



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**ST.XAVIER'S COLLEGE VAIKOM**

ST. XAVIERS COLLEGE VAIKOM KOTHAVARA P.O KOTTAYAM, KERALA -

686607

686607

[stxavierscollegevaikom.ac.in](http://stxavierscollegevaikom.ac.in)

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**St. Xavier's College, Vaikom**, a minority institution affiliated with Mahatma Gandhi University, Kottayam, was established in 1981 by the St. Xavier's Church, Kothavara. Nestled in a serene village on the shores of Vembanad Lake, a protected Ramsar wetland, the college offers a unique learning environment. At inception, it was a junior college affiliated to the University of Kerala but later came under the jurisdiction of Mahatma Gandhi University, Kottayam on its formation in 1983. The College offers **seven Undergraduate** and **one Postgraduate programmes** and predominantly serves the first-generation learners from marginalised communities.

NAAC accredited the **College** with **B+ Grade** during the Second cycle. St. Xavier's College Vaikom has actively participated in the National Institutional Ranking Framework. The College has an efficiently functioning **NSS and NCC Units**. Two NCC Cadets of the College attended the Republic Day Parade. Three students bagged the Chief Minister's Award for Academic Excellence during the assessment period. The selfless contributions of NSS cadets, student volunteers, teaching and non-teaching fraternity of the College during the devastating Kerala floods and the COVID-19 pandemic were truly commendable and inspiring.

Apart from the regular streams, the college has a full-fledged Computer Centre, **St. Xavier's Institute of Information Technology (XIIT)** approved by the **Kerala State Rutronix**.

The institutional distinctiveness resides in a series of meticulously planned and precisely executed programs like **SORA (St. Xavier's Outreach Activities)**, including the construction of houses, village adoption and offering financial aid to special schools. The package of ecological practices, aptly named '**HARITHAM AMRUTHAM**' includes a cornucopia of ecological enterprises like, setting up of medicinal plant garden and aquatic plant garden. '**SUJALAM VEMBANAD**' programme initiated by the College includes a series of activities; planting mangroves inside and around the campus, releasing fish fingerlings to boost the natural fauna of the lake with the involvement of the local populace.

As a higher education institution in a rural area, St. Xavier's College plays a pivotal role in uplifting the community, especially first-generation college students, contributing to the region's educational and social development.

### Vision

*The integral formation of the human person for the fulfillment of his/her individual responsibilities with sincerity, honesty and maturity.*

### Mission

*To provide value-based education in letter and spirit and mould the character of the younger generation to achieve progress and prosperity in life thereby serving the society.*

## **CORE VALUES OF THE INSTITUTION**

1. Integrity
2. Righteousness
3. Compassion
4. Accountability
5. Discipline
6. Tolerance
7. Punctuality
8. Honesty
9. Equality
10. Non-Violence

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

### **Institutional Strength**

- A significant number of students from economically disadvantaged and first-generation academic backgrounds have excelled academically and transitioned successfully to higher education.
- Collaborative and committed management, supportive alumni and PTA to ensure decentralization and participative management.
- Peaceful and serene environment fosters an ideal setting for learning.
- 30 University Ranks in the last five years.
- Chief Minister's Excellence Award for meritorious students
- Effective Mentoring and a high mentor-to-mentee ratio
- Well-equipped laboratories for experiential learning
- Fully automated Library with e resources and journals
- Promotion of innovation through IIC, YIP and ED Club
- Transitioned to a fully computerized system for office and accounts management
- Financial support and scholarships to the majority of students.
- "Jeevani" counselling intervention, efficient Grievance redress mechanism.
- Government-approved Computer courses like PDCFA, DOA and DCA.
- Implementation of e-governance.
- 36 MoU's, collaborations and Linkages
- Environmental sustainable practices
- Socio-economic development of the society through extension and outreach activities of NSS, NCC and departments
- Registered Alumni and its strategic plans promote mentorship and networking opportunities

### **Institutional Weakness**

- Lack of adequate conveyance facilities
- Less student diversity
- Economic and social backwardness of students
- Lack of Physical infrastructure
- Dearth of funds to upgrade existing sports facilities

### **Institutional Opportunity**

- Resourceful and committed team of faculty members
- Collaboration with Research Institutes, Government Approved agencies and Private Enterprises.
- Protection of Ecosystem
- Proximity to Vembanad Lake, promotion of Mangroves and farming of commercially viable aquatic animals.
- Computer literacy through reputed Government and Private firms
- Availability of waterfront promotes aquatic sports and basic life-saving swimming training courses.
- Provision for examination centre for private students.

### **Institutional Challenge**

- Limited academic flexibility
- Shortnoticed Centralised Valuation camps, examinations and other University duties disrupt the scheduled academic plan.
- High number of first-generation learners
- Lack of industrial units and research centres curtails experiential learning through internships and on the job training, apprenticeships etc.
- Financial stringency of unitary managements.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

St. Xavier's College Vaikom, follows the curriculum and syllabus designed by Mahatma Gandhi University, Kottayam, for its seven Undergraduate and one Postgraduate programmes. The college has a robust institutional mechanism to ensure effective curriculum planning and delivery in alignment with university regulations. The majority of the students belong to OBC/OBH/SC/ST category and are first-generation students.

- The **Internal Quality Assurance Cell (IQAC)** oversees a comprehensive curriculum management process, guided by the university academic calendar, the college's annual academic calendar, department-specific action plans, examination calendar, college handbook, programme plans, and course schedules. Regular assessments, including exit surveys, result analysis, parent-teacher meetings,

and student feedback, inform the continuous improvement of curriculum and pedagogy.

- **Curriculum Planning, Delivery and Implementation** – The College is committed to provide a comprehensive and dynamic curriculum aligned with national and state education guidelines. Our focus extends beyond academic excellence to encompass the holistic development of students, nurturing their critical thinking, problem-solving, and innovative abilities. Effective teaching-learning methodologies are employed to facilitate a stimulating learning environment. Regular assessments and evaluations are integral to monitoring student progress and informing continuous curriculum improvement.
- **Add-on Courses** – The College offers a diverse range of 22 Add-on/Certificate/Value-added courses designed to enhance students' employability. These courses focus on skill development and practical exposure to industry-relevant competencies.
- **Addressing Cross-Cutting Issues** - Ethics, gender, human values, and environmental sustainability are integral components of the curriculum, infused across various courses and student projects. The college organizes regular sensitization programs and collaborates with community organizations to enable outreach activities. The college's commitment to these areas is further reflected in the faculty's research and publications.
- **Project Work/Field Work/Internship** – Our College prioritizes practical learning through project work, fieldwork, and internships. 300 students have successfully completed these experiential learning opportunities in 2022-23.
- **Feedback Mechanism** - The College maintains a transparent feedback system to collect data from students, faculty, parents and stakeholders. Feedback is diligently analyzed to identify areas for improvement, and the college implements actionable plans accordingly. This ongoing process ensures that the institution is responsive to the evolving needs and expectations of its community.

## Teaching-learning and Evaluation

St. Xavier's College is dedicated to the integral formation of the human person for the fulfillment of individual responsibilities with sincerity, honesty, and Integrity. The HEI aims at the wholesome personality development of students on the academic, ethical, and social fronts. Keeping this vision in mind, the College constantly updates its Teaching, Learning, and Evaluation processes and policies in tune with the times and vision.

- The University's admission process is efficiently managed by the **Central Allotment Process** adhering to the reservation policies established by the Government of Kerala and the affiliated University.
- **The average enrollment percentage** currently stands at **84.28 %**.
- The HEI follows the reservation policy of the State and **81.08 %** of the seats are filled against the reservation category.
- The College provides a student-centric learning environment, using varied methods such as **Experiential** and **Participative learning**. The former includes on-the-job training and industrial visits and the latter includes quiz programs and invited lectures. The well-equipped library provides e-learning systems. **Peer Teaching** ensures participative learning of students while **remedial coaching** ensures that the competency levels of students are kept high.
- The HEI appoints highly qualified teachers against sanctioned posts and **100%** of sanctioned seats are filled, maintaining a **student-teacher** ratio of **1:17**.
- The proficiency of teachers is indicated by the fact that **82.17 %** of the teachers possess qualifications like **Ph.D and NET**.
- The assessment process strictly follows the **regulations laid down by the affiliating University**, ensuring fair and transparent conduct of the evaluation process.
- An **efficient grievance redressal system** ensures time bound, resolution of complaints if any, through a

hierarchical system including class teachers, the Head of Departments, and the Principal.

- The Programme and Course outcomes are clearly laid out for each course and programme and are analysed using direct and indirect methods. Direct methods involve external and internal examinations and quizzes, assignments, etc while the indirect system involves exit surveys.
- The commitment of the Staff and the effectiveness of teaching methods is reflected by the pass percentage of **82.18 %**.

## Research, Innovations and Extension

- **Innovation Ecosystem** - St. Xavier's College Vaikom is committed to cultivate a culture of innovation and entrepreneurship. The establishment of the **Institution's Innovation Council (IIC) and Entrepreneurship Development (ED) Club** has been instrumental in fostering creativity, problem-solving, and a spirit of enterprise among students and faculty. The IIC provides the necessary infrastructure and mentorship for students to transform their ideas into viable business ventures. The ED Club organizes workshops, seminars, and guest lectures to equip students with the entrepreneurial skills required to succeed in the competitive market.
- **Research and Publications** - The College has a strong research culture, evident in the consistent organization of workshops, seminars, and conferences. These platforms facilitate knowledge sharing and collaboration among faculty members and researchers. The **publication of 27 research papers** in high-impact journals listed in the UGC CARE and Scopus/Web of Science is a testament to the quality of research conducted at the college. The authorship of **21 books** and book chapters showcases the faculty's expertise and contribution to the academic community. The Principal of the college holds a **professorship** and is a **recognized research guide**. **Four faculty members** have completed their Ph.D. degrees during the assessment period. Currently, **seven faculty members** are actively engaged in research endeavors.
- **Extension Activities** - The College recognizes its social responsibility and actively engages in community development initiatives. The NCC, NSS, and various departments have undertaken 48 extension programmes aimed at addressing societal challenges and empowering the local community. These activities include environmental conservation, literacy programs, healthcare initiatives, and disaster relief efforts. The college's commitment to social service has been acknowledged through awards bestowed by government agencies, reinforcing its reputation as a socially conscious institution.
- **Collaborations and Linkages** - To enhance academic excellence and research impact, the college has forged partnerships with 36 renowned institutions, industries, and organizations through MoUs/Collaborations/Linkages. These collaborations offer numerous benefits, including faculty and student exchange programs, joint research projects, internships, and industry placements.

## Infrastructure and Learning Resources

### Physical Facilities

- **Campus Overview:** The college is situated on an **18-acre campus** with a built-up area of **5793 sq.m.**, offering a serene environment on the banks of Vembanad Lake.
- **Classrooms:** The college has **23 classrooms**, including **seven with LCD projectors** and **one with a Smart TV**.
- **Staff Rooms:** **Nine staff rooms** are available with computers, printers, and internet connectivity.
- **Seminar Halls:** **Two seminar halls** are equipped with LCD projectors, Wi-Fi, and UPS.

- **Computer Facilities:** The College has **64 computers**, with 51 accessible to students across three computer labs. The student-computer ratio is **10:1**.
- **Additional Facilities:** A conference hall/IQAC room, a media production room, science laboratories, reading room, multipurpose auditorium, two examination halls, and a food science laboratory.
- **Sports Facilities:** Dedicated playground for sports activities.
- **Campus Amenities:** The campus offers essential amenities like campus store, storage rooms, a canteen, a guest room, a security room, and parking area.

## Library Infrastructure and Facilities

- **Digital Resources:** The library has 7 computers with internet access, 14,543 books, 26 journals, 20 magazines, 6 newspapers, and provides access to digital resources through N-LIST.
- **Library Automation:** Automated using the Koha ILMs and offers web-OPAC access.
- **Digital Library:** Accessible through DSpace, providing remote access to digital resources.
- **Additional Services:** Features a blog, OERs and previous question papers bank.
- **Footfall:** 11,206 footfalls in the 2022-23 academic year.
- **Security:** Equipped with two surveillance cameras.

## IT Facilities and Updates

- **Digital Infrastructure:** The College maintains a college website, provides internet connectivity in key areas, and offers Wi-Fi in designated areas.
- **XIIT Learning Center:** IT Learning Center has 24 computer terminals with internet access and an uninterrupted power supply.
- **Cloud Services:** The College utilizes cloud servers for hosting Koha, Dspace, and the college website.
- **Administrative Software:** E-solutions software is used for online administration and attendance management.
- **Surveillance:** The campus is equipped with 18 CCTV cameras.
- **Digital Tools:** The College utilizes G Suite for various administrative and academic purposes.

## Other Facilities

- **Student Support:** Browsing facilities are available in departments, the library, and computer labs.
- **Campus Amenities:** Apart from academic facilities, the campus offers essential amenities like a canteen, parking, outdoor patio and recreational spaces.

## Student Support and Progression

- **Scholarships and Financial Assistance** - A commendable **79.87%** of students have availed scholarships or free-ships offered by the institution, government, or other benefactors over the past five years.
- **Capacity Building and Skill Enhancement** - The institution has organized **147 capacity development and skill enhancement programs**, encompassing soft skills (39), life skills (73), language and communication skills (4), and ICT skills (31) to empower students.
- **Career Guidance and Competitive Exams** - A significant **69.74%** of students have benefited from career counseling and guidance for competitive examinations provided by the institution during the past

five years.

- **Grievance Redressal** - The College has established **robust grievance redressal mechanisms**, including anti-ragging, anti-sexual harassment, SC/ST, and women's cells. These committees actively work to create a safe and inclusive campus environment. Notably, no cases of ragging or sexual harassment were reported from 2018-19 to 2022-23.
- **Student Progression and Placements** - A total of **125 students** secured placements, while **265 progressed** to higher studies between 2018-19 and 2022-23. This represents a **49%** placement and higher education progression rate for outgoing students.
- **Academic Excellence in Qualifying Examinations** - **Twenty-three students** achieved remarkable success by qualifying for competitive exams like NET, SET, IELTS, and KTET during the past five years.
- **Co-curricular Achievements** - Students have excelled in sports and cultural activities, garnering **34 awards and medals** at university, state, and national levels.
- **Sports and Cultural Programmes** - The College has organised and students participated in a total of **163** sports and cultural events in and out of the campus.
- **Alumni Engagement** - The College boasts a **registered Alumni Association**, fostering a strong bond between the institution and its former students. Alumni contributions totaling Rs. 335,260 have supported the college's growth and development.

## Governance, Leadership and Management

The governance based on democratic, participative and value-oriented principles is the cornerstone of futuristic planning.

- **Governance** - The management leads the institution with governance reflective of the vision and mission. The College is managed by St. Xavier's Church Kothavara, Vaikom. The Principal is the head of the institution and all important decisions are taken by the College Council. The statutory bodies such as the Governing Body, College Council and IQAC formulate strategic plans, draft policies and implement programmes to achieve quality and excellence. The essential academic and non-academic committees are Staff Council, Internal Examination Committee, Anti-Ragging Committee, Students Grievance Committee, Library Advisory Committee and Parents-Teachers Association. Further, different clubs, forums and cells like the NCC, NSS, Arts Club, Nature Club, ED Club and IIC contribute to the attainment of the vision and mission of the college
- **Decentralisation and participative management** steer the departments and staff to achieve institutional goals.
- The **Institutional Perspective Plan** is effectively deployed to fulfil institutional goals. Annual strategic plans and department-level planning are the multi-dimensional strategies to shape organisational triumph.
- **E-governance** is implemented through **e-college solutions** in administration, finance, accounts, student support, admission and examinations.
- Faculty members are provided with **medical insurance** and Staff Cooperative Society loans at reasonable interest rates.
- **Career development** is encouraged through financial support to attend conferences, workshops and seminars, and towards membership fees in professional bodies. **52.87%** of faculty members have been provided with financial support.
- The College organises professional development/ administrative training programmes. **60.66%** of faculty members have undergone face-to-face/online faculty development programmes and refresher



courses.

- **Internal and external financial audits** are conducted.
- Mobilisation and management of resources are meticulously carried out by the **Governing Body**.
- The **Internal Quality Assurance Cell** seeks to enhance the institutional standards, internalise and make sustainable improvements in the quality of academic processes of the institution. The IQAC reviews the teaching-learning process and attainment of learning outcomes in tune with the educational goals.
- The IQAC has been instrumental in obtaining **MoUs and certification from NIRF, AISHE, IIC and ED Club registration and participation in KIRF**.

## Institutional Values and Best Practices

- **Innovative Learning Hub:** St. Xavier's College Vaikom is recognized for innovative and socially conscious learning, emphasizing the integration of the UN Sustainable Development Goals (SDGs) into student projects.
- **Alignment with UN SDGs:** Over the five years, 246 student projects at the college are focused on addressing issues such as poverty, inequality, biodiversity, gender equity, and sustainable development.
- **Support for First-Generation Learners:** The College prioritizes supporting first-generation learners by providing them with a conducive learning environment
- **Gender Equality Focus:** The institution is committed to transcending gender barriers, with various Cells like the Equal Opportunity Cell, based on a vision of gender equality.
- **Women's Cell Initiatives:** The Women Cell at the college offers training in self-defence, and skill development initiatives aimed at advancing women's learning and empowerment.
- **SORA (St. Xavier's Outreach Activities):** The SORA initiative promotes active participation from faculty, staff, and students in rebuilding society through various social activities.
- **Inclusivity in Social Auditing:** The College ensures student inclusivity in social auditing activities, promoting a sense of social responsibility and community engagement.
- **Environmental and Green Initiatives:** The College undertakes green initiatives such as cleaning drives, effective waste management, and the use of on-grid solar panels as an alternative energy source.
- **Biodiversity Projects:** Over the last five years, 76 student projects have focused on biodiversity indicators, reflecting the college's commitment to environmental conservation.
- **Haritham Amrutham Best Practice:** The "Haritham Amrutham" initiative encompasses in-house green practices, including organic farming, butterfly gardens, aquatic plant gardens, medicinal plant gardens, and the preservation of green vegetation, flora, and fauna.
- **Sujalam Vembanad Best Practice:** The "SujalamVembanad" initiative aims at conserving the Vembanad Lake, a Ramsar site, through activities such as odonate surveys, fingerling releases, and mangrove sapling planting.
- **Observance of Important Days and Festival Celebrations:** The College observes nationally and regionally significant days and celebrates festivals colourfully, fostering a spirit of inclusivity and cultural diversity among students and staff.
- **Holistic Education and Social Responsibility:** Through its various programs, St. Xavier's College Vaikom promotes a holistic education that includes academic excellence, social responsibility, and environmental stewardship.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | ST.XAVIER'S COLLEGE VAIKOM   |
| Address                         | St. Xaviers College Vaikom Kothavara P.O<br>Kottayam, Kerala - 686607        |
| City                            | Vaikom   |
| State                           | Kerala   |
| Pin                             | 686607   |
| Website                         | <a href="http://stxaverscollegevaikom.ac.in">stxaverscollegevaikom.ac.in</a> |

| Contacts for Communication |                          |                         |            |     |                       |
|----------------------------|--------------------------|-------------------------|------------|-----|-----------------------|
| Designation                | Name                     | Telephone with STD Code | Mobile     | Fax | Email                 |
| Principal                  | Dr. Gimson D<br>Parambil | 04829-275303            | 9447378244 | -   | stxaversvkm@gmail.com |
| IQAC / CIQA coordinator    | Tomy Joseph              | 04829-296743            | 9447910490 | -   | jvtomy@gmail.com      |

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

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

| <b>Recognized Minority institution</b>     |  |
|--|--|
| If it is a recognized minority institution | Yes<br><a href="#">Minority Status of Xavier's.pdf</a> |
| If Yes, Specify minority status            |  |
| Religious                                  | Yes  |
| Linguistic                                 |  |
| Any Other                                  |  |

| <b>Establishment Details</b>   |  |                                       |                           |                |
|--|--|---------------------------------------|---------------------------|----------------|
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |                |
| Kerala   | Mahatma Gandhi University  | <a href="#">View Document</a>         |                           |                |
| <b>Details of UGC recognition</b>  |  |                                       |                           |                |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |                |
| 2f of UGC  | 09-09-1998   | <a href="#">View Document</a>         |                           |                |
| 12B of UGC   | 09-09-1998   | <a href="#">View Document</a>         |                           |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b> |
| No contents  |  |                                       |                           |                |

| <b>Recognitions</b>   |    |
|---|----|
| 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 |

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | St. Xaviers College Vaikom<br>Kothavara P.O Kottayam,<br>Kerala - 686607 | Rural            | 18                          | 5793                            |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                       |                           |                            |                              |                            |                                |
|---|---------------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>       | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BSc,Physics,                          | 36                        | Plus Two                   | English,Malayalam            | 32                         | 8                              |
| UG  | BA,Economics,                         | 36                        | Plus Two                   | English,Malayalam            | 40                         | 21                             |
| UG  | BCom,Commerce,                        | 36                        | Plus Two                   | English,Malayalam            | 32                         | 28                             |
| UG  | BSc,Zoology,                          | 36                        | Plus Two                   | English,Malayalam            | 24                         | 10                             |
| UG  | BA,Political Science,                 | 36                        | Plus Two                   | English,Malayalam            | 24                         | 18                             |
| UG  | BSc,Chemistry,                        | 36                        | Plus Two                   | English,Malayalam            | 24                         | 7                              |
| UG  | BSc,Food Science And Quality Control, | 36                        | Plus Two                   | English,Malayalam            | 24                         | 21                             |
| PG  | MCom,Commerce,                        | 24                        | Under Graduate Degree      | English,Malayalam            | 15                         | 11                             |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 0                          |        |        |       | 36                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 0      | 0      | 0     | 13                         | 23     | 0      | 36    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |  |               |  |               |              |
|---|-------------|--|---------------|--|---------------|--------------|
|   | <b>Male</b> |  | <b>Female</b> |  | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |  |               |  |               | 20           |
| Recruited   | 7           |  | 1             |  | 0             | 8            |
| Yet to Recruit  |             |  |               |  |               | 12           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |  |               |  |               | 6            |
| Recruited   | 2           |  | 4             |  | 0             | 6            |
| Yet to Recruit  |             |  |               |  |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| 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**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 1                | 0             | 0             | 0                          | 0             | 0             | 7                          | 7             | 0             | 15           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 4                          | 7             | 0             | 11           |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 9      | 0      | 11           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

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

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

| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG                         | Male   | 54  | 0                             | 0            | 0                   | 54    |
|                            | Female | 59  | 0                             | 0            | 0                   | 59    |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG                         | Male   | 3   | 0                             | 0            | 0                   | 3     |
|                            | Female | 8   | 0                             | 0            | 0                   | 8     |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                            | Female | 0   | 0                             | 0            | 0                   | 0     |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |



| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 6             | 7             | 13            | 11            |
|  | Female | 10            | 15            | 13            | 13            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 2             | 0             | 0             | 0             |
|  | Female | 0             | 2             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 51            | 33            | 42            | 35            |
|  | Female | 76            | 89            | 95            | 98            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 16            | 35            | 28            | 29            |
|  | Female | 6             | 23            | 27            | 32            |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>167</b>    | <b>204</b>    | <b>218</b>    | <b>218</b>    |

### **Institutional preparedness for NEP**

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>St. Xavier's College Vaikom has made considerable efforts to establish a multidisciplinary system of education in the institution. The college, being affiliated with Mahatma Gandhi University, Kottayam, adheres to the rules, regulations and programme structures as defined by the University. The college realizes that a wholesome educational package cannot be restricted to the academic modules as prescribed by a University system, but an additional set of skills is inevitable for the wholesomeness of the educational spectrum. Multidisciplinary courses combine insights, methodologies, and knowledge from multiple disciplines to provide a holistic and integrated</p> |
|--|--|

learning experience. These courses encourage students to approach problems from diverse perspectives, fostering critical thinking and innovation. As a part of the institutional preparedness for the upcoming implementation of NEP in all educational institutions, various options have been provided to students

1. Add on courses, which provide practical and multidimensional skills, appending and enhancing the theoretical part of the courses studied
2. The students are encouraged to participate in NPTEL/SWAYAM courses offered by several State and Central Government agencies which enhance different perspectives.
3. MoUs with leading industrial organizations enhance the academic appeal of the courses and also open up new vistas of opportunities.
4. The students are encouraged to indulge in multifarious interdisciplinary endeavours, which enhance lateral thinking on cross-cutting disciplines. The culinary skills of the Department of Food Science and Quality Control are combined with the marketing skills of the Commerce Department in a food fest jointly conducted by both the above departments
5. Yoga classes are taken up by trained students of the National Cadet Corps, promoting a Holistic educational approach.
6. In addition the University curriculum offers interdisciplinary approaches as
  - (a) Open Courses for Undergraduates: Courses of all disciplines including physical education are open to students where they can choose any offered course of their interest from other disciplines
  - (b) Multidisciplinary/Interdisciplinary Projects for Undergraduates and Postgraduates: The final semester students of both UG and PG undertake collaborative projects with Multidisciplinary/interdisciplinary aspects.

2. Academic bank of credits (ABC):

Even though affiliated non-autonomous colleges that have not issued any academic awards to their students are not required to register themselves under the National Academic Repository (NAD) / Academic Bank of Credits (ABC), the institution has taken measures to convey to the students, the relevance of credit transfer and the Choice Based Credit System. The National Cadet Corps (NCC) and National Service Unit (NSS), running in the college, already have a system of assigning credits to students based on their activities and involvement in the organization. These credits can be converted into

|   |  |
|---|--|
|   | <p>marks and grades at the end of the semester or course. The redeemed marks can be added to their academic credits. In the present system, enrolment of second-year students in MOOC courses is mandatory. The students can acquire the credits assigned to MOOC courses. With the advent of the four-year UG program in 2024 under the auspices of the NEP, all students are required to enroll in the Academic Bank of Credits.</p>   |
| <p>3. Skill development:</p>  | <p>Procurement of additional and practical skills, along with a college graduate degree not only enhances the value of college education but also augments the employability of graduates and equips them to take up particular skill-based jobs in Private and Government sectors. The various skill-based programmes offered by the college include 1. Diploma in Computer Education, provided by Rutronix, a Kerala Government initiative, provides essential computer literacy for students, enhancing their employability skills. 2. Tally programme offered by the Faculty of the Commerce Department imparts basic accounting skills to students. 3. Add-on Courses offered by various departments (for eg: Aquarium Management and Breeding of ornamental fishes) impart vocational training for students. 4. The Entrepreneur Development club organizes various programmes, where entrepreneurs from various fields share their experiences. 5. NCC and NSS units functioning in the college impart various skills. 6. Classes taken by Commerce faculty on filing income tax, analyzing budgets, investing in the Stock Market etc open up many vistas of opportunities for students. 7. A set of Clubs functioning in the college, such as Bird's Club, Tourism Club, Nature and Forestry Club, Herbarium Club, Quiz Club and Literary Clubs, inculcate specific skills and value education to students.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The College understands the major role played by higher education institutes in moulding people with a deep understanding and appreciation of Indian culture and values. Various activities and initiatives on the college campus are aimed at inculcating national value systems, in tune with NEP guidelines. The Literary and Reading clubs in the college foster a sense of identity with Indian language and Literature. Cultural festivals and activities in the college encourage the study and appreciation of folk dances,</p>   |

|   |  |
|---|--|
|   | <p>dance forms, and art performances of traditional origin. Food festivals conducted by the Department of Food Science and Quality Control instill an appreciation of Traditional Indian cuisine. Traditional festivals not only in Kerala but in other parts of the nation are celebrated to foster the spirit of unity and oneness in an enjoyable manner. Visiting places of traditional and cultural heritage in the form of study tours also helps to understand the Indian knowledge system. Local language is used whenever needed as a medium of instruction for better comprehension of concepts.</p>   |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The institution actively engages in implementing the outcome-based system of education. The programme outcomes and course outcomes of all the programs and courses in the college are clearly laid out. Efforts are made to tailor the teaching and evaluation system in such a manner that, the attainment of preplanned outcomes becomes the ultimate goal of the education system. The outcomes are displayed on the notice board of the college and in all the departments. Awareness programmes are conducted to instill the concept of outcome-based education and make the stakeholders aware of the system. Learning outcomes are defined in the programme plan which enables learners to identify the graduate attributes and exit outcomes of the chosen programme. Efforts are made to measure the outcomes through in-semester theory examinations, quiz tests, and practical tests. The outcome-based questions as per Bloom's Taxonomy are generated for some courses by the faculty members for continuous internal evaluations and are properly evaluated and mapped. Efforts are made to measure the progress of the students with reference to OBE attainment and remedial measures are taken up to correct the same.</p> |
| <p>6. Distance education/online education:</p>    | <p>Online education refers to the delivery of learning and training through digital platforms, where students and instructors interact via the internet rather than in a traditional classroom setting. This method has gained significant popularity due to its flexibility, accessibility, and the broad range of programs it offers. Online systems of education have a far-reaching effect on the educational landscape with respect to its scope and extent. The college has explored the vast potential of online education and tapped into its resources, enhancing the teaching</p>  |

method. The College has utilized various online platforms like Google Classroom and Google Meet via educational G suite. Students are also encouraged to take up various MOOC courses by utilizing the digital resources of the Library. The college digital library provides e-resources and digital repositories including D space to meet the academic needs of the students. Optimum utilization of information dissemination is done through INFLIBNET. In addition to the above, regular online conferences and seminars by different agencies for example, by the Vaikom Management Association and Wadhvani Foundation, USA provide diverse learning opportunities and unlimited scope for information transactions. Thus the college is well prepared to further its reach into the digital world.

### Institutional Initiatives for Electoral Literacy

|  |  |
|--|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>  | <p>Yes, the institution has established an Electoral Literacy Club with the purpose of raising awareness among students regarding their electoral rights and familiarising them with the democratic setup and procedures of voter registration and casting their votes. Democracy is the cornerstone of Indian political setup and society and the primary objective of the ELC is to spread awareness about the democratic and electoral system among students and stakeholders. Additionally, it aims to streamline the process of voter registration for individuals who are eligible but have not yet registered. The ELC also makes efforts to enable students and family members to link their electoral identification with their Aadhaar card.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>The college has an Electoral Literacy club and a Parliamentary Literacy club, both actively engaged. The convenors of the ELC are Lt. Roy Mathew of the Department of Political Science and Mass Communication and Dr. Titto Varghese of the Department of Commerce. The members of the club include Smt. Litty Thomas and Dr. Rekha A.G. The Parliamentary Literacy Club has the Principal Prof. (Dr.) Gimson.D.Parambil, as the Chairman, Lt. Roy Mathew as the Vice Chairman, and Ms. Parvathi Chandran as the Convenor. The student</p>   |

|   |  |
|---|--|
|   | <p>representatives include Mr. Akhil Dev as the Secretary and Ms. Abhaya Sree Kammath as the Joint Secretary. The PTA Vice President Sri. Sajan Issac is the PTA (Parent Teacher Association) representative. Thus the ELCs are very much representative in character, involving all the stakeholders.</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The ELC has implemented several activities to be involved in the electoral process of the nation. These include organizing classes about electoral awareness, especially during the local body, Parliament, and Assembly elections. In the initiatives for the registration of new voters by the local authorities, the college ELC plays a major role in assisting the students to register and also linking the Aadhaar card with the Electoral identity card. National Voter's Day is celebrated with an oath-taking ceremony. The teaching and non-teaching staff members in the college take up duty as Presiding and Polling officers during elections. The College NCC Unit members operate as Student Police during the election process to aid the district administration in maintaining law and order throughout the elections.</p>  |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>In the college, the Department of Political Science and Mass Communication, along with the Electoral Literacy Club and Parliamentary Literacy Club have been engaged in organizing and conducting a Model parliament in association with the Institute of Parliamentary Affairs, Govt. of Kerala, thus highlighting the commitment of the college in developing a culture of Electoral Literacy, affinity towards the electoral process and parliamentary affairs of the nation. St. Xavier's College Vaikom is keen to train young parliamentarians through various activities like staging Model Parliament, actively involving students in College Union activities, observing Constitution Day, promoting discussions and debates, and many more. The college organised Model Parliament in association with the Institute of Parliamentary Affairs, Government of Kerala on 10th July 2019. The event was coordinated by Lt. Roy Mathew and Ms Parvathi Chandran from the Department of Political Science and Journalism. Ms. Arsha Pradeep, the Dept of Politics acted as the Speaker, Mr. Sibi Mathew (Economics) acted as the President, Ms. Divya Rose Joseph acted as the Prime Minister, and Ms. Karthika as the Leader of the Opposition. Representing the Institute of</p> |

|  |   |
|--|---|
|  | <p>Parliamentary Affairs, Prof Chandran Komoth and Dr Sivakumar from Govt. College Kottayam judged the event which was also the District Level Competition. The issues of deforestation, chemical pesticides, human rights, the need to strengthen democracy, etc were discussed and debated. 50 students participated in the event in various roles. The Model Parliament was again organized on the 5th of February 2020 and again on the 23rd of January, 2024. Many eminent personalities from social circles and public figures attended the meetings as participants or judges. These initiatives enabled students to have a comprehensive knowledge of the democratic process and its functioning. Students were also motivated to make the National Voters Day pledge promoting a sense of civic duty and highlighting the need to engage actively in the democratic process.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>More than 50% of the students above 18 years are already enrolled as voters. Awareness campaigns as well as active enrollment processes involving the Local bodies are taken up regularly to ensure the enlisting of all eligible students in the voter's List.</p>  |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 528     | 583     | 598     | 597     | 596     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 47

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31      | 31      | 31      | 32      | 32      |

### 3 Institution

#### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 80.92   | 90.72   | 18.40   | 36.91   | 40.16   |



| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

##### **Response:**

St: Xavier's College Vaikom, affiliated to Mahatma Gandhi University, adheres to a structured process in curriculum planning and delivery that aligns with the institution's vision and mission. The College follows the University Academic Calendar and Curriculum integrating technology to promote a robust value system and address global challenges.

Curriculum Planning process is comprehensive and methodical to formulate college level, department level and teacher level plans.

##### **College level**

- Annual plans are developed in accordance with University Calendar which are integrated in the College Academic Calendar.
- A detailed Master Timetable ensures effective implementation of the curriculum.
- Additionally designs Add on/Certificate/ Value-added courses at the onset of each academic year.

##### **Department level**

- Meticulous formulation of Annual Plans.
- Approval of timetable by the College Council.
- Course allocation at the beginning of each semester.

##### **Teacher level**

- Educators prepare course plans to ensure effective curriculum delivery.
- Plans periodic assessment.
- Appraisal of teachers performance.

The curriculum is systematically delivered to cater to diverse learner needs, emphasizing Outcome Based Education by communicating Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

- The College conducts Induction Programmes.
- Entry level test is conducted to assess the proficiency of the new learners.
- Remedial coaching supports slow learners.
- Study materials are distributed to slow learners.

- Advanced learners benefit from peer teaching /Walk with Scholar(WWS).
- Bridge courses promote inclusivity across disciplines.
- Various teaching methodologies like lectures, tutorials, experiential learning and ICT enabled tools enrich the curriculum delivery.
- Open house interactions with parents and students to assess the merits and shortcomings.
- Close mentoring sessions to assess the wards.
- Practical sessions, Projects, Field Visits, On the Job Trainings and Internships enhance Experiential Learning.
- The College Library, INFLIBNET, Computer Courses like PDCFA, DCA (FT), DOA enrich the curriculum.

Continuous Internal Assessment (CIA) takes place throughout the semesters.

- Examination calendar is established at the beginning of each semester.
- Orientation Programmes for newly admitted students to introduce POs, PSOs and COs.
- Publish Institution Hand Book in the official website.
- Internal exams, Assignments and Seminars to assess students.
- Supplementary tests for students.
- Maintains an effective Exam Grievance Redress System.
- Collects feedback from all stake holders.
- Solicits feedback from PTA Meetings.
- Periodic monitoring by IQAC to make amendments.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 22

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

### 1.2.2

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

**Response:** 36.35

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 526     | 119     | 44      | 15      | 351     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

Our institution is dedicated to the holistic development of its students, guided by the core values it upholds. In alignment with its Vision and Mission, the College integrates pivotal crosscutting themes; Professional Ethics, Gender, Human Values and Environment and sustainability, across its programmes.

- The University Syllabus integrates issues related to Gender, Environment, and Sustainability etc.
- Core, Complementary, Open and Common Courses highlight these issues.
- Visit to old age home creates social responsibility and awareness.
- Initiated seminars on gender sensitization to create gender sensitivity and women empowerment
- Celebrating days, ear marked for energy conservation, health, girl child etc.
- Self- defense training programme ensuring women safety and empowerment.
- Women’s Day celebration- Flash mob, lecture on Moral, Cultural and Social issues.
- Conducted Webinar on “Cyberspace: Be Conscious, Be Safe” which inculcates raised awareness and gender sensitivity.
- Counselling sessions to the needy promote mental health and allow crisis intervention.
- Distributing Cloth Bags to students in collaboration with Rotary Club, Vaikom promoting “**Vasudaivakudumbakam**” .
- Session on “**A Cancer Free World - The Choice is Yours**” addressed Women health and well-being.
- Skill enhancement programme on cloth bag making promotes self-employment and social welfare.
- Activities serving the society like Blood Donation Camps, Clean Kerala Campaigns are conducted.
- Professional ethics reinforced through seminars and workshops on topics such as Intellectual Property Rights.
- The curriculum is enriched with discussions and activities centered on ethical practices.
- Gender equality is promoted through comprehensive awareness programmes and publications.
- All the laboratories strictly observe standard operating procedure
- We have an effective waste management strategy along with green initiatives.
- Initiated gender audit in all relevant realms.

By seamlessly embedding Ethics, Gender equality, human values and environmental sustainability in all curricular and extracurricular activities, the institution equips students to create positive societal change. Through these efforts, St: Xavier’s College not only fosters academic excellence but cultivates values essential for shaping a sustainable and equitable future.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:** 56.82

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

Response: 300

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 84.28

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 167     | 204     | 218     | 218     | 222     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 261     | 255     | 235     | 235     | 235     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 81.08

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 71      | 105     | 102     | 108     | 111     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 131     | 128     | 118     | 118     | 118     |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.03

## 2.3 Teaching- Learning Process

### 2.3.1

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



**Response:**

**Experiential Learning:**

- Industrial visits/Study tours/Fieldwork.
- Odonate Survey: Estimating the diversity of Odonates in and around water bodies of selected areas of Kottayam districts by the Department of Zoology
- On-the-Job Training/Soft skill development/Entrepreneurship programs.
- Student Enrichment Programs: Walk with Scholar, Scholar Support
- A socio-economic survey was conducted in Perumbalam Gram Panchayat by the Department of Economics and its alumni to assess the region's backwardness
- Organisational activities by the College Union, NCC, NSS & Other Clubs
- Participation in Workshops/ National Conferences
- News journal preparation by Journalism students
- Sahapadikkoru Veedu- is a heartwarming initiative undertaken by the Dept. of Economics, St. Xavier's College Vaikom, showcasing the spirit of compassion and solidarity.
- **'Mikav' \_School Adoption Program by Department of Economics, St. Xavier's College Vaikom**
- Ozone Day Celebration

**Participative Learning:**

- Association activities by various departments
- Janasabha: A community drive against Drug
- Intercollegiate quiz competitions by various departments
- Inter-School Fest 'ALIFEROUS Junior 2020' for Plus1 & Plus2 commerce students by the Department of Commerce.
- Observing National /International days
- College union activities
- Onam and Christmas are celebrated with students' participation
- Webinar on Mangrove Conservation by the Department of Zoology
- Participation of students in various conferences and seminars:
- Participation of students in Career Oriented Programmes
- Discussion on Union Budget

**Problem-Solving Strategies:**

- Clubs and departments organize Quiz competitions, contests etc.
- Research Orientation Programmes for students
- Workshop on Water Hyacinth: A socio-economic resource for livelihood
- Hands-on training for using Statistical Package for the Social Sciences software for data analysis
- Orientation Programme on Personality Development
- Soft Skill Development Programmes
- Hands-on training on teamwork, team management, and presentation skills in collaboration with Logic School of Management, Kottayam

**ICT-enabled learning:**

- A Session on E-learning conducted for students
- Online training program/FDP on Google Classroom for teachers
- Introduction of online 21st Century Employability Skill development programmes in collaboration with Wadhvani Foundation USA
- Webinars organized by various departments
- Live telecast of union budget

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31      | 31      | 31      | 32      | 32      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 2.4.2

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

**Response:** 82.17

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 27      | 26      | 25      | 25      | 26      |

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The college has an efficient assessment and evaluation system. At college, we follow the guidelines and policies framed by the University for sorting out the issues pertaining to grievance redressal.

The major components of the evaluation system are given below:

- Continuous Internal Evaluation
- External Evaluation

Methods implemented to encourage transparency in internal evaluation.

- Orientation programme
- Internal examination calendar
- Communication of assessment mechanism procedures and ensuring transparency.
- Publication of internal forms.
- Robust Grievance Redressal System.
- Engaging open houses and collecting feedback

### Attendance

Attendance is recorded at the beginning of each class. Students can attain attendance records from the office through E-College solutions. The attendance percentage is published at the end of each semester. Attendance comprises five marks out of a total of twenty.

### **Assignments/Seminar**

The number of assignments is set based on what the course requires. Five of the twenty marks allotted for internal evaluation are for assignment.

### **Internal Examinations**

There will be two internal examinations for each course in a semester. The dates of the internal examinations are communicated. Ten of the twenty marks are allotted for internal examinations. The consolidated internal marks are entered in the A form for each course. The marks are then published in the B form prescribed by the University and then uploaded to the University portal.

### **External Examinations**

External examinations are conducted as per the schedule and timetable issued by Mahatma Gandhi University at the end of each semester.

The university website publishes notifications well in advance, including:

- Dates of Examinations
- Examination Centres

Hall tickets are issued through the exam centre, and students attend the examination. After the exams, valuation camps are held at zonal headquarters, followed by the publication of results. Dates for revaluation and supplementary exams are announced later. The college actively participates in these activities, ensuring transparency and confidentiality. The principal monitors and the chief examiner coordinate all examination-related activities.

The following measures are taken by the college to ensure transparency in external examination related activities:

- Communicate examination fee remittance notification
- Supply exam registration application forms to students and encourage submission of completed, verified applications and fee remittances in a timely and prompt manner.
- Communicating exam timetable immediately after its publication by the University.
- Planning of the exam hall arrangements and invigilators' duty list.
- Sharing the invigilation duty list with the teachers
- Distribution of hall tickets to students
- Question paper downloading and printing

### **Exam-related grievance redressal at college**

Students may have varied lists of grievances pertaining to the conduct, content of the question paper, time allotment, results, etc.

Grievances from the student's community related to examination are addressed at 3 levels.

Level 1 – Department Level

Level 2 – College Level

Level 3 – University Level.

The procedure for grievance redressal is given in the institutional handbook. Students who have grievances may file them via letter to the relevant authority or online through the institution's website.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

**Outcome-Based Education (OBE)** is a pedagogical approach that focuses on clearly defined learning outcomes. It ensures that teaching, learning, and assessment are aligned to achieve specific goals. Within this framework, Programme Outcomes (POs) and Course Outcomes (COs) are crucial components.

**Programme Outcomes (POs)** - POs define what students are expected to achieve by the end of the entire programme. They focus on the knowledge, skills, and attitudes required for successful performance in professional and societal roles.

**Course Outcomes (COs)** - COs describe what students should be able to do at the end of a particular course. COs contribute to the achievement of POs. COs should be stated in clear and measurable terms.

St. Xavier's College carefully evaluates program outcomes set by the University, and devises measures to evaluate course outcomes through a rigorous evaluation procedure. Here, we communicate the progression with the student community and ensure that their academic accomplishments are in line with the programme outcomes.

The students were briefed about the programme and course outcomes at the beginning of each academic session. This will enable the student to have a goal-oriented approach towards academics. At

the start of each academic year, staff meetings were held to finalise the operational aspects of the course plan, setting the direction of instruction for the coming year.

The participation of the faculty members in curriculum revision workshops and seminars hosted by the University is worth mentioning here. Membership in various Boards of Studies is yet another advantage in this regard.

The IQAC conducted various discussion sessions with experts to help the faculty members design and develop course outcomes aligned with the respective programmes. The prime focus was also given to envisaging the POs and COs in alignment with the institutional values and vision and mission. The IQAC then examines and approves these results to make sure they meet the curriculum's requirements and learning goals.

### Learning outcome familiarization measures

- Orientation Classes
- Institutional Website
- Program file creation
- Classroom instructions
- Displaying POs on the campus
- Display through departmental notice boards.
- Awareness sessions for the students

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

#### **CO – PO and CO – PSO Mapping Scale**

The courses in the curriculum must correlate with the POs and PSOs. For a course, map the COs to POs and PSOs using the CO-PO and CO-PSO matrix.

The correlation levels are: ? “0” – No Correlation. ? “1” – Slight (Low) Correlation ? “2” – Moderate (Medium) Correlation ? “3” – Substantial (High) Correlation.

#### **Assessment and Attainment Methods**

Assessment is one or more processes carried out by the institution that identifies, collects and prepares data to evaluate the achievement of outcomes. Both direct and indirect method of assessment is followed for attainment. Attainment is the activity or fact of achieving a standard result towards the accomplishment of desired goals. The weightage for direct attainment is 80% and for indirect attainment is 20% in normal practice.

? Direct Method: The direct method displays the student's knowledge and skills from their performance in Assignments, Seminar, Case Study, Group Discussion, Paper Presentation, Viva-Voce, Attendance, Internal Examination, End Semester Examination, etc. These methods provide a sample of what students know and/or can do and provide strong evidence of student learning.

? Indirect Assessment Method: The Indirect tool used is the Survey from different stakeholders. Course End Survey Analysis is a technique to measure the attainment of outcomes indirectly. The indirect method is conducted through Course Exit Survey, Alumni Feedback, Employer Feedback, Teacher Feedback and Parent Feedback.

### **Attainment Levels**

? Course Outcome: The assessment of course outcome follows the direct method. If the average attainment score of the course is greater than or equal to 2 the outcome is attained for that course. If the attainment score of a particular course is more than 2 for two consecutive years, the existing rubric for the attainment will need to be changed as part of a continuous improvement.

The rubric set for CO calculation based on the direct evaluation method is as follows:

? If a student achieves more than 65%, grade point is 3 (High), if it is between 50% and 65 %, then grade point 2 (Medium), between 35% and 50%, then grade point 1 (Low) and if the score is less than 35%, then grade point should be 0.

? Programme Outcome & Programme Specific Outcome: At the end of each Programme the PO assessment is done from the CO attainments of all curriculum components. At the end of the semester, the attainment of PO/PSO is also assessed along with the CO assessment of each course. The Programme Outcome is calculated at the end of the Programme from the result of this assessment. The attainment level may be set for a specific Programme or Institution in general.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **2.6.3**

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

**Response:** 82.18

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 151     | 167     | 159     | 173     | 148     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 189     | 197     | 199     | 200     | 186     |

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

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Several innovative strategies are implemented in our institution for transfer of knowledge so as to sharpen & hone the skills of our students through the activities of Institution's Innovation Council & Entrepreneurship Development Club. IIC seeks to systematically encourage an entrepreneurial and innovative culture among students. IIC's main goal is to promote, encourage, and nurture young students by helping them generate entrepreneurial ideas and equipping them to make those ideas a reality.

Other initiatives of the institution are given below:

- Students of Chemistry Department are given industrial training in collaboration with CIPET.
- Science quiz competitions are conducted by all the Science Departments to ignite the scientific temper of students.
- Department of Zoology in collaboration with TIES conducts Odonate surveys in campus &

nearby areas annually. Students are encouraged to undertake field studies in their own localities so as to inculcate a sense of biophilia among the students & to make the students sentient on environmental hazards & importance of environment protection.

- Reading week celebrations are conducted to enhance the literary skills of students.
- The Department of Zoology has a research club where students present their own work or any other interesting topics related to contemporary issues in the field of life science .The Department also takes initiatives to prepare checklist of ichthyofaunal diversity of Vembanad lake (Ramsar site :1214 ) as a part of biodiversity assessment studies.
- Research club take initiatives to invite faculties from other departments to share their research experience with students so that students can develop multidisciplinary perspectives & innovative concepts for pursuing a research career in future.
- Hands-on training programme on art and craft was conducted by Political Science Department. With the execution of such a programme students were able to realize their artistic potential and craftsmanship.
- Faculty from the department of Journalism is involved in disseminating knowledge about traditional Indian culture including Folk traditions through an organization named “KARI”.
- St. Xavier's College Vaikom has initiated Young Innovators Programme (YIP) which is an incredibly dynamic initiative to identify nurturing and empowering young talents to lead innovation and drive social change. The Program is designed to equip young individuals with the necessary skills, resources, and networks to turn their ideas into impactful solutions. St. Xavier's College Vaikom is a registered institution under the YIP Programme with the Kerala Development and Innovation Strategy Council (KDISC). The college is actively fostering an innovation ecosystem on its campus through YIP, catalyzing nurturing creativity and problem-solving skills among its students.
- Conservation of medicinal plants: The students of the college are made aware about the significance of medicinal plants in traditional Ayurvedic system of medicine. The medicinal properties are mainly due to the presence of various alkaloids. The medicinal plants nurtured by our students are Sida, aloe vera, Catharanthus, Eclipta, Phyllanthus, different varieties of Tulsi etc.
- Promotion of indigenous Yoga: The college ensures the mental well-being of students by the promotion of practical yoga sessions.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.2.2

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

**Response:** 44

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 13      | 10      | 9       | 5       | 7       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.89

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 4       | 7       | 15      | 7       | 9       |

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

#### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.45**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8       | 2       | 5       | 3       | 3       |

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

**3.4 Extension Activities****3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

St Xavier's College Vaikom promotes extension activities in the neighbourhood community for sensitizing students to social issues & their holistic development. NCC& NSS aims to the development of character, comradeship, discipline, secular outlook, spirit of adventure, sportsmanship & ideals of selfless service among the youth of the country to create a human resource of organized, trained & motivated youth to provide leadership in all walks of life & always be available for the service of the nation.

Through its diverse community oriented programmes & activities focused at holistic development of the students with community the NSS& NCC of the college aims at developing a sense among students about attachment to the community utilizing their knowledge in finding solutions to community problems, developing capabilities & skills to meet emergencies like pandemic and natural disasters & participating in community services by actively involving in various campaigns & programmes .

During the last 5 years, various community related extension activities were organized such as :

- Environment awareness programmes - Initiatives aimed at educating the public about environmental issues, promoting sustainable practices, and encouraging conservation efforts.
- Management of natural disasters – Kerala deluge 2018 - The response and recovery efforts following the devastating floods in Kerala in 2018, including rescue operations, relief distribution, and long-term rehabilitation plans.
- Health awareness programmes - Initiatives focused on educating the public about various health issues, preventive measures, and the importance of a healthy lifestyle.
- Awareness of sustainable development goals - Efforts to inform people about the 17 Sustainable Development Goals set by the United Nations, which address global challenges like poverty, inequality, climate change, and environmental degradation.
- Fight against the covid pandemic - Global response to the COVID-19 pandemic, including public health measures, vaccination campaigns, economic relief packages, and social distancing guidelines.
- Swachh Bharath Abhiyan - A nationwide cleanliness campaign in India aimed at eliminating open defecation, improving sanitation, and creating a clean and healthy environment.
- Puneet Sagar Abhiyan - A campaign initiated by the National Cadet Corps (NCC) to clean up India's coastlines and raise awareness about marine pollution.
- Azadi Ka Amrithmahotsav - **Azadi Ka Amrit Mahotsav** is a grand celebration commemorating India's 75 years of independence. It's a nationwide initiative aimed at honoring the sacrifices of freedom fighters, showcasing India's rich cultural heritage, and inspiring citizens to work towards building a prosperous future.
- Mega Swachhta Pakhwada - **Mega Swachhta Pakhwada** is a fortnight-long cleanliness campaign organized by the Indian government to promote a clean and healthy environment. It aims to mobilize large-scale public participation in cleanliness drives and sanitation initiatives.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### Response:

1. Award from Media One Television Channel: HEI received appreciation from Media One for the selfless service exhibited during the Kerala deluge 2018.
2. Award from Youth Welfare Society Vaikom: A token of appreciation was received from Youth Welfare Society Vaikom for the exemplary services rendered by the NCC unit of the college during the fight against covid pandemic.

3. Certificate of Appreciation from Ministry of Education's Innovation Cell for the performance of IIC.
4. Appreciation from Vaikom Block Panchayat - Appreciation for conducting the Mega Job Fair as part of Extension Activities for the general public.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.3

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

**Response:** 48

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 6       | 5       | 14      | 11      |

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 36

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The College is located on the banks of Vembanad Lake. The greenery and nature itself enhance the beauty of the campus, which provides students with an eco-friendly and peaceful atmosphere. The college campus spans 18 acres of land and built area 5793 sq.m

| PHYSICAL INFRASTRUCTURE |                             |     |  |
|-------------------------|-----------------------------|-----|--|
| Sl.No                   | Facility                    | Nos | Description  |
| 1                       | Class room                  | 23  | No.of class rooms with LCD projectors -7<br>Smart TV -1  |
| 2                       | Faculty rooms               | 9   | Equipped with Computers, printers,intercom,LAN, Board band & wi-fi connectivity  |
| 3                       | Seminar hall                | 2   | Seminar hall with LCD projector ,broad band & wi-fi connectivity and uninterrupted power supply .One seminar hall is air conditioned |
| 4                       | Computer Lab                | 3   | One main lab, one lab each attached with Physics and Zoology lab<br>33 computers   |
| 5                       | Conference hall / IQAC room | 1   | Lap top, Printer , LCD Projector, wi-fi enabled  |
| 6                       | Media Production room       | 1   | A/C room ,two computers with internet and UPS, a high quality recording camera   |
|                         |                             |     |  |



|    |                                  |   |  |
|----|----------------------------------|---|--|
| 8  | Physics Laboratory               | 1 | Equipped with sufficient number of apparatus               |
| 9  | Chemistry Laboratory             | 1 | Equipped with sufficient number of apparatus and chemicals |
| 10 | Zoology Lab                      | 1 | Sufficient numbers of Microscope                           |
| 11 | Botany Lab                       | 1 | Sufficient number of microscopes                           |
| 12 | Library                          | 1 | Automated with ILMS  |
| 13 | Reading Room                     | 1 | Provided with News papers, periodicals                     |
| 14 | Multi purpose auditorium         | 1 | Seating capacity of 500, CCTV cameras                      |
| 15 | Examination hall/mini auditorium | 2 | Installed CCTV camera                                      |
| 16 | Food science Lab                 | 1 | Equipped with modern instruments                           |

**DIGITAL INFRASTRUCTURE**

|   |              |    |  |
|---|--------------|----|--|
| 1 | Class rooms  | 8  | Class rooms with LCD projector -7<br>Smart TV -1   |
| 2 | Seminar Hall | 2  | LCD projector, broad band & wi-fi connectivity and uninterrupted power supply. One seminar hall is air conditioned |
| 3 | Computer     | 64 | No. of computers accessible to students -51  |
|   |              |    |  |

**Sports and Cultural Activities**

The institution has a rich tradition of promoting sports and cultural activities through the college union and the Physical Education Department. Various clubs, such as the Oratory Club and the Music Club, are also functioning actively to promote students' participation in cultural activities.

**Facilities for Cultural Activities**

- Auditorium with a seating capacity of 500
- Professional trainers to prepare students for participation in University Art Festivals
- Financial support for students representing the college in various cultural activities and quiz competitions conducted by the university and other higher education institutions

### Facilities for Sports Activities

Physical Education Department provides sufficient resources to promote students' interest in athletics and games. Yoga Day is celebrated and practiced regularly to help students manage stress and improve overall mental health.

- A large playground with ample space
- The auditorium is also used for conducting indoor games

### Other Facilities

- Browsing facilities are available in all departments, the library, and computer labs
- Separate rooms for NCC, Women's Cell
- Storage rooms
- College canteen facility
- Guest room
- Power backup generator
- Solar grid panel
- College Store
- Security room
- Photocopy facilities is available at the main library
- Ample parking area for vehicles
- Four toilet blocks with incinerator facility
- Student's leisure area
- Butterfly garden
- Herbal garden

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.1.2

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

**Response:** 45.84

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 35      | 44.85   | 8.5     | 12      | 22.1    |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

#### St. Xavier's College Library

St. Xavier's College Library established in 1982, has continually evolved to meet the changing demands of modern education, ensuring that it remains a vital resource for students and faculty alike in supporting the informational and educational needs of its academic community.

#### Library Resources, Collection and Management

The library has a comprehensive collection of resources, including:

- **Books:** The library holds 14,543 books covering a wide range of subjects and disciplines.
- **Print Periodicals & Newspapers:** There are 26 print journals, 20 magazines and Newspapers available, providing access to current research and developments across various fields.
- **E-Journals and E-Books:** The library provides access to 6,000 e-journals, 10 online databases and over 100,000 e-books through the N-LIST (National Library and Information Services Infrastructure for Scholarly Content) initiative to offer extensive digital resources and research materials.
- **Software used in Library:** Library is automated and managed by Koha, almost fully (other than

budgeting and serial control) version: 21.11.04.000 hosted on Cloud Server: Microsoft Azure Shared Server 4 core, 16GB SSD. Web-OPAC is available. E-mail updates are available to users about transaction activities.

### **Library Services and Facilities**

To ensure efficient management and accessibility, all books in the library are bar-coded with accession numbers. This facilitates quick and accurate tracking of library materials. The library follows an Open Access System, allowing users to browse the shelves directly and discover resources at their convenience.

Key services and facilities include:

- **Operational Hours:** The library is open on all working days from 9:00 A.M. to 5:00 P.M.
- **Seating Capacity:** The library has a seating capacity of 75 users at a time, providing a comfortable environment for study and research.
- **Resource for Competitive Exams:** The library offers specialized resources for competitive examinations, NET coaching, and civil service preparation, supporting students in their academic and career goals.

### **Library Development and Policies**

The library has a standing policy. At the beginning of each academic year, departments and students are invited to submit proposals for new purchases. These proposals are reviewed and sanctioned by the Principal in consultation with the Library Advisory Committee and the Librarian. This collaborative approach ensures that the library's collection remains relevant and up-to-date, meeting the needs of its users.

The library also accepts book donations, enriching its collection and providing additional resources for its users.

### **Recent Developments and Initiatives**

Over the past five years, LibXav has undergone significant transformations aimed at enhancing its physical layout, software systems, user orientation, collection development, and overall visibility. These improvements have strengthened the library's role as an essential academic hub, providing users with a modern and accessible information center.

The library regularly organizes interactive programs and orientation sessions to familiarize students and faculty with its resources and services. The Library has a website maintained by librarian to communicate with its users. This proactive approach helps maximize the utilization of the library's vast resources and supports the academic growth of the college community.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The following are the existing IT facilities available in the College:

- All the departments, college office, Library and Principal's office have internet facility
- The college has 64 computers out of which 51 are accessible to students
- Wi-Fi connections are available in designated areas
- The library has a comprehensive collection of resources:
  - Books: The library holds 14,543 books covering a wide range of subjects and disciplines.
  - E-Journals and E-Books: The library provides remote access to 6,000 e-journals, 10 online databases and over 100,000 e-books through the N-LIST (National Library and Information Services Infrastructure for Scholarly Content) initiative to offer extensive digital resources and research materials.
  - Software used in Library: Library is automated and managed by Koha, almost fully (other than budgeting and serial control) version: 21.11.04.000 hosted on Cloud Server: Microsoft Azure Shared Server 4 core, 16GB SSD. Web-OPAC is available.
- o E-mail updates are available to users about library transaction activities.
- XIIT, an exclusive IT learning center having 24 terminals with internet connection and uninterrupted power supply
- In addition to main computer lab, both Physics and Zoology departments have separate computer labs to meet the requirements of the curriculum.
- 3 High-end printer cum scanners – one each in the main office, library and the Exam Cell. All the departments, Principal's office and the Physics computer lab have separate laser printers.

- Rented cloud server for global access to Koha and digital repository D-space are available.
- Administration Software E-College solutions is used for administrative and academic purposes.
- 7 class rooms are equipped with LCD projectors and Wi-Fi connectivity
- One class room with a smart TV.
- Two seminar halls are equipped with LCD projectors, broad band, Wi-Fi connectivity, UPS and public addressing system.
- 18 CCTV surveillance cameras are installed in auditorium, examination halls, exam cell, in and around the college premises.
- An air-conditioned Media Production room for video/audio editing
- Two computers with internet connection and uninterrupted power supply in media production studio
- A high quality Digital Camera for recording purpose
- Official G Suite account for the staff

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.3.2

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

**Response:** 10.35

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

**Response:** 51

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 47.37

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38.84   | 42.44   | 7.67    | 22.4    | 15.17   |

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 79.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 327     | 397     | 494     | 529     | 571     |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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



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

### 5.1.3

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

**Response:** 69.75

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 499     | 354     | 100     | 498     | 573     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 48.87

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 87      | 77      | 69      | 99      | 58      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 151     | 167     | 159     | 173     | 148     |

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

### 5.2.2

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

**Response:** 5.64

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3       | 4       | 2       | 9       | 5       |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 34

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6       | 8       | 4       | 15      | 1       |

**File Description****Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response:** 32.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 66      | 33      | 22      | 25      | 17      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1

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

#### Response:

St. Xavier's College Vaikom boasts a vibrant and engaged alumni community, formally known as "**Alumni Association of St. Xavier's College Vaikom**" with **Registration Number, KTM/TC/109/2024** registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act, 1955. The Alumni association serves as a bridge between past and present students and teachers maintaining a strong connection with their institution.

**Structure and Membership:** The Alumni Association is guided by a team of Executive Members. The principal serves as the Coordinator, overseeing an Executive Committee comprising the President, Vice President, Secretary, two Joint Secretaries, Treasurer, an Executive Member and General Body Members. Furthermore, a faculty member is assigned as in-charge of the Alumni Association to facilitate smoother interactions and activities.

**Executive Committee Meetings:** The Alumni Executive Committee conducts regular meetings to ensure the smooth functioning of the association. These executive committee meetings serve as a platform to discuss and plan various activities, contributions, and ways to enhance the connection between alumni and the College.

**Notable Alumni:** St. Xavier's family consists of a vibrant alumni community working in various parts of the world. Present MLA of Vaikom Ms C K Asha, current Block Panchayat President Adv KK Renjith who won the State Government's Award for the Best Block Panchayat in 2023, Mr. Sinoy Joseph, National Award winner for Best Re-Recording Mixer for the film Sardar Udham, Mr. Jose I. V who received Chief Ministers Police Medal in 2023, Mr. Bhasi who won the Kerala State Television Award for the Best Comedy Actor in 2024, etc are only a few among them. Our college utilizes the inspiration and experiences of the Alumni Community for motivating the present generation of students community.

#### Objectives of the Alumni Association:

The main objectives of the Alumni Association are:

1. To promote, encourage, help and build up better relations among the members of the association as well as the stakeholders of the college.
2. To develop and maintain a healthy relationship with the college and collaborate with the various

activities of the college.

- 3.To accept donations, contributions and any other similar other forms of voluntary financing by members or non-members, for the functioning of the Association or for supporting the activities of the Association.
- 4.To support various activities of the college financially or through other means for the benefit of the past/existing stakeholders.
- 5.To uphold and maintain the honour and dignity of the college.
- 6.To hold periodic meetings and conferences among its members.
- 7.To organize and engage with the social, cultural and educational activities among its members and their families to foster social, cultural religious and interpersonal relationships.
- 8.To publish and circulate a newsletter or bulletin which shall be the official organ of the Association through which it shall inform the members the various activities of the Association.
- 9.To undertake charitable initiatives

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

**St. Xavier's College** was established with a clearly articulated and shared vision, mission, and core values.

#### Governance & Leadership Mechanism

The Governing Body is the apex body with regard to the academic, administrative and financial decisions. The body comprises of Manager, Principal, Vice-Principal, IQAC Coordinator, Office Superintendent and representatives of teaching and non-teaching staff.

#### Governance Aligned with Vision and Mission

College governance structure is designed to support its vision and mission, directing all decisions and actions towards achieving its educational goal.

#### Uplifting socially, educationally, and economically vulnerable sections of the community

Majority of our students belongs to socially and economically backward category of the society.

#### To empower and transform our students into global competent

The college has initiated,

- Internship and training programmes at various organisations
- Conduct of seminars and webinars regarding relevant topics in the present scenario
- Digitalization of College Library and availability of e-resources
- Use of online platforms for teaching-learning
- Student project for experiential learning

#### Moral Integrity through Value Based & Quality Education

- Conduct of value-based orientation sessions, seminars and webinars
- Organizes hands on training programs

#### Moulding Students to be Responsible Citizens & Leaders

- College functions with designed policies to imbue students with moral and ethical principles.
- Decentralization in the college's governance ensures the comprehensive development of all stakeholders.
- Inclusion of students in decision making process
- College is following a civic-education- involved-curriculum which teaches human rights in all disciplines.
- An active elected student union which serves as a platform for student voice

### **Developing Compassionate Attitude within Students**

Emphasis on extension, collaboration and community service initiatives

### **Leadership, Decentralisation and Participative Management**

The institution's governance structure fosters a multi-tiered leadership framework aligned with the institution's vision and adaptable to educational changes, including the NEP 2020. The model emphasizes decentralization and participative management, integrating stakeholders in decision-making and adhering to regulations with key bodies like IQAC, Staff Council, and others.

### **Implementation of NEP**

- Introduction of B.Sc. Food Science & Quality Control course as New Generation Course.
- Developments in ICT enabled infrastructure
- Conducting FDPs and webinars for familiarizing NEP
- Collaborations and experiential learning opportunities for students
- Soft Skill training programmes

### **Case Study**

The college emphasizes holistic student development and social responsibility through Community Services like '*Clean St. Xavier's Mission*' and '*Clean Vembanad Drive*' engage students in environmental stewardship and community involvement.

### **Short Term and Long-Term Perspective Plan**

Perspective plans of the institution to evolve, innovate, impart quality education and achieve its vision and mission mainly come under the following traits.

- Excellence in Education
- Encourage research culture in faculty and students
- Inculcating social values and responsibilities
- Infrastructure development



| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

#### Organisation - Structure and Function

The College is governed and managed by St. Xavier's Church, Kothavara. The management oversees the overall functioning and policy decisions including staff appointment, promotion and financial management.

- The college is affiliated to Mahatma Gandhi University Kottayam.
- The Principal leads administrative and academic decisions per UGC regulations, Kerala's Directorate of Collegiate Education, and Mahatma Gandhi University statutes, managing responsibilities through staff and stakeholders.
- Vice Principal assists the Principal in the aspects of administration and academics of the college.
- College council is the apex decision making body of the college. It includes Principal, Head of the Departments, 2 elected members.
- IQAC ensures and enhances the quality of education and promotion of research and innovation through continuous monitoring and evaluation.
- Staff Council include the Principal and all teaching and non-teaching faculties.
- The Department Council is devised at each department comprising teaching faculties of that respective department
- College also equipped with statutory bodies like Internal Complaint Committee, Anti Ragging Cell, Anti-Harassment Cell, SC/ST Cell, Women Cell etc. which provide structure, representation, expertise, accountability and adherence to standards within the college framework.
- Various bodies like NSS, NCC, clubs, cells, PTA, Alumni plays a crucial role in shaping a holistic educational experience by promoting values, community engagement and collaboration between various stake holders.
- Administrative management mainly headed by Principal with the assistance of Office Superintendent, Head Accountant, Establishment section and other staff.
- Aided section staff are appointed per government guidelines and Kerala Service Rules, with service conditions governed by the Directorate of Collegiate Education and Mahatma Gandhi University. Teaching faculty have three ranks: Assistant Professor, Associate Professor, and Professor.
- Non-teaching staff have five levels, with selection and promotion based on qualifications, performance appraisals, and the college's HR policy.

### **Excellence in Education**

- Our university exam results surpass the average of M.G University
- Transforming first-generation students into educated individuals
- Use of ICT and other innovative techniques
- Automated library with ILMS
- MoUs with prominent institutions
- Faculty involvement in BoS and curriculum development

### **Encourage Research Culture in Faculty and Students**

- Conduct of webinars, seminars and workshops
- Presentation and publication of papers in journals and books
- Developing research aptitude in students through diverse activities

### **Integral Formation of Students**

- Conduct of curricular, co-curricular and extra-curricular activities
- Provides Career Guidance and Counselling
- Placement drives and Job fairs
- Implementation of Add-on Courses and Skill Development Training Programmes
- Active clubs, cells, NSS and NCC units
- Scholarships and endowments every year

### **Inculcating Social Values and Responsibilities**

- Commemorate national and international days
- Service to society through various extension activities

### **Policies, Service Rules and Procedures**

The college follows UGC, Kerala Government, MG University, and Governing Body guidelines for hiring, promoting, and managing employees.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload Additional information  | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

### **6.2.2**

*Institution implements e-governance in its operations*

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The institution has a clear performance appraisal system, effective welfare measures, and career development opportunities for staff, focusing on well-being, financial security, and professional growth through comprehensive welfare initiatives.

Self-Appraisal Record is maintained by all Staff Members. At the time of Promotion, Faculty Members Submit the PBAS- Self Assessment Report to IQAC for Verification which is further verified by the Manager

Faculty Members are assessed by the Principal in a Confidential Report submitted to the Manager

Performance of Teachers as Tutors, Mentors and Class Teachers are assessed by the Concerned HOD in Confidential Reports and Communicate with the Principal.

Student's Feedbacks are taken each year and are Evaluated and Communicated with the Respective Teacher.

Self-Appraisal is done by individual faculty.

The performance of Non-Teaching Staff (PBAS) is assessed by IQAC and Reports to the Principal

The performance of HoDs, office supervisors, Coordinators of Various clubs, and IQAC is assessed by the Principal, who communicates with the Manager

### **Welfare Schemes**

Staff Co-operative Society functioning in college extends financial assistance like loans and other services at affordable rates of interest.

Financial Support is provided for teaching and non-teaching staff to meet medical expenses in terms of emergency.

**Medisep** scheme is intended to provide comprehensive health insurance coverage to all serving employees of the State Government.

Accident Insurance Scheme for Employees

Special Casual Leaves are given to staff members during medical emergencies like COVID or any other illnesses on Compassionate Grounds

Provident Fund: Staff can invest in the EPF, Group Insurance Scheme (GIS) is given to staff for their welfare.

State Life Insurance Scheme is provided with twin benefits of insurance cover to help their nominees in the event of death while in service and a lump sum payment to augment their resources on retirement.

Management encourages Faculty members to apply for promotions without any delay and follow UGC norms for their Career Advancement.

Maternity Leave is given to female staff members for 180 days to safeguard the interest of the mother immediately before and after childbirth.

Leave benefits are given to female staff who have miscarriage or tubectomy Paternity Leave for 10 days is given to male staff members

National Pension Scheme (NPS) is a voluntary contribution pension scheme existing in the college. Staff can contribute regularly to pension accounts during their working life.

### **Welfare Programmes**

- Annual Tour Programme
- Staff Day for both Staff and No Teaching Staff
- Regular Conduct of FDPs, Capacity Enhancement and Orientation Programmes

### **Welfare facilities**

- Free internet and Wi-Fi facilities (designated areas).

- Conducts faculty enhancement programs.
- Recognizes paper publications in Scopus journals.
- Promptly facilitates Provident Fund loans.
- Offers advance salary from the college fund for guest teachers.
- Canteen Facility
- St. Xavier's Hospital provides medical facilities.
- Recreational room
- Free accommodation in the College Guest Room
- Video Recording Facility
- Separate Parking Slots
- Online and Offline Income Tax Filing Support
- WhatsApp Groups and G-Suite Access for Correspondence

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 6.3.2

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

**Response:** 52.87

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23      | 8       | 15      | 27      | 10      |

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

### 6.3.3

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

**Response:** 60.66

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26      | 27      | 27      | 37      | 11      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8       | 10      | 10      | 12      | 14      |

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institution has established a well-defined financial policy and implemented effective strategies for the mobilisation and optimal utilisation of resources from various sources, including government and non-government organisations. Annually, proposals for government or UGC-funded projects are meticulously prepared and submitted, allowing the institution to secure various Central government and State government funds, along with non-government funds mainly from the Management and PTA contributions. Regular internal and external financial audits are conducted to ensure these funds are utilised optimally. Moreover, the institution rigorously adheres to a structured process to guarantee the effective management of funds, reinforcing its commitment to transparency and accountability in financial management.

#### Optimum utilisation of funds

**Administrative Leadership and accountability:** The Principal and management team collaboratively oversee the prudent use of funds, submitting detailed reports to the *Governing Body* for approval. This demonstrates their commitment to financial responsibility and accountability.

**Purchase Committee Vigilance:** The Purchase Committee manages the procurement process efficiently, ensuring cost-effective purchasing practices by overseeing expenditures across various funds.

**IQAC-led quality assessment:** The Internal Quality Assurance Cell (IQAC) strategically mobilises funds to significantly enhance the quality of teaching and learning, reflecting a strong commitment to

institutional standards.

*Accounts are maintained by the Head Accountant and the Principal is accountable for all the financial transactions.*

### Programs and Scholarships

- Financial assistance is provided for infrastructure enhancements, welfare expenses, and scholarships for deserving students.
- Joint funding by the institution and government support programs, such as Walk-With-a-Scholar and Student-Support-Programme, along with NCC and NSS activities.
- Dedicated staff members ensure broad student inclusion in various scholarships and grants.

### Departmental Initiatives

- Departments and associations are encouraged to improve student welfare, conduct seminars, and manage events and infrastructure improvements through sponsorships.

### Internal Fund Generation

- Policies are in place to generate funds for institutional development internally.
- The principal manages routine payments.

### Financial Audits

- Internal Audit: An annual internal audit is conducted by the College
- An external audit of government funds is conducted by the *Department of Collegiate Education*.
- An external audit of the management fund is conducted by a practising *Chartered Accountant*.
- Funds generated through various schemes, projects and agencies are audited by a *Chartered Accountant*

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1

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



**Response:**

IQAC has contributed significantly to institutionalising quality assurance strategies and processes, which can be visualised in terms of incremental improvements since the last NAAC accreditation.

**Major Quality Assurance Practices that are institutionalized during the assessment period**

- The implementation of *e-governance* has significantly streamlined administration, enhancing efficiency and effectiveness in managing processes and measuring results within the institution.
- *Strategic planning* aligned with the institution's vision and mission, setting clear **goals and governance strategies**.
- Preparation and submission of **SSR for the 2nd cycle of accreditation**. IQAC has facilitated the peer team visit efficiently.
- Creation of an **innovative ecosystem** through the establishment of the *Institution's Innovation Council (IIC) and Entrepreneurship Development Club (ED Club)*.
- The *Placement Cell* has been enhanced, and **Student Orientation for Placement programs** has been initiated.
- Support for **faculty and student empowerment** through **financial aid and skill-based training programs**.
- Collaboration with CIPET, Kochi and Girideepam Business School through **MoUs** in line with the **National Education Policy (NEP-2020)**, fostering industry insights and facilitating smooth academic to career transitions.
- Periodic **participation in quality audits and rankings**.

**Review of Teaching Learning Process**

IQAC periodically reviews teaching, academic operations, and outcomes, recording improvements through feedback, result analysis, appraisals, and audits, with actionable responses for ongoing development.

**Systematic Academic Planning:** The IQAC has implemented a comprehensive approach to enhance the teaching-learning process, as outlined in the following initiatives:

- **Academic Planning:** Structured at institutional, departmental, and teacher levels, incorporating detailed course and teacher plans for effective curricular delivery.
- **Curriculum Enrichment:** Integration of certificate and value-added courses, along with seminars, workshops, and training programs to augment the curriculum.
- **Mentoring Guidance Team:** Established to provide ongoing support and mentorship to students.
- **Examination Wing:** Responsible for the meticulous conduct, review, and evaluation of examinations.
- **ICT Maintenance Committee:** Ensures information technology infrastructure to support educational activities.
- **Governing Body and Purchase Committee:** Guarantees adequate infrastructure facilities by overseeing planning and procurement processes.
- **Library Advisory Committee** to address extra reading resources and e-learning resources
- **Grievance Redressal Committee** to ensure timely redressal for conducive teaching and learning environment.

**Regular Feedback Mechanism:** The IQAC collects feedback from a variety of stakeholders, which is then systematically analysed to **inform periodic reviews and the implementation of incremental improvement strategies.** The main focus areas are:

- **Feedback on Curriculum and Academic Ambience:** Feedback is gathered from all stakeholders to assess and enhance the educational environment and curriculum.
- **Feedback on Teachers:** Feedback on teaching staff is solicited to identify areas for professional development and improvement.
- **Parental Feedback:** Parents contribute their perspectives on the teaching-learning process, providing valuable insights that help refine educational strategies.

**Result Analysis:** Learning outcomes are assessed through result analysis to ensure educational effectiveness.

**Appraisal and Audits:** Teaching and learning quality is enhanced through annual appraisals, academic and administrative audits, followed by targeted actions based on the findings.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5.2

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

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

St. Xavier's College Vaikom, is committed to nurturing future leaders and fostering gender equality through a comprehensive approach that integrates gender inclusiveness into every aspect of college life. This commitment is evident in the teaching-learning process, campus facilities, and the diverse range of activities and celebrations organized by the college. The curriculum emphasizes gender inclusiveness by incorporating courses that raise awareness about gender issues. The college prioritizes safety and security on campus, implementing rules and procedures to ensure that all community members feel safe and secure. This holistic approach reflects the college's unwavering dedication to promoting diversity, inclusion, equitable opportunity, and gender sensitivity. St. Xavier's College's commitment to gender equality has yielded remarkable achievements, with female students consistently securing top positions across all departments. The Women's Cell is crucial to this success, promoting women's rights and well-being through seminars, workshops, and cultural activities that raise awareness about gender issues and empower women. In collaboration with the Internal Quality Assurance Cell (IQAC), the Women's Cell conducts an annual gender audit. The curriculum addresses gender-specific aspects, and faculty and student projects often focus on gender issues, reinforcing the college's commitment.

Partnering with the Kerala Women Development Corporation, the Women's Cell has organized numerous activities addressing gender-based issues and promoting legal awareness. Notable events include the Gender Sensitization Awareness Drive, featuring a lecture on "Gender Sensitization through Understanding Your Body," and a two-day training program on creating value-added products from clam meat to empower local self-help groups. Another workshop, "Water Hyacinth: A Socio-Economic Resource for Livelihood," was tailored for Kudumbashree members. Campus safety and security are ensured through 24-hour security guards, CCTV cameras, and an anti-ragging and sexual harassment prevention cell. The college conducts awareness classes, provides a sick room for women faculty and students, offers access to a student counsellor, and organizes self-defence classes. St. Xavier's College's comprehensive strategy in gender equity and sensitization, coupled with its robust support facilities, demonstrates its consistent commitment to fostering a campus culture that promotes diversity, inclusion, and gender sensitivity.

- **Woman office bearers:**The college boasts a strong female presence in leadership positions, establishing a positive tone for gender equality.
- **64 % female faculty during 2022-23**
- **61.40% female students during 2018-2023**

- **Women's Cell promotes gender awareness, empowerment, and inclusivity:**
- **Faculty and students are actively engaged in research and projects that address gender-related topics.**
- **Excellence in gender equity evident in academic, cultural, and sports achievements**
- **Well-defined plan and policies address gender equity issues**

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

#### 4. Beyond the campus environmental promotion activities

**Response:** C. Any 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

#### 7.1.4

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

**Response:**

St. Xavier's College Vaikom is dedicated to providing quality education in an equitable, rational, and inspiring environment, fostering the full potential of our students. The administration and teaching staff are committed to motivating students to embrace inclusive growth principles. The institution embraces a diverse student body without discrimination based on caste, creed, or religion, admitting students from various parts of the state and beyond. In terms of administration, individuals are promoted based on merit, emphasizing a commitment to diversity. The college welcomes students and staff from all communities, including Christian, Hindu, and Muslim backgrounds.

The college actively support students' academic progress, offering remedial coaching for those in need. Financial assistance and sponsorship opportunities are facilitated to ensure access to quality education for deserving students, irrespective of their financial background. Student support programs, including NSS and NCC activities, promote social work and values such as togetherness and teamwork, fostering unity among students. Our college operates with a profound sense of harmony, ensuring equal opportunities for all individuals to thrive. This commitment to inclusivity creates an environment conducive to the inclusive growth of every student, reflecting our dedication to harmony and unity. The college actively promotes Constitutional values, rights, and duties through various programs and activities encompassing both curricular and extracurricular domains. Emphasizing human dignity and national unity, these initiatives educate students and staff about their personal and institutional commitments as responsible citizens. The curriculum incorporates subjects like Introduction to the Indian Constitution, Gandhian thoughts, human rights, and gender equity, reinforcing the college's commitment to nurturing responsible citizenship and contributing positively to society.

To safeguard rights and values, the college has established committees like the discipline committee, grievance redress cell, SC/ST/OBC Complaint Redress Cell, Gender-Based Violence Special Cell,

Internal Committee for Differently Abled Persons, and Equal Opportunity Cell. These entities diligently address issues related to the welfare of students, teachers, and non-teaching staff. The college also conducts annual Student Union elections, encouraging students to actively participate in the democratic process. National events such as Independence Day, Republic Day, and Gandhi Jayanti are celebrated with special programs to educate students about the freedom struggle and nation-building initiatives. NCC and NSS volunteers actively contribute to organizing these events. Additionally, the college conducts Blood Donation Camps, Women's Day celebrations, World Environment Day activities, cleaning drives, and assistance to the needy. Overall, our college is committed to fostering an inclusive environment that promotes the holistic development of students, emphasizing social responsibility, unity, and active citizenship.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice 1**

Title of the Practice: **Haritham Amrutham Drive**

#### **Objectives of the practice**

The institution has launched '**Haritham Amrutham**' to promote biodiversity preservation and sustainable lifestyles. This initiative addresses habitat destruction and overexploitation of natural resources while embracing its "Go Green, Live Green" philosophy. The key objectives include raising awareness about ecological challenges, preventing ecological degradation, nurturing an ecologically sensitive generation, and advocating for eco-ethics and eco-justice.

'Haritham Amrutham' encourages organic farming and traditional agricultural practices among students and the local community to transform the campus into a zero-carbon emission zone. Additionally, the initiative focuses on preserving nearby wetlands, converting biodegradable waste into manure to maintain a hygienic environment, and raising public awareness about the value of biodiversity. The program's motto highlights that preserving biodiversity is an urgent necessity for the planet's future, emphasizing collective responsibility for harmonious coexistence between humans and nature.

#### **The Context**

Biodiversity conservation, crucial for our health, economy, and overall well-being, involves safeguarding the variety of species, habitats, ecosystems, and genetic diversity on Earth. It is integral to development sectors and mitigates climate change impacts. Preserving habitats reduces carbon dioxide emissions, and protecting coastal ecosystems like mangroves helps counteract effects such as flooding. Biodiverse ecosystems act as natural filters, purifying air and water, regulating climate, and sustaining fertile soils. Forests, wetlands, and coral reefs provide natural defence against floods and erosion, safeguarding communities. Overall, biodiversity preservation is essential for the stability and sustainability of life on Earth.

### **The Practice**

The initiative engages in various programs to raise awareness about biodiversity preservation in Vaikom Taluk. This includes awareness campaigns, surveys, and door-to-door distribution of handouts. The institution supports local agricultural promotion, waste management, anti-plastic campaigns, and social auditing. To achieve goals, the "Green Volunteers" group, along with NSS and NCC members, leads anti-plastic and cleaning drives. The college dedicates areas for Butterfly Garden, Medicinal Plant Garden, and Aquatic Plants Garden, emphasizing water channel preservation, pisciculture and biodiversity conservation. Organic farming and eco-friendly agricultural practices are also promoted at the campus.

### **Evidence of Success**

Biodiversity preservation, inherently complex to measure directly, is closely tied to the attitudes and actions of the youth and local residents. The college's biodiversity preservation and green initiatives have enhanced students' interest in learning more about nature, leading them to choose projects focused on this area. The student projects on biodiversity (2018- 23) include various categories such as donates and butterflies, indigenous fishes, avian fauna, mangroves and medicinal plants, clams, insects, and water quality.

### **Problems Encountered and Resources Required**

A notable limitation of current performance measurement systems is their dependence on internal self-assessments. To bolster credibility with stakeholders, implementing independent verification and audit systems is essential. These external mechanisms offer unbiased evaluations, ensuring transparency and enhancing organizational credibility.

### **Best Practice 2**

Title of the Practice: **Sujalam Vembanad Drive**

#### **Objectives of the practice**

The institution's "**Sujalam Vembanad Drive**" engages students and local residents in the eco-restoration of Vembanad Lake, a globally recognized Ramsar site, incorporating the 'Revamp Vaikom' initiatives. This effort focuses on eliminating water pollution, preserving fisheries, safeguarding wetland ecosystems, promoting sustainable development, and protecting diverse plant and animal species. Vembanad Lake is a crucial habitat and nursery, acting as a transitional ecotone between the sea and



land. The primary objective is to garner public support for maintaining the lake's cleanliness while promoting sustainable practices such as responsible tourism, eco-friendly agriculture, and lake-friendly fishing techniques in the surrounding areas. By actively involving students and local communities, it aims to raise awareness, preserving the ecological balance and biodiversity of wetlands, and foster collective efforts in conserving Vembanad Lake and surrounding wetlands, contributing positively to Ramsar site conservation.

### **The Context**

Vembanad Lake in Kerala, the largest lake in India and a Ramsar site, boasts diverse habitats like marshes, backwaters, and mangrove forests. This ecosystem harbours a rich array of plant and animal species, including endangered birds. Crucial for flood control and protection against coastal erosion, the lake was designated a Ramsar Site in 2002. As the institution is situated on its bank, preserving Vembanad Lake is a top priority. Safeguarding this ecosystem ensures long-term sustainability, benefiting biodiversity, climate change mitigation, water resource management, and the well-being of both nature and humanity.

### **The Practice**

This drive targets youth, residents, houseboat owners, tourists, and fisherfolk through awareness programs, surveys, and handouts. Green Volunteers conduct mangrove drives at various nearby locations, organize programs with the Clean Vembanad Organization, and lead anti-plastic campaigns and the 'Clean Vembanad Drive' since 2019 to ensure the water quality of Vembanad Lake. Releasing fingerlings into the lake supports biodiversity preservation. Faculty and students actively participate in lake protection, awareness campaigns, and social auditing. By engaging the college community and stakeholders, the initiative fosters collective responsibility for the conservation of Vembanad Lake.

### **Evidence of Success**

Since 2019, Green Volunteers have conducted mangrove drives at various locations, releasing fingerlings into the lake and conducting Odonate surveys to support biodiversity preservation. Collaborating with the Clean Vembanad Organization, the college has led anti-plastic campaigns, the 'Clean Vembanad Drive,' and mangrove planting initiatives to maintain Vembanad Lake's water quality. Targeting youth, residents, houseboat owners, tourists, and fisherfolk, these efforts include awareness programs, surveys, and handouts. By actively involving students and local residents in eco-friendly activities, the college has fostered a biophilic attitude within the community. Faculty and students participate in lake protection initiatives, awareness campaigns, and social auditing, fostering collective responsibility for Vembanad Lake's conservation. These activities, supported by Green Volunteers and institutional backing, positively impact the lake's ecological well-being and promote sustainable development, demonstrating significant strides in environmental conservation and community involvement.

### **Problems Encountered and Resources Required**

Current performance measurement systems often rely on internal self-assessments, potentially lacking objectivity and introducing biases. Recognizing this, the college conducted an annual survey among local residents to gauge their understanding, awareness, and engagement in wetland ecosystem and biodiversity conservation. This survey assessed community perspectives and attitudes towards conservation strategies. In response, the college initiated a lecture series titled "Punarjeevanam" to impart

scientific knowledge about wetland ecosystem preservation to the local community.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

St. Xavier's College Vaikom has become a cornerstone for providing educational opportunities to economically and socially disadvantaged individuals in the region and neighbouring areas. A significant majority of the students are first-generation learners in higher education, belonging to economically underprivileged classes. The college is dedicated to addressing the academic needs of these marginalized sections by offering tailored academic and non-academic activities that foster a holistic approach, emphasizing the preservation of human values and ethics. The mission of the college is to provide value-based education in letter and spirit, moulding the younger generation to be intellectually competent, emotionally balanced, spiritually enlightened, and morally upright. This institution has developed a distinctive strategy to cherish its vision and mission by ensuring student participation in organizing and conducting events. The various departments of the college individually and jointly host programs to advance employability skills, personality enrichment, gender sensitivity, entrepreneurial development, and knowledge extension. In line with this, hands-on training programs, on-the-job training, industrial visits, and internship training are executed to provide experiential knowledge to students.

St. Xavier's College is also deeply committed to sustainable development and environmental conservation. The college has implemented numerous green initiatives to conserve the ecosystem, with a strong focus on energy conservation, carbon neutrality, and maintaining a plastic-free campus. Practices such as rainwater harvesting, organic farming, and creating a miniature ecosystem are integral to the college's commitment to sustainability. Additionally, discouraging vehicular entry, encouraging bicycle use, and continuous tree planting further support the college's environmental initiatives. A significant aspect of the college's environmental efforts is its active contribution to wetland conservation, particularly focusing on preserving Vembanad Lake. This involves awareness campaigns, cleanup drives, and collaborations with local communities and organizations dedicated to wetland preservation. **The college prioritizes planting mangrove saplings every year on the banks of the Vembanad Lake. These efforts align with the college's commitment to environmental stewardship and sustainable practices in higher education.** The "Haritham Amrutham Drive" champions biodiversity preservation, sustainable lifestyles, and eco-justice to curb habitat destruction and overexploitation while raising awareness of ecological challenges. This initiative promotes biodiversity preservation in Vaikom

Taluk through awareness campaigns, surveys, and door-to-door handout distribution. It supports local agriculture, waste management, and anti-plastic initiatives. The "Green Volunteers" group plays a pivotal role in this drive. The "**SujalamVembanad Drive**" focuses on conserving Vembanad Lake, a Ramsar site in Kerala, India, which encompasses diverse habitats crucial for flood control and coastal protection. Located on the lake's bank, our institution emphasizes the importance of preserving the lake to ensure sustainability, benefiting biodiversity, climate mitigation, and water management. This drive targets youth, residents, houseboat owners, tourists, and fisherfolk through awareness programs and surveys, engaging the community in Vembanad Lake conservation efforts.

The college's organic farming practices not only contribute to biodiversity preservation but also support environmentally friendly agricultural practices. Organic farming has taken root in individual households through students and faculty members, with the college providing hands-on training on effective organic farming methods. This initiative underscores the college's holistic and inclusive approach, emphasizing the preservation of human values and ethics in all aspects of its operations. To further support its green initiatives, the college conducts annual internal green and energy audits to assess and enhance its ecological footprint. Embracing digitalization, the college uses platforms like WhatsApp groups to disseminate circulars and information efficiently, reducing paper usage. The college's long-standing motto, "Go Green," reflects its unwavering dedication to environmental conservation.

In addition to its environmental initiatives, St. Xavier's College is committed to addressing various social issues and promoting health awareness. St. Xavier's College is dedicated to fostering inclusivity, diversity, and gender equality, empowering future leaders in a supportive environment. With a strong female presence in leadership positions, the college sets a positive tone for gender equality. The Women's Cell organizes programs, events, and gender audits to promote gender equality and empower women. The programmes organised by the college library enhance self-learning and knowledge sharing, accelerating academic activities and creating an enriched, indirect learning environment for every student. Webinars on social issues, including cyber security and drug abuse, have also been conducted. These efforts aim to enhance the well-being of the college community and raise awareness about critical health and social issues. This initiative addresses the specific needs of these students, ensuring they receive the support and resources necessary for their academic and personal growth. St. Xavier's College's outreach programs, such as 'Divine Hands,' 'We Care,' 'Revamp Vaikom Drive,' 'Clean Vembanad Drive,' 'No Fear Stay Safe,' 'Build You,' play a crucial role in promoting social responsibility and civic sense among students, faculty members, and the public. These programs inspire participants to engage in activities that benefit the community and environment, fostering a positive outlook towards the preservation of ethnic practices and natural resources. The college's involvement in flood relief and rehabilitation activities demonstrates the deep societal concerns internalized by students and faculty members. These timely interventions highlight the college's commitment to serving the community and addressing pressing social issues. Since its inception, St. Xavier's College has been dedicated to providing quality education to the deprived and marginalized, catering to the educational aspirations of youth in rural areas through socially accountable academic and non-academic activities. The college's socially inclusive programs and services articulate the basic essence of education: to create awareness, enhance opportunities, mould independent thoughts, and build respect for human rights. In summary, St. Xavier's College stands as a beacon of hope and progress for economically and socially disadvantaged individuals. Through its commitment to sustainable development, environmental conservation, social responsibility, and inclusive education, the college continues to make a significant positive impact on the community and the environment.

| <b>File Description</b>                      | <b>Document</b>               |
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| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

#### Action Taken and Outcomes of NAAC Second Cycle Peer Team Recommendations

- **IQAC** - The Institution has enhanced the functionality of the IQAC by organizing regular training sessions, workshops and meetings to ensure active participation and continuous improvement. Raised our quality benchmarks for academic and administrative activities.
- **Hostel** - The Management provides safe and comfortable accommodation for girls and boys outside the campus with proper surveillance and security. It instills confidence and support in the minds of students in their academic journey.
- **Transportation** - Our repeated reminders to the transport authorities improved the means of conveyance and improved the public transport system, making it more convenient and accessible for students and staff.
- **Research** - The institution is equipped with a team of faculty members having doctorates and has provided a conducive academic background to publish research papers. We have some quality research papers to our credit in reputed journals.
- **Post-Graduate Programmes** - Though we have applied for Post-Graduate programmes, the Government has accorded sanction to start an Undergraduate programme in Food Science and Quality Control in 2021.
- **SWAYAM Courses** - The Institution incorporates SWAYAM online/ offline courses into the curriculum offering students to access high-quality educational resources.
- **Sports** - The dearth of funds is always a hindrance to Unitary Managements like ours to upgrade the existing sports facilities to national standards. Plans to upgrade the facilities and has approached the local self-governments and public sector companies for their CSR fund assistance.
- **Wi-Fi facility** - Has installed high-speed Wi-Fi across the campus at designated areas to ensure students and staff have seamless internet access for academic and research purposes.
- **PFMS** - The institution has transitioned to a fully computerized system for office and accounts management, integrating PFMS to enhance transparency and accountability.
- **Registered Alumni** - We have a registered Alumni and have strategic plans to engage alumni through regular events, mentorship and networking opportunities, making it more vibrant and functional.

### Concluding Remarks :

St. Xavier's College, Vaikom, stands as a testament to the transformative power of higher education recognised for its unwavering commitment to academic excellence and social responsibility.

#### Academic Excellence:

- **Holistic Curriculum:** The College offers a well-structured curriculum that fosters critical thinking, problem-solving, and innovation while ensuring holistic student development.
- **Dedicated Faculty:** A team of highly qualified and experienced faculty members is committed to imparting quality education.
- **Infrastructural Support:** The College has adequate infrastructure, including well-equipped laboratories, library collection and digital resources to support the learning process.

- **Proven Outcomes:** The institution has consistently demonstrated a strong track record of academic achievement, with a high percentage of students progressing to higher studies and securing placements.

#### **Social Impact:**

- **Community Engagement:** St. Xavier's College has been at the forefront of community service, actively participating in relief and rehabilitation efforts during the Kerala floods and the COVID-19 pandemic.
- **Inclusive Campus:** The College is committed to foster an inclusive environment by providing support to students from marginalized sections of society.
- **Alumni Engagement:** The alumni network, facilitated by a registered alumni association, strengthens the bond between the institution and its former students.

#### **Innovation and Growth:**

- **NAAC Accreditation:** The College's commitment to quality is reflected in its B+ accreditation by NAAC in the Second cycle.
- **Innovation Ecosystem:** The establishment of an Institution's Innovation Council (IIC) and ED Club is evidence of the college's focus on fostering a culture of innovation and entrepreneurship.

#### **Beyond Academics:**

- **Student Welfare:** The College prioritizes student well-being through counseling services, healthcare facilities, and a safe campus environment.
- **Co-curricular Activities:** A variety of arts, cultural, sports and extracurricular activities are organised.
- **Industry Partnerships:** The College collaborates with industries and organizations to provide internships, placements, and training.

**St. Xavier's College, Vaikom**, true to its tagline of "*Transforming Lives Since 1981*," is more than just an institution of higher learning. It is a catalyst for change, blending academic excellence with a profound commitment to social responsibility. The College empowers students to become responsible, compassionate, and impactful leaders who contribute meaningfully to society.