity/Paternity/ Compensatory Leaves. Following the State Service rules, University Statutes and the regulations of the UGC the Management conducts the recruitment of staff. The HoDs review requirements as per teaching work load and submit the consolidated staff requirement to Principal who in turn communicates the same to the manager to take remedial measures from the Government authorities. Promotions are based on service and merit stipulated by the Government.

Grievance Redressal Mechanism

The Management ensures justice and fair treatment to all stakeholders. In this regard systems such as Staff Grievance Redressal Committee and Students Grievance Redressal Committee function effectively to which are addressed the concerns of the staff and students. Besides these, anti-ragging and anti-sexual harassment committees provide safety and welfare measures to students, especially to girl students. The aggrieved parties if not happy with the decisions of the said bodies can always approach the Principal as an appellate authority.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

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

Response:

The governance of the institution is decentralized through the competent procedures of distinct committees and bodies, convened periodically to assess and formulate decisions on curricular and non scholastic activities. Every meeting ends by listing out actionable items and recommendations, requests for approvals and conclusions and the minutes of the meetings are recorded. All actionable tasks are reviewed in the next meetings. Approvals are followed up and converted into actionable items. The institution has authorized various committees to survey the academic and administrative functioning of the institution.

Construction of a Bus Shelter

Phase I: The general body meeting of the Women's Study Center came up with a suggestion for a new bus shelter near the main entrance primarily for the girl students. The context was that majority of the students depend on the State Transport buses which often fail to reach on time and naturally the students have to wait for long. The existing dilapidated bus shelter was unsafe and had insufficient space. Therefore a proposal in this regard was submitted to the Principal.

Phase II: The Principal placed the same proposal in the College Council. Having discussed this, it was

decided to construct the shelter. A subcommittee with Principal as chairman, and PTA President, Vice principal, Convener of Women Study Center and college Bursar as members, was formed to explore ways to mobilize funds and to take up the construction work.

Phase III: The subcommittee had a number of meetings with the Managing Committee and College PTA Executive to explore ways to mobilize funds. They also held discussions with Local Body Authorities and met the local MLA. Finally the MLA and Dy. Speaker Mr. V. Sasi agreed to construct the shelter using his MLA Fund.

Phase IV: The college council entrusted the supervision of the work to the PTA Executive of the college. They monitored every stage of the construction and ensured its progress and timely completion.

Evidence of Success: A spacious 250 sq ft airy bus waiting shelter, with steel benches and solar lights are available now. It was officially inaugurated by the Deputy Speaker of Kerala Legislative Assembly Sri. V. Sasi M. L. A. in the presence of a large gathering of students, staff, parents and local people. The students in the college feel safe and more comfortable now with this new facility.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Institutional level welfare measures

· **Faculty Development Initiatives:** The IQAC organizes orientation and training programmes for teachers on teaching methodologies and for non-teaching staff on man-management, file management, advanced computer skills and administrative software.

- **Incentives and Recognitions:** The teaching faculty is motivated to take up research ventures through participation and presentations in seminars, contributions to Journals, book publications and Projects.

- **Infrastructure:** Each department is furnished with independent staff rooms that are equipped with internet enabled computers and printers. A book is kept in the office so that the staff can write down complaints concerning infrastructural lapses which are immediately taken care of.

- **Financial Assistance:** The institution provides monetary assistance to meet emergency medical or other expenditure of staff and family members.

- **Grievance Redressal Cell.**

- **The staff club:** There are separate clubs for the teaching and non-teaching staff. They organize annual picnic, farewell parties for the retiring staff, cultural celebrations like Onam and Christmas, annual get together of families of the staff etc to facilitate cordiality among the staff. The clubs furthermore extend hands to help their members who are in distress.

- **Parking facility**

- **Rest and Wash rooms**

- **Cafeteria:** Refreshments and food items are served at subsidized rate.

- **Transport facilities:** The staff members are permitted to travel in the college buses which are meant mainly for the students.

- **Lady's hostel:** Lady staff members are permitted to stay at the Girls' hostel.

- **Maintenance Grant:** The staff are paid a maintenance grant by the Management on condition of it being returned once they get salary from the Government.

- **Free Medical Checkup** is organized annually.

- **Subsidies:** The staff can avail themselves of subsidies for stationary and Xerox from the cooperative store. Departmental expenditure is extracted from the department fund.

- The institution has also been perceptive in the employment of non – teaching staff, especially the daily wagers, most of whom are residents of the marginalized area surrounding the institution and prominently from the adopted village, Fathimapuram.

- **Priority in Student Admission:** Children of staff are given priority in Management Quota admissions.

- **Cultural Celebrations:** Patron's Day is celebrated with much gaiety every year as an annual coming together of the present and past teaching and non-teaching faculties. A home coming experience is provided to the retired faculty in a respectable and highly dignified manner. An interaction between the two generations of teachers is an energizing and productive enterprise resulting in mutual complementary enrichment. The retiring faculty is highly acknowledged for their commendable services at the end of their retiring year in a formal meeting.

- **Statutory Benefits:**

- **Maternity & Paternity Leave:** Employees can avail maternity or paternity leaves and other eligible leaves with permission.

- Medical reimbursement Scheme.
- Anti - sexual Harassment Policy: An anti- sexual harassment cell for addressing complaints regarding sexual harassment.
- Provident Fund.
- Leave Travel Concession (LTC)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 23.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	10	11	08	12

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

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

Response: 5.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
07	05	07	03	06

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 10.86

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	04	03	05	07

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

The performance of the staff is assessed based on their professional effectiveness in delivering the task they are employed for. There functions chiefly a five-tier system for a comprehensive performance appraisal for the staff. **(i) Academic Administrative Audit (AAA):** Under the initiative of the IQAC, the performance of the eight teaching departments and the administrative sections is audited every year by experts of each discipline at the University level. These reports are reviewed and consolidated by an academic and administrative expert of a higher rank. This report is given to the Principal and to the respective departments in order for further quality improvement.

(ii) Self Appraisal/Internal Audit: At the end of every academic year each staff member submits self assessment form in the required PBAS format based on the API scores indicated by the UGC. This is audited by the IQAC.

(iii) Peer Review of the Performance of the Teachers: The annual self assessment form and internal audit of IQAC are handed over to external auditors at the University level. They assess and evaluate the performance of the teachers based on academic parameters and give them **Faculty Performance Grade (FPG)**. The Principal meets each individual teacher, confidentially hands over FPG and the necessary suggestions and directions for further improvement in quality performance.

(iv) Feedback from immediate Stakeholders: Students assess the teachers by filling up a Performa given by the IQAC at the end of the academic year. In the case of non-teaching staff, students and teachers fill up separate Performa. The IQAC evaluates these feedbacks and hands over a summary to the individual staff member.

(v) Feedback from PTA: Representatives of parents in the General Body of the PTA and the Class PTA give feedback of the performance of the staff in the periodic meetings, particularly during the monthly PTA Executive and End-Semester class PTA meetings. These feedbacks are recorded and communicated to the Principal and the IQAC regularly for further action. **(vi) Appraisal by the Employer:** The evaluation of the IQAC based on the Self Appraisal, Feedback from stakeholders and the Annual Quality Assurance Report (AQAR) are submitted to the Management. Having studied it, the Management gives directions to the staff through the Principal as well as in the periodic common staff meeting and in the meeting with individual staff members. This process of Performance Appraisal is very helpful for the career advancement of every staff member, including promotion.

Apart from departmental meetings, regular staff meetings are also called upon to discuss the status of classes and elucidate further decisions regarding academics as wells as administration.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has a regular system of internal and external financial auditing of its accounts.

a) Internal Audit System

(i) **The College Development Fund of the Management** is managed by the Bursar, the Chief Financial Officer of the college, who disburses the money under After this, the following procedures are followed:

Ø Submission of the account to the Bursar's office with all the supportive documents.

Ø Cross checking of the bills and expenditure.

Ø Internal audit by a competent person appointed by the Governing Body.

(ii) **The PTA** too follows a similar system for internal audit.

(iii) **The Principal allots the funds** under the various Government schemes and are disbursed and monitored with the help of the Office Head Accountant. A committee, appointed by the Principal, conducts regular internal audits to maintain a healthy financial system in the College.

External Audit

(i) Every year a competent Chartered Accountant firm visits the college and physically verifies the account details and prepares a financial audit report which is discussed and analyzed in the college Managing Committee in their periodic meetings and a copy of the same is sent to the Governing Body with the minutes of the Managing Committee.

(ii) Similarly the PTA accounts too are audited by the same firm. The audit report of the PTA, after discussions in the executive committee and later in the General Body, is submitted to the office of the Registrar of Societies of the Government of Kerala.

(iii) The audit wings of the Deputy Directorate of Collegiate Education (DDCE), Kollam and the Auditor General's (AG) office, Trivandrum visit the college periodically and inspects all the files relating to the rules and regulations, financial matters of all the schemes that the college has availed of and all the receipts and payments in the college.

In the light of the remarks and observations made by the auditors, the Principal gives instructions to the staff regarding matters to be taken care of in future. The following table shows the appropriate measures taken by the institution for rectifying the objections raised by the auditors.

Financial Year	Type of Audit	Objections	Explanations	Remarks
2013-14	External (Dy.DD)	Non-collection of fine for issuing TC	Fine was collected and documents submitted	Objection dropped
2014-15	External	Advance pending settlement	Issue settled and	the Objection

	(AG)	under minor research project	documents sent to UGC	dropped
2015-16	External (Dy.DD)	DCB difference in tuition fees	Reconciled the DCB and report submitted to (audit)	DD. dropped.
2016-17	Internal	Valuable register is not properly maintained	Rectified the defects & properly maintained	Objection dropped
2017-18	Internal	Principal not attested each refund of caution money in the CD register	Rectified the defects	Objection dropped

Audited financial statements are also studied by the Finance Committee, and scrutinized by the Managing Committee to ensure further effectiveness and efficiency in the use of financial resources. The college authorities have also taken proper measures not to repeat such mistakes in future.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 9.23

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

2017-18	2016-17	2015-16	2014-15	2013-14
9.23	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The college has an established policy and strategy for planning and allocation of financial resources. Situated amidst a vast majority of fisher folk and other marginalized communities the college cannot depend on its immediate stakeholders for funds for any developmental activities. Therefore the college depends on various agencies to raise funds.

Government Aids: The salary and other monetary benefits of staff are given by the Government. They also sanction funds for specific programmes like Walk with Scholar, Student Support Programme, ASAP and other such skill development programmes. A good many of the students receive grants such as SC/ST grant, Fisheries grant, Minority scholarships, etc.

Funds provided by UGC/ RUSA: All concerted attempts are made to avail funds for academic and physical development of the college. Seminars, Conferences, Workshops, etc. are funded by institutions such as UGC and other Government agencies. The Ladies Hostel was constructed with a grant from the UGC. The IQAC is given the specific charge of going through the different schemes of UGC/RUSA and apply for the same with the consent of the principal.

Research Funds: The Major and minor Projects and grants are received by our faculty from UGC, Kerala State Council for Science, Technology & Environment and other similar bodies. The research committee is entrusted with finding and notifying any research projects available to the staff.

Contributions from Alumni and PTA: The presence of an active Alumni Association and Parents-Teachers Association also facilitates the mobilization and utilization of funds. They have been instrumental in supporting the IQAC to expedite the fulfillment of infrastructural needs by availing their development funds. The entire classrooms in the institution are made ICT enabled through the Alumni contributions.

Management Funds: Every year the Management contributes a significant amount of money raised from various sources to the development of the college. The college management is ever committed to developmental activities and promotes every new initiative meant for the academic and all round growth of the student community. The income from the coconut and agricultural farms, user fee for sharing the infrastructural facilities like grounds, buildings etc. with outside groups and money collected by way of renting the campus for film shooting are credited to the college development fund.

Local Resource Mobilization: The PTA and Alumni help the college in obtaining funds allotted for the development of the constituencies of the local MLA, MP and other Local Body authorities and representatives. Similarly, tapping their influence and contacts, the college also gets money for developmental activities from the CSR funds of corporate companies. The Bus waiting shelter constructed in front of the college from the local MLA fund and the Girl Students' Amenity center constructed in the college from the CSR fund of SBI sanctioned through the initiative of our local MP are examples of local resource mobilization. The solar lights at the college gate were installed by the local gramapanchayath.

File Description	Document
Any additional information	View Document
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

Response:

Two best practices initiated by the IQAC for institutionalizing the quality assurance are:

1) Creation of Learner Centric Approach:

The IQAC charted out a strategy for a learner centric approach in the pedagogical paradigms. The conventional approach to teaching and learning is revamped bringing the student to the centre of the learning process.

Learner Centric Teaching: Learner-centered teaching engages students in learning through skill instruction. It encourages students to reflect on what and how they learn. It achieves the same by giving the space and freedom for exploration and collaboration. In keeping with this rationale, as a background the IQAC devised a Course Plan for each course considering the course outcome.

Integrated Course Plan: Accordingly, each faculty prepares a Course Plan for the whole semester keeping in mind the objectives of each course and the time frame allotted. This Course Plan divides the whole syllabi into units. A teaching method is chosen to communicate the same from among the experiential, participative or problem solving learning. Evaluation methods and strategies are scientifically prepared and explained.

Faculty Conclave: The faculty presents the Course Plan in the Department meeting to get feedback from colleagues creating a space for collective and collaborative teaching ventures. The Course Plan is finalized incorporating all the suggestions.

Feedback and Monitoring: The HoDs of each Department in general and the IQAC in particular monitor the teaching learning process to verify if it is progressing as per the schedule and is methodologically in tune with the integrated Course Plans. This is again evaluated and further modified after the final examinations on the basis of course outcome attainment and feedback from students and Parents to suit the academic need of the stakeholders.

2) Faculty Development:

IQAC takes initiative for the training and moulding of faculty to ensure quality. As an initial step IQAC prompts the Management to ensure quality and competence of candidates before they are recruited. Once they are on board, IQAC has detailed plan for their academic and skill development.

Orientations and FDPs: An orientation programme is given to faculty every year on the first day of the academic programme. Faculty, especially the young ones, are sent for Faculty Improvement Programmes conducted by the University/UGC or the Management at regular intervals to hone up their skills. Interaction with experts and talks on relevant topics such as 'tips for improving communication' and 'use of technology in teaching' are arranged frequently.

Interdisciplinary Exchange of Ideas: Faculty is given an opportunity to present their articles/papers published or to share the findings of their Ph. D theses or any other academic achievements in specially held staff meetings. Further discussions generate new ideas.

Sharing Competence: The IQAC in collaboration with XOS arrange platforms for the faculty to share their expertise by way of consultation, guidance and collaboration. On weekends and holidays, the faculties, competent in specific fields are available on demand to share their expertise with others, thereby making the institution a resource centre.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

1. Revamp of Continuous Evaluation System: The IQAC, with a view to achieving academic excellence, decided to enhance the existing Continuous Evaluation system. According to the University Calendar there exists only a single internal test and it falls often half way through the semester. As a result a comprehensive evaluation of students becomes difficult since a sizeable portion of the syllabus is covered after the test. Moreover the students were found ill-equipped to face the University examination. Therefore the IQAC proposed to the Principal to direct the Departments to conduct a second test prior to the actual date of the University examination covering the entire syllabus. In the case of Post Graduate Departments freedom was given to opt for Open Book examinations in theory papers instead of the second internal exam. The average marks of the two tests were taken as the final marks of the Continuous Evaluation. By conducting two internal tests students became not only better equipped to face the University examinations but also got an opportunity to improve their marks.

2. ICT enabled teaching and learning: IQAC took initiative to make the entire classrooms in the institution ICT enabled. Unlike the traditional methods, the ICT integration has led to a paradigm shift in teaching learning methodology by bringing a huge impact on improving the quality of education.

The Impact: For science students, complex theories are easily explained through power point and video programmes. Talks by eminent scholars and practical lessons are downloaded and projected in the class rooms. Students are encouraged to read e-journals and e-books. For the students of humanities, learning has become a pleasant experience by viewing events and pictures of socio-cultural importance through web-based learning. Teachers upload power point presentations in the website explaining the lessons. Teachers of languages and literatures show visuals of art forms on the screen. Under the guidance of the teacher, students watch certain portion of the poetry prescribed in the syllabus which is rendered and visualized effectively through web space. Short stories, novels and screen plays which are available in movie forms are shown to the students. Documentaries on eminent people available in CD-ROM, TV audio-videotapes are also shown to the students.

Facilities Provided: Basic facilities required for facilitating ICT enabled teaching and learning are provided in all departments and seminar halls. Teachers are equipped to use these facilities effectively. The assistance of technicians is provided whenever required. Every department also has a data base of required software. The University syllabus on *Informatics* contains lessons on Information and Communication Technology. Workshops and seminars are organized in the college for the effective teaching of *Informatics*. Apart from a Computer Lab with internet facility in the college, there is an Online Education and Research Centre (OERC) in the Library as a learning resource. ICT enabled teaching promotes active learning, sharing of ideas, discussion and also provides immediate feedback. In this way the teaching learning enterprise has become more productive and meaningful.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 11.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	09	05	08

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

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

Response:

Post Accreditation Quality Initiatives:

(i) Based on Recommendations of the NAAC Peer Team Report 2012

The entire classrooms and seminar halls are made ICT enabled

The new multipurpose auditorium with all modern facilities is under construction now while the existing one has been renovated with multimedia facility

An English Language Lab has been established

Ramps and supporting facility for *Divyangjan*

One more PG programme with more focus on job opportunities. Due to the Government policies there are difficulties in introducing degree programmes. However, the institution has taken initiative to introduce Add-on courses and several Value added courses imparting transferable skills and life skills. In addition to these, the institution effectively conducts the Govt. aided programmes like WWS, SSP and ASAP

Incentives like financial aid for the staff for attending conferences and workshops and for bringing out publications

Linkages with industries like Travancore Titanium Products, Thiruvananthapuram. Apart from this, the institution has also conducted several workshops and seminars on industry-academia innovative practices.

Started special coaching for facing competitive exams like Civil Service/NET/PSC/UPSC/Bank Test etc. In addition to this the institution has established a separate section within the library for preparation for competitive examinations.

Book Bank facility. Apart from this the college has also started Question Bank facility

(ii) Other facilities for quality enhancement include:

CCTV cameras to ensure safety

- Hostel for Girls.
- Girls' amenity center
- One more additional new college bus
- New bus shelter near the main gate
- Drinking water purifiers in different locations in the college
- Additional wash rooms for girls and boys
- Meditation Hall, YOGA center
- Two more conference rooms
- Renovated student friendly college office and Principal's office
- On line attendance system.
- Updated college website
- High-speed internet connectivity, CCTV, Public Address System, Online Education and Research Centre (OERC)

- More personal oriented Remedial coaching classes and mentoring.
- Filling the vacancies of teaching and non teaching staff

Career Guidance and Counselling:

- Career orientation classes. Training programmes on soft skill development like interview skills and Group Discussion (GD)
- Campus Placement Drive by bringing various firms and entrepreneurs to the campus

Gender and Eco Sensitivity:

- Various training programmes to empower the girls
- Scientific and eco sensitive waste disposal
- Organic farming
- Rain water harvesting and using solar energy
- Introduced Peddlers' Club to promote the use of bicycles to commute to college

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 13

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

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

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Being a coeducation institution, the college holds equity as one of its core values. There is a lady Vice-Principal in the college primarily to attend to the needs of the girl students.

Safety and Security: In order to ensure that the students are safe the college has security guards at the gate and in the campus. ID cards are given to all the students. A bus shelter is built beside the front gate particularly to help the girl students. To further ensure security of the students, CCTV cameras are installed at all strategic locations including the front gate and are monitored to avoid any untoward activity which is a threat to students particularly girls. Girl students are encouraged to take up admission here and complete their courses for better future career. As a result nearly 65% of students are girls and this is a clear sign of the institution's policy of upholding gender equity. The college has hostel facility exclusively for girl students. Financial assistance is given to girl students in the hostel as well as day scholars from financially

poorer background through various scholarships instituted by the college. The institution also helps the students, particularly girl students, to avail government scholarships, fisheries grants, etc. Girls' Amenity Center provides ample space for rest, relaxation and study. First aid boxes and grievance boxes are also arranged in the campus to make the girl students comfortable. Under the aegis of Women's' Study Center special awareness lectures, exposure programmes, training in self defence are conducted for girls periodically to ensure equity. Anti-Sexual Harassment Cell in the college takes special care to ensure safety and security to girl students. Transportation system is closely monitored to avoid any sort of harassment or difficulty that is detrimental to the growth of the girl students.

Counseling and Accompaniment: A full time counselor offers psychological and emotional assistance, legal awareness and guidance to girl students. Besides, students are individually mentored by their class tutors for the entire period of their stay in the college. Classes in value education and human rights are offered to students with a special focus on empowering the girl students to come to the forefront of public life. Regular PTA meetings are held to ensure that parents are actively involved in matters concerning gender equity with equal responsibility like the teachers. Orientation sessions, motivational talks and screening of documentaries and films on gender issues are periodically conducted for students. Discussions and debates on current issues are held with a view to develop gender sensitivity among students and to strengthen the morale of the girls in particular.

Common Rooms: The multi-purpose Girls' Amenity Center in the college is a great help for girls to rest and relax. Sanitary napkin vending machine, insinerators, attached bathrooms and toilets, stationery outlet, etc. are provided within the amenity center and the ladies wash rooms.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 35

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

Response: 7

7.1.3.2 Total annual power requirement (in KWH)

Response: 20

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 39.02

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

Response: 2.15

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5.51

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:

St. Xavier's, firmly rooted in its core value of eco-sensitivity, promotes an education that protects and preserves nature. Once a sandy arid land, which looked almost like a desert of vast sandy ocean, has been made lush green through dedicated nurturing over the last fifty years. The campus of 85 acres is well maintained through the concerted efforts of the management, staff and students. Coconut, banana, cashew and mango plantation cover most part of the campus with more than seventy varieties of trees and a wide variety of rare flora and fauna. The campus is home to hundreds of birds, including peacocks, small animals and other organisms.

Solid Waste Management: All waste management activities are based on the principle of '3R's - Reduce,

Reuse and Recycle. The institution takes all measures required to ensure that the campus is free of plastic and other wastes that harm the environment. Students are encouraged to bring their lunch in steel tiffin boxes which eliminate the accumulation of waste. The college also takes maximum effort to minimize solid wastes produced from the laboratories. For instance, the chemistry laboratory promotes green chemistry initiatives by implementing semi micro methods of analysis which significantly reduces the usage of chemicals during practical sessions. Double burette titrations are practices which are also a means of reducing chemical wastage. The college also ensures that banners made of cloth are used during seminars and workshops. All departments and classrooms are provided with dustbins for disposing dry waste. There is a collection centre in the campus exclusively for segregating waste from the dustbins. The waste is categorized and biodegradable items like paper, leaves and food waste are used for vermin composting to be used in the coconut plantation of the campus. Glass and plastics are collected separately and handed over to the agencies linked with the corporation authorities.

Liquid Waste Management: Waste water in the campus is treated through sedimentation. The sewage water from the entire campus is received through the underground pipe lines. The treated water is used as natural organic compost for gardening. Water from the laboratories with chemical content in it is collected in a concrete tank underground without letting it flow out into the earth and contaminate it.

E-Waste Management: The e-waste arising from various departments including computer monitors, printers and other peripherals are collected and segregated. The segregated waste is then handed over to the Corporation authorities when they periodically declare collection centres of such e-waste materials, which they in turn send for recycling. Care is also taken to avoid accumulation of such e-waste by opting for buyback offer whenever purchases of new printers, xerox machines and UPS etc. are made.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Two Large Ponds: Though the campus gets sufficient rains every year, conservation of water is given priority for future plans in the campus. To meet this end there are two large ponds in the campus with a size of 75 ft x 30 ft width and 5ft height with a capacity of over five lakh liters of water. These ponds

never go dry and they are of great value for the cultivation in the campus. The agricultural farming in the campus, which includes coconut trees, plantation of fruit trees, vegetable garden, cashew plantation, etc. depend on these ponds for water throughout the year.

Well Recharge System: Rain water falling on top of the main administrative block of the college is guided through a water purifying system. The purified rain water gets collected in the main water source and thus the well is recharged.

Sand Beds: The land of the area is sandy. Taking advantage of this, the institution has made about one thousand sand beds around the coconut trees in the campus. Each of these sand beds has a radius of 5ft, having a capacity to store two thousand liters of rain water. The cumulative capacity of these sand beds is twenty lakhs liters of water. It absorbs rainwater without letting it flow out and not a single drop of water that rains in the campus goes outside. Pure drinking water is available in this area round the year in all our wells at a depth of 12 ft.

Future Plan for a Mega Water Harvest: The college has entered into a Memorandum of Understanding (MoU) with the Kerala Cricket Association for a mega plan of rain water harvesting structure in the campus. This project which is expected to be completed in a year will not only enrich the campus water sources but also be a great support for the neighbouring villages as the college will be able to supply a large quantity of water to them.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

Green Practices of the college are highlighted through the institution's core value of eco-sensitivity. Great sayings and quotes from scriptures concerning protection and preservation of the mother earth are displayed in the campus.

Transportation: 80.8 % of the total strength of students use public transport system. 0.2% of students use bicycles, 4.8% of the students use pedestrian friendly roads. Among the staff, 7.14% of the total staff use pedestrian friendly roads. The college is located on the beach road between Trivandrum and Perumathura. Hence it is well connected by public transport buses viz., the state owned Road Transport Corporation (KSRTC) and private operators. Two KSRTC buses are scheduled for the convenience of the students. Majority of the students, teachers and non-teaching staff utilize public transport system to reach the college. Teachers who use their cars for commuting share their seats with their colleagues and students. More and more students are encouraged to use bicycles to promote green culture.

Plastic Free Campus: The campus is maintained as plastic free and instructions for keeping the campus plastic free are displayed in many places inside the campus. The use of plastic cups, tiffin carriers, carry bags, covers etc are prohibited in the campus. The college maintains many gardens including one botanical garden and the Green Bow park. Two full-time gardeners have been appointed by the management to maintain the greenery as well as the gardens of the campus.

Energy Conservation: Students are made aware of the importance of saving electricity and water. Class leaders are asked to ensure that all switches are off before they leave the class room. The teaching staffs ensure that the switches in the staff rooms are off before they go out of the rooms. Non-teaching staff who lock the class rooms and department rooms counter check the same. Conserving energy is a key value that is emphasized here at St Xavier's.

Use of renewable energy: The college is tapping over 5000 watts electricity through the solar panels installed on our terrace. The electricity needed for an entire block in the campus is met by the solar power. The lights on the roads within the campus and at the front gate are also powered by solar energy.

Rain Water harvesting: The College also has a rain water harvesting system in place to conserve and reuse water. The institution has two large ponds with a size of 75 ft x 30 ft with a capacity of over five lakh cubic litres of water.

Plantation: To make the campus eco-friendly, the college maintains its gardens very meticulously by

keeping them clean, by growing seasonal flowers and by organising tree plantation drives on an annual basis. The institution has coconut, cashew, pepper and banana plantations giving a green cover to the area. There is also organic farming in the campus with the support of the students. Over 80% of the campus land is green making our campus a carbon neutral or even carbon negative campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 1.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.92820	1.10688	1.06450	1.09940	1.08177

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 11

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

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	0	04	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	01	01	01

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

personalities

Response:

The college gives great importance to commemoration of important days associated with great personalities. Every year June 5 is celebrated as the World Environment Day in the college by planting tree saplings and taking a pledge to protect and conserve nature. The Nature Club of the college takes leadership in organizing the events of the day. An interdepartmental quiz competition is another highlight of the day.

Onam, Christmas and Ramdan, three key cultural and religious festivals of our land are celebrated to facilitate interreligious friendship and cordiality. Talks by invited guest speakers on the importance and relevance of the day coupled with various cultural and sports events and competitions are the attractions of the day.

Gandhi Jayanthi is observed on the 2nd of October. The college keeps apart that day to keep the campus clean from all hazardous things. Living up to the true spirit of the Mahatma the college organizes all the stakeholders to work for the clean and green nature initiatives of the nation.

The feast of the patron of the college St. Xavier is celebrated with much gaiety on the 3rd of December every year with a variety of programmes. The current teaching and non – teaching faculty along with the retired senior members come together to make the feast a memorable one.

International Women's Day is celebrated on 8th March to highlight the achievements of women. The day also marks a call to action for accelerating gender parity. To inculcate values of national integration and unity the college celebrates Independence Day, Republic Day and Human Rights Day, International Yoga Day etc.

Besides these, Teachers' Day is celebrated to mark the birth anniversary of Dr Sarvepalli Radhakrishnan. The students honour the teachers present and past in a special function on that day. To mark the assassination of Gandhiji on Martyrs day, 30 January, a two-minute silence in memory of Indian martyrs is observed in the college at 11 AM. To apprise students, faculty and staff of ways and means of sustaining ecological balance Environment Day, Earth Day, World Water Day , National Science Day, Ozone Day are celebrated every year.

File Description	Document
Any additional information	View Document

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

Response:

Financial Transparency: Fee structures are open and transparent. The college strictly adheres to the norms given by the university and the Government in this regard. They are available in detail to all the students and parents in prospectus. Money collected from students is accounted and proper records are kept using the modern accounting system. Every year there is internal and external auditing. Audit reports are made available for anyone to scrutinize. Annual budget is prepared taking into account various needs of the college. All departmental budgets are proposed by concerned authorities and reviewed fairly.

Admissions and Appointments: Admission to various courses in the college is done as per the University norms. Merit cum means is followed in the management quota admissions. Regarding appointments, whenever a vacancy arises efforts are made to fill it after following the proper procedures prescribed by the Government and the University. Public advertisement, scrutiny, interviews, etc. are followed to maintain transparency and merit. In the appointment of staff, the institution always gives preference to quality over all other parameters and the best ones are chosen.

Academic Transparency: The academic plan for the year is planned well in advance in tandem with the University structure. The syllabi, dates for the internal examinations, criterion for the Continuous Assessment etc. are published for transparency. Attendance system is made online enabling the students and parents to access it and assess it on the college website. Evaluations of the answer scripts, assignments and seminars are done in a transparent manner. Students are given opportunity to register complaints, if any.

Administrative System: In order to make the administration transparent and efficient the college practises a decentralized and democratic system. Apart from the Governing Body and the Manager of the college there is a Management Board with advisory powers to guide the college in matters of policy and future plans. The Managing Committee, a seven member team to which the Manager is the Chairman, takes all important decisions including staff appointments. As the academic head of the institution, Principal presides over the academic and administrative committees. The Principal ensures day to day smooth functioning of the college by delegating responsibilities to the heads of departments and co-ordinators of various committees. The College Council consisting of HoDs, two elected representatives of faculty

members, Librarian, President of the PTA, office Superintendent and Chairman of the Students Council, discusses and decides all matters concerning academic and discipline related matters. The IQAC advises the Principal on all matters related to quality. The two Vice Principals, appointed by the Principal, assist the Principal in administrative and academic roles.

Bursar, the Finance Officer, looks after the maintenance and upkeep of the college. The Administrative Council is headed by the Principal and sub headed by the Superintendent and it includes all the regular non – teaching staff.

PTA and Alumni: The college, as part of its transparent and democratic style of functioning, consults the PTA and the Alumni on all important matters of the college.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

7.2 Best Practices (I)

Financial support for weak as well as bright students through various schemes and programmes.

Title of the practice	“Wings to Fly”: Support financially weak students who are good in studies through various schemes and programmes.
Objectives of the practice	<ol style="list-style-type: none"> 1. No student discontinues studies due to financial constrains. 1. No student goes hungry during meals time in this campus. 2. No student’s study is hindered due to lack of text books.

The context	<p>3. No student's talent shall go unrecognized.</p> <p>The strategic location of the college amidst the marginalized fisher folk places an additional responsibility on the college to ensure that the students who are enrolled in our institution successfully complete the academic programme and become employable. Majority of our students are from financially poor background and many of them are first generation college going youth. The fisher folk, Scheduled Tribe and Castes and other backward communities constitute around 81% of our student strength. The deplorable situation forces many of them to take up part-time jobs to support their families and to meet their academic needs. It is in this context of their social and economic vulnerability that the institution comes forward with student support programmes realizing very well that they need assistance in financial as well as academic matters.</p>
The practice	<p>Various schemes and practices and programmes are established to provide support for financially backward and academically bright students:</p> <ol style="list-style-type: none"> 1. Student Welfare Fund: A fund is raised by the teaching staff of the college to provide financial support for the financially poor students. The amount can be used to buy academic books, meet contingency including bus fare, pay hostel fees, etc. 2. Noon meal scheme: Free noon meal coupons are issued on a daily basis by the college on recommendation from different department heads, for financially backward students who cannot afford a noon meal. 3. Book Bank Facility: Academic books are collected from senior students who pass out from college and are used as a bank for the juniors to make a reference. 4. Scholarships and Incentives: Every year deserving students are given scholarships and other incentives to help them come up in life to realize their full potentials. Students are offered scholarships not only for their academic performance but also for their achievements in sports and liberal arts.
Evidence of success	<ol style="list-style-type: none"> 1. Almost all the beneficiaries of the Welfare Fund completed their study successfully. As a result of the support for transportation facility, students are on time for class. 2. Noon Meal scheme has improved attendance and active participation in the afternoon classes. 3. Book Bank Facility has led to better academic results 4. Scholarships and Incentives have helped the students to develop healthy competitive spirit in curricular and co-curricular

	<p>activities.</p> <p>Many students make use of the programmes and the number of beneficiary students is the evidence of success.</p> <p>http://www.stxaviersthumba.org/student-support/114/scholarships</p>
Problems encountered and resources required	<p>Problems Encountered:</p> <ol style="list-style-type: none"> 1) Raising sufficient funds. 2) Managing the demand 3) Timely collection and distribution of text books 4) Increase in the number of eligible students. <p>Resources required are:</p> <ol style="list-style-type: none"> 1) A Corpus Fund for stability of the programme 2) Collected data regarding financial, academic and social background of the students. 3) A convener and a team to coordinate and run the programmes efficiently 4) Sufficient Fund for every year.
Notes (optional)	<p>Fund for the various welfare measures of the students is raised from different stakeholders like Management, Staff, PTA, alumni and other well wishers of the college. Their active support and collaboration help the institution run the programme effectively. This gives a humane face to the academic programme of the college.</p>

7.2 Best Practices (II)

Organic Cultivation of Vegetable

Title of the practice	“ Greening the Sand ”: Promoting organic farming of vegetable in the campus with the help of students to promote a healthy and sustainable co-existence.
Objectives of the practice	<ol style="list-style-type: none"> 1. To contribute to the greenery of the campus 2. To hinder global warming 3. To supply fresh and healthy vegetable 4. To uphold the culture of physical labour among the students and learn agricultural skills 5. To promote the culture of organic farming to protect the Mother earth 6. To increase the Eco-friendliness of the campus 7. To cultivate love and respect towards nature, among students 8. To have this proramme as a start-up for the students
The context	Largely an agrarian society, the state of Kerala once was self sufficient in agricultural produce. But over the years there is a decline in the agriculture sector. Essential commodities like rice, fruits and vegetable come from other states and there are reports of large scale use of pesticides creating a serious problem in health care. The increasing cases of cancer reported in Kerala to a large extent are the result of the consumption of such malignant vegetables. There is a new urge among the people of the state to produce sufficient vegetables through organic means of production in their own premises saying ‘NO’ to chemical fertilizers and pesticides. In this modern technological job culture, the college considers it important to train and motivate the youth in agricultural farming. Besides, great ecological problems such as climatic changes, deforestation, holes in the ozone layer, and global warming etc. point out the necessity of working for an Eco-friendly universe.
The practice	The Govt. of Kerala provides financial support to NGOs and educational institutions to undertake organic farming projects in their premises. Making use of this opportunity the college signed a memorandum of understanding with the local body authority, Kadinamkulam Grama Panchayath. Accordingly, the institution is given a fixed sum of money to organize and extend farming activities in the campus. Panchayath ensures steady supply of quality seeds through the regional office of the Department of Agriculture. Under the leadership of the PTA and the Nature Club, interested students are being organized into groups and assigned different tasks like preparing the ground, planting the seeds and irrigating the farm, etc. The yield is sold to students and staff of the college and the money raised is used for giving incentives for students involved in the project and the rest of the amount is used for running various student support programmes of the college.
Evidence of success	<ul style="list-style-type: none"> · Increased student participation and interest

	<ul style="list-style-type: none"> · Great demand for organically produced vegetable · Instances of students cultivating vegetable in their home yards · Better awareness among the students and staff for ecological sensitivity · Income generated from the sale of vegetable · Reports and photographs of the events in leading news papers and in the college website · Reports of the PTA and Nature Club of respective years
<p>Problems encountered and resources required</p>	<p>Problems Encountered:</p> <ul style="list-style-type: none"> · The arid sandy soil of the campus is not sufficiently conducive for cultivation · Inspiring the students to come for regular irrigation · Getting students to help on weekends and holidays · Hard to keep all the pests away as the project does not use any chemical pesticides <p>Resources Required:</p> <ul style="list-style-type: none"> · Students need to be given incentives to work on weekends and holidays · Preparing the land involves hard labour, hence the need to hire professional hands · Constant advise from agricultural experts is required · Financial aid is required from the Panchayath every year
<p>Notes (optional)</p>	<p>The special context of the soil of the campus being sandy arid, the land is not sufficiently cultivable. This adds an extra demand on the institution to make it more green.</p>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

ADOPTED VILLAGE

In consonance with the proclaimed vision and mission, the institution is committed to playing a proactive role in the development of neighborhood communities. The ultimate vision of the college is to establish a knowledge society with compassion, equity and justice. This is actualized through excellence in higher education, training and building a just society with a preferential option for the marginalized. Part of the vision and mission is realized in reaching out to the marginalized communities through extension activities. St. Xavier's College has adopted Fathimapuram village in Kadinamkulam Grama Panchayath of Thiruvananthapuram district to focus its outreach activities. The college has had over three decades of close association with this village in the neighbourhood and has been part of its success story ever since. The concept of adopted village is distinctively unique to St. Xavier's and is in tandem with its vision and mission.

Concept:

An educational institution should act as a catalyst in bringing about positive changes in the socio-economic and educational life of the people of the neighbourhood. Adoption of a village envisages an integrated approach wherein every aspect of the life of the people is taken into consideration and remedial and facilitating measures are initiated. The college acts as a nodal agency in bringing together various agencies like the village administration, Government functionaries and other well wishers who are interested in collaborating with this noble cause.

Context:

Fathimapuram, a tiny fishing hamlet, with a population of around 950 people, is situated in the Kadinamkulam Grama Panchayath of Thiruvananthapuram district. Mostly consisting of first and second generation migrants from the coastal villages of southern Tamil Nadu, they are in need of social, economic and educational progress in order to achieve a dignified life. Fishing, being the single most employment opportunity, many live in poverty during off season as most of them do not know any other skill or trade. Educational backwardness is yet another serious problem in this village. The college focuses, rather than on infrastructural development, on creating an environment for study, skill development and awareness campaign against social ills.

Objectives:

- To strengthen the rural population to be more educated
- To support and train the people to be self reliant
- To train the people in life skills and small scale industries
- To liberate the people from the clutches of drugs and alcohol
- To give our students hands on experience in outreach activities in order develop a social commitment in them.
- To promote eco-friendly co-existence

Process:

Xavier Outreach Services (XOS) co-ordinates the activities in the adopted village. After having taken up a decision at the college level, a meeting of various stakeholders including village leaders, college officials, Panchayath functionaries and other well wishers was convened to discuss the idea with a view to get their support in our efforts. In order to draw up a plan of action, a comprehensive survey of the village was conducted by the students. The survey provided up-to-date information about the problems and potentials of the village and the areas to be focussed. Accordingly, the following sectors were categorized and prioritized as the key area of involvement and charted out a detailed plan of action and entrusted each to the existing clubs and organizations. They, in turn, plan and execute each programme in collaboration with XOS, which provides the ground support and financial assistance, if needed. After the completion of each programme a proper evaluation is conducted by the assigned group in the presence of the village representatives and the outreach animator. The following table illustrates the five key areas of the involvement in the adopted village in the last five years.

SL. NO.	Key Area	Leadership	Activities
1.	Education	Placement and Career Guidance Cell	<ul style="list-style-type: none"> · Special tuition classes for the children by the students of the college · Computer literacy programme · Communicative English · Youth animation and Leadership Training Programmes · Career orientation Classes
2	Health Care and Hygiene	The National Service Scheme & The National Cadet Corps	<ul style="list-style-type: none"> · Blood determination and donation camps · Medical camp · Cancer Awareness campaign · Anti liquor drive · Swatch Bharath Drive
3.	Economic Empowerment	Entrepreneurship Club	<ul style="list-style-type: none"> · Courses and training on skill development · Computer courses · Mushroom farming
4.	Protection of Children and Vulnerable Adults	Women's Study Center	<ul style="list-style-type: none"> · Gender sensitization talks, discussions · Awareness campaign on Protection of Children from Sexual Offences (POCSO) Act · Counselling facility
2.	Eco-Friendly Co-existence	Nature Club	<ul style="list-style-type: none"> · Anti plastic drive · Planting tree saplings · Energy Conservation

Organic Farming

Evidence of Success:

Ø Tuition classes and other student support classes like preparation for the exams, study methods, etc. increased the pass percentage of the students of Fathimapuram village considerably for the last five years. The percentage of students qualifying for higher studies too has increased.

Ø Career guidance programmes and job fair conducted in the college provided opportunity to a few young villagers to secure a job within the country and Gulf countries.

Ø Computer courses, especially DCA course conducted for the villagers helped one of the girls from the adopted village to get a job in the Akshya e-centre of Kerala Government. Another two girls secured job as DTP operators in two different computer centers.

Ø Medical camp conducted in the village identified 18 children having problems with malnutrition. One adult male is identified as having high level of blood sugar and other six persons identified as having high blood pressure.

Ø Cleaning activities and classes on health and hygiene have motivated the villagers to take concrete steps to clean the canal called *Parvathiputhanar* which runs through the village.

Ø Awareness programmes helped the villagers to provide better care to the palliative patients of the village.

Ø Activities of Nature club increased the greenery of the village. The use of LED bulbs over CFL has also increased.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

NAAC

5. CONCLUSION

Additional Information :

Each day at St. Xavier's begins with the first Asian Nobel Laureate and first Indian to be knighted, Rabindranath Tagore's ardent prayer:

This is my prayer to thee my Lord:

Strike, strike at the root of penury in my heart.

Give me the strength lightly to bear my joys and sorrows.

This is my prayer to thee my Lord:

Strike, strike at the root of penury in my heart.

Give me the strength to make my love fruitful in service.

This is my prayer to thee my Lord:

Strike, strike at the root of penury in my heart.

*Give me the strength never to disown the poor or
bend my knees before insolent might.*

This is my prayer to thee my Lord:

Strike, strike at the root of penury in my heart.

It is melodiously sung and symphonized by the college choir. Through this prayer the entire college community prays for the grace for a complete self-surrender to God manifested in service to others which is in tandem with the vision and mission of the institution. The spirituality of divine love in *Gitanjali* cuts across national barriers and unites the world in its appeal for bridging the great gulf fixed between the common human heart and Transcendent being. This prayer is appropriately made at the start of the day to inculcate in the stakeholders Tagore's idea of universalism (*Viswabharathi*) and *Santhiniketan*.

Concluding Remarks :

The Self Study Report (SSR) unfolds a vision based journey of this Jesuit Institution's consistent effort to plan, supervise and institutionalize various quality programmes with the support and collaboration of all the

stakeholders. The focus of this report is to unravel the process oriented towards the unique and singular aim of quality augmentation since its last reaccreditation. These programmes have been devised and executed with the aim of realizing the core values of excellence in teaching, learning, research and extension along with social sensitivity. In materializing these foundational values of both the Jesuit vision and the values enshrined in the NAAC constitution, preferential option has been given for the marginalized communities and with sensitivity to gender and all eco-systems.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	3	2	2	3	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	1	2	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	3	2	2	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	1	2	3																	
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>13</td> <td>04</td> <td>04</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7</td> <td>2</td> <td>4</td> <td>6</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	15	13	04	04	06	2017-18	2016-17	2015-16	2014-15	2013-14	8	7	2	4	6
2017-18	2016-17	2015-16	2014-15	2013-14																	
15	13	04	04	06																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	7	2	4	6																	
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>15</td> <td>10</td> <td>10</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	29	15	10	10	06	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
29	15	10	10	06																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

8	9	2	5	4
---	---	---	---	---

Remark : Only UGC approved or deleted journals have been considered. The ones considered are as follows 23490187 09749004 23193263 23193263 02648377 00384046 00384046 00384046 24563293 22497307 0094243X 0094243X 14401770 14401770 14401770 14401770 00134651 1369703X 09756132 09756132 09764097 02694042 2278800X 13699261 24694134 10614303 09204741 22293671

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : ≥ 50 MBPS

Answer After DVV Verification: < 5 MBPS

Remark : Input changes as the bill does not mention the bandwidth of connection

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Only the following programs have been included as gender equity programs 2) Self defence training for girls "4)National Seminar on 'Harassment of women and children'" 5) Celebration of International women's day "1)Talk on Issues faced by women by sociology department of karyavattom campus" 3) Celebration of International women's day 4) Inauguration of WSC 1) Self defence training for girls 5) Celebration of International women's day 4) Gender relative prospective classes 5) Celebration of International Women's day 2) Inauguration of WSC 3) Leadership training for women 6) Celebration of International women's day

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

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

Answer before DVV Verification : A. 7 and more of the above
 Answer After DVV Verification: C. At least 4 of the above
 Remark : Inputs changed as per the document submitted

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
09	09	09	09	09

Answer After DVV Verification :

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

Remark : NSS activities cannot be considered here. Only Greening the sand, Waste Management and See the world of sea are being considered here

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	04	03	04	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	0	04	0

Remark : The following activities have been considered as local community engagement Cleaned the Kazhakkuttom railway station and its premises, Organized a two-wheeler rally against violence in the society. , Cleaned Government hospital Thycaud and its premises, Calened the Care Home of Social justice department of Kerala government., Set up a library at Boys town Manavila, Kulathoor, Cleaning at Fathimapuram Palliative care centre., Rectify the unemployment of the local youth, Students of the college under various departments and clubs, collected a lump sum amount and handed it over to the authorities to help those who are affected by the Ockhi catastrophe. , Students conducted a survey to understand the needs of the villagers. , Department of Mathematics conducted exhibition for higher secondary and college students

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations

NAAC