



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. THOMAS' COLLEGE (AUTONOMOUS)

**ST. THOMAS COLLEGE THRISSUR, THRISSUR - 680001
680001**

<https://stthomas.ac.in>

SSR SUBMITTED DATE: 25-05-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Thomas College, Thrissur, is a private, aided, minority higher education institution affiliated to Calicut University in Kerala, founded by the Catholic Archdiocese of Thrissur, in 1919. **Mahatma Gandhi visited the college** on 14-10-1927. **Sri Ram Nath Kovind, the President of India**, inaugurated the Centenary Celebrations of the college on 07-08-2018.

St. Thomas College has 164 teaching faculty, catering to 3256 students enrolled in 23 UG, 14 PG, 1 integrated MSc and 144 research scholars in 10 PhD programmes.

Autonomy granted in 2014 ushered curricular enhancements customized to emerging needs. **Choice Based Credit System** introduced in the curriculum ensured multiple curricular opportunities to the students.

The **Outcome Based Education** implemented in 2019 enables the students to be focussed on skills/knowledge to have achieved by the end of each course.

St. Thomas College got the highest grade, 'A' in the latest two cycles of **NAAC Accreditation** and B++ in the first cycle.

- The college was granted the status of '**College with Potential for Excellence**' in 2016 by UGC
- In **NIRF India Ranking**, the college was ranked **79th** in 2018, **54th** in 2019, **63rd** in 2020 and **64th** in 2021
- An **ISO 9001:2015 Certified** Institution
- Elevated as a **Mentor College** under **UGC Paramarsh Scheme** in 2019
- Granted '**Innovation Mentor Institution**' status by the Ministry of Education in 2021
- Granted **DST-FIST project** by the Department of Science & Technology in 2004, 2014 and in 2020; and **RUSA** Funding in 2018
- Four Science departments of the college are supported under **Star College Scheme** by the Department of Bio-Technology.
- Granted **Unnat Bharat Abhiyan Scheme** in 2018
- MHRD granted the **Institution Innovation Council of the college** with **4.5 stars** in 2020 and **4 stars** in 2021, for innovation

During the assessment period, **30 scholars were awarded Ph. D degrees** from research centres of the college. Five **Patent applications** were filed, one **Patent was awarded**. 5 new Plant Species were discovered by

Researchers of College. Eight Students of the college **represented India in International** sports events.

For over a century, St. Thomas College is committed to nation-building process in moulding enlightened individuals through academic excellence and holistic education.

Vision

Transforming the Youth through Holistic Education towards an Enlightened Society

Mission

- To Ensure Access and Inclusion of Quality Education
- To Provide an Environment of Learning that Enhances Dissemination of Knowledge
- To Nurture Research and Innovation for the Betterment of Life and Progress of the Nation
- To Build Collaborative Partnerships for Facilitating Exposure and Sharing
- To Impart Social and Environmental Sensitivity in Students through Extension and Outreach
- To Equip Students with Life Skills in Facing Challenges and Responsibilities
- To Help Students Attain Moral, Spiritual and Emotional Integrity

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- An institution with **rich legacy and heritage** of more than **100 years**
- Visionary, supportive and proactive **Leadership** committed to the holistic development of youth
- The college is **strategically located** in the heart of Thrissur – the Cultural Capital of Kerala – providing connectivity and accessibility to students and recruiters
- A **College with Potential for Excellence** status
- One among **the best 100 colleges** in **NIRF** India Ranking for **four** consecutive years
- The college is a **NAAC Mentor College** under UGC Paramarsh Scheme
- College is recognized and well supported by **UGC, DBT, DST and Ministry of Education.**

- Excellent demand ratio
- **Competent and well-qualified Faculty Members** with good number of publications in indexed journals and having international fellowships
- State of the art infrastructure with a **modern library, well-maintained laboratories, research equipments and sports facilities**
- The college has **excellent progression records** with high rate of **placements** and a good number of students opting for **higher studies**.
- The curriculum and syllabus implemented in line with **Outcome Based Education** paradigm is industry relevant and updated.
- Skills-focussed and Employability-based **Value-added Courses** offered in collaboration with **professional bodies and industries**
- Strong socially sensitive **extension** and **outreach** initiatives resulting in inculcation of **ethical** and **societal** values
- Remarkable **Student Achievements in Sports, Fine Arts** and other competitions
- The college has digitally enabled **Governance, Administration, Learning and Evaluation** through **ERP**
- Innovative eco-system of college is nurtured through **Institution's Innovation Council (IIC)** granted by Ministry of Education and Innovation and **Entrepreneurship Development Centre (IEDC)** by Kerala Start-up Mission, Govt of Kerala
- The college is a **Mentor IIC Institution** recognized by Ministry of Education's Innovation Cell
- Excellence in Research
 - 10 Departments are Research Centres recognized by Calicut University, the affiliating University
 - 30 PhDs were awarded from Research Centres of college during the last five years
 - 4 Patents were filed and 1 Patent was granted
- Well-placed alumni, in Government, Judiciary, Industry, NGOs, Universities and Research Institutes of 100 years old institution form a strong network

Institutional Weakness

The following areas need further improvement:

- Regional diversity of students in the campus in terms of interstate as well as international student enrolment
- Funded Research Projects and International Collaborations
- Academia-Industry Collaboration
- Resource Mobilisation

Institutional Opportunity

- Starting new innovative academic programmes to the changing needs of the industry and society
- Opening new campus with modern infrastructure
- Enhancing networking with institutions of eminence
- Increased Alumni-engagement for institutional development, placement and research collaborations
- Potential to be one among the top 10 Arts & Science Colleges in the country
- Young dynamic faculty: Average age of faculty is 38, providing greater opportunity for exercising technology expertise and innovation in teaching-learning process
- Good ambience for R & D with 71 faculty with Ph. D., 39 Research Guides and 10 Research Departments to give rise to more patents and more research consultancies
- Hatch more start-ups and business incubations
- Exploiting the prospects in the New Education Policy, uplift the institution into University Status
- Enhancing resource mobilisation through networking of Alumni and Corporate Social Responsibility (CSR) funds

Institutional Challenge

- Updating curriculum and syllabi to the needs of emerging times and industry
- Addressing the gap between Industry and Academia
- Incorporating credit transfers between institutions to introduce student exchange programmes
- Resource mobilisation for infrastructure augmentation and research from beyond government and UGC

- Creating more space for Academic and Cocurricular interaction
- Develop St. Thomas College brand outside Kerala
- Realizing research outcomes in terms of patents and products
- Societal and student perception of education solely as a means to job
- Competition from peer institutions in the city to attract students
- Potential threat from foreign universities that would be entering into the scenario

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Thomas College, Thrissur, with the grant of autonomy in 2014, have taken ceaseless efforts to restructure the curriculum for providing holistic education to students as stated in the vision and mission of the college.

- **Six new programmes were introduced** during the assessment period, catering to local, regional, national, and global needs of the society
- **All UG and PG programmes were revised periodically** and major revision was done in the year 2019
- **Outcome-Based Education** was implemented in the curriculum with the syllabus revision in 2019
- **Programme Outcomes, Programme Specific Outcomes and Course Outcomes** were defined for all programmes and the attainment is being assessed at department level
- Total of **584 new courses** were added to the curriculum based on need assessment and feedback from stakeholders
- **Choice Based Credit System** for all UG and **Credit Semester System** with **elective courses** for all PG programmes is being continued in curriculum
- **All the courses** are periodically updated in view of incorporation of content with focus on **employability, entrepreneurship and skill development** among students
- The curriculum integrates cross-cutting issues of **gender, environment, human values and professional ethics** through inclusion of **228 core courses** in curricula, four Audit Courses - **Environmental Studies, Gender Studies, Disaster Management and Intellectual Property Rights** - for UG, and **Ability Enhancement Course and Professional Competency Course** for PG programmes
- Curriculum enrichment opportunities are provided through **mandatory course of choice from any other discipline for UG programmes**

- **82% students** completed **field projects/internships/student projects** which incorporate cross-cutting issues and aspects needed for skill development and employability
- College offered **71 Value Added Courses beyond the curricula** and 62.37% students got enrolled enabling development of technical and language skills as well as career
- **Feedback on Syllabus** from Students, Faculty, Alumni and Employers, and its analysis played a pivotal role in curriculum revisions

The College offers 23 Undergraduate, 14 Postgraduate, 1 Integrated M Sc and 10 Doctoral Programmes. The six new professional programmes offered are in fulfillment with the recommendations of third Cycle Accreditation. Thus, the curriculum designed thrives to be in alignment with the dynamic needs of present era and skill enhancements of students.

Teaching-learning and Evaluation

St. Thomas College follows student-centric teaching-learning pedagogy.

The admission process is **online, transparent** and **unbiased** in line with the norms of the Statutory bodies including **reservation policy**.

During the assessment period, average **Enrolment Percentage** is **96.21%**.

The average **Demand Ratio** for the sanctioned seats was **1:20**

Teacher-Student Ratio is **1:20**.

A one-week long **Student Induction Programme** is organized for the freshers. It enables a smooth transition from school to college environment and helps them familiarize with **the ethos of the college**.

The College caters to the needs of **slow learners, advanced learners and medium learners** through **special programmes** beyond regular academics.

Student-centric learning methods such as **experiential learning, participative learning, problem-solving methods, ICT-enabled learning** and traditional learning methods are adopted.

Value-added courses, Certificate programmes and mandatory completion of **MOOCs** offer ample opportunities for **skill inculcation**.

Teachers use **ICT tools**, prepare **e-Content** and facilitate **multi-modal learning**.

With a **Mentor-Mentee Ratio below 1:20**, timely interventions and guidance is given to the students by the mentors.

Planning, preparation and **adherence to academic calendar**, including **scheduling of examinations and curricular and co-curricular events** are systematically done and monitored through review meetings and

follow-up actions.

Teaching plans and delivery schedule records ensure meticulous accomplishment of the targets.

Among the Faculty, **71 Teachers have Ph.D degree** and of these, **39 are Research Guides**.

Average teaching experience of faculty during the assessment period is **7.65 years**.

Faculty Induction Programmes are organized to the newly recruited teachers and **faculty development programmes** are conducted for all teachers to enhance the quality of teaching-learning-evaluation process.

IT Integration in Evaluation system has been realized through **online Question Banking, online Question Paper generation, Barcoding, Conduct of Examinations, Mark list processing and Publication of Results**.

The **Average Pass Percentage** during the assessment period is **91.13%** and for the latest completed academic year is **90.15%**

Students are familiarized with **Outcome-Based Education**, right from Student Induction Programmes and subsequently through interaction by course teachers.

Attainment of Course Outcomes are evaluated both directly and indirectly. Attainment reports are analysed and necessary actions are taken thereupon, to reinforce the advantages of outcome-based education.

Research, Innovations and Extension

In pursuit of deeper research culture in the campus, the College has instituted **Research Promotion Policy, Consultancy Policy, Plagiarism Check Policy, Research Grant Policy and Research Ethics Policy** under the auspices of **Research Council, Research Advisory Committee, Research Ethics Committee**.

The College has strengthened its research capacity and increased the research output substantially during the last five years.

- **Ten Research Centres** with **39 Research Guides** and more than **144 Research Scholars**. **Thirty scholars** were awarded Ph.D. Degree
- Initiated **Santhome Research Awards** to encourage achievers. A total of **16.32 lakhs** (average of 3.26 lakh per year) was provided as **Seed Money** to encourage new research
- **Plagiarism check** facilities and software [Turnitin(iThenticate), Urkund (Ouriginal)] are available for students and teachers
- From among the Seminars, Conferences and Workshops conducted, **196** were specifically aimed at enhancing **research skills and ethics and scientific temper**
- Received financial assistance of **Rs 39.80 Lakhs** for **37 Research Projects** in addition to grants from **DST FIST, DBT Star College, CPE and RUSA**

- Institution's Innovation Council (IIC) under MoE was awarded the highest possible rating of **Four Stars** for innovation
- **Recognised IEDC** (Innovation and Entrepreneurship Development Centre) of **Kerala Start Up Mission**. Three start-ups are functional. **One Patent** has been **awarded** and application for **another four** have been **filed**
- Published **197 research articles** indexed in Scopus/Web of Science/ UGC Care List and **166 chapters/books with ISBN**
- Publishes **Two research journals VERITAS and CONSPECTUS**
- Generated more than **24 lakh rupees through consultancy** and has **spent 44. 80 lakh rupees** for augmenting consultancy facilities.
- Received **22 awards for extension and outreach activities** and has conducted **233 extension activities** through departments, NSS, NCC and Clubs for sensitising students and social upliftment. More than **94% of the students participate in Extension Activities.**
- Has **51 functional MoUs**. In addition, the college has **874 collaborative activities** such as student internships, field projects, research collaborations and faculty exchange with various institutions.

Infrastructure and Learning Resources

St. Thomas College, Thrissur has developed adequate physical facilities to support teaching – learning process in the institution.

The physical facility comprises of the following

- **25.48 Acres of Campus area** having three Academic Blocks and a Sports Complex with **total built-up area of 31113.57 SqM with 102.82 SqFt per student**
- **104 ICT-enabled class rooms (100%) and 10 Research Rooms**
- **2 Auditoriums, one open Auditorium and 6 Seminar Halls**
- **Library accommodating 408 persons** simultaneously in **80 Research Cubicles, 104 Study Carrels and 97793 Books** in an area of **41,708.55 SqFt**, which is **9% of total built-up area**, equipped with RFID gates.
- **56.72 lakhs spent on Library Resources and 5681 books** added during the assessment period.

Laboratories

- **12 Computer Labs**

- **Language Lab**
- **20 Physical Labs**
- **Tissue Culture, Microbiology and Molecular Biology Labs**
- **Herbarium**
- **Media Lab**

Computing equipment and facilities:

- **Four Servers and 435 Computers** with a **Student-Computer ratio 1: 7.49** (average 1 computer for seven students)
- **Licensed Software packages: Microsoft Windows, Tally, StreamYard, SPSS, Orell, MATLAB, Pro-Tools 8.0, Final-Cut Pro 10.4.6 and Mixxx 2.2.2.**
- **Firewall Security for Networks**
- **Fully WiFi-enabled** with two leased line connections of BSNL (20 MBPS) and TATA (50 MBPS)

Sports and Games Facilities

- Open Stadium with **400M** 8-lane-track, Football court, Basketball court and Tennis Court, a multi-purpose Indoor Stadium and a Fitness Centre
- **Yoga Practice spaces for girls at Open Auditorium** and for boys at **Indoor Stadium**
- Two full-time teachers and 16 Trainers/coaches for various items

Other Facilities

- **Agriculture farm:** Ten-acre land to encourage agricultural practice of the students
- **Two Boys' Hostels** and **one Girls' Hostel**
- **Transportation:** As the college is situated in the midst of the city, plenty of conveyance facilities are available. The College has two buses and a car for additional purposes.
- Separate wings are working as **Administrative Office** and as **Office of Controller of Examinations**
- **Counselling room** for students who require psychological attention
- **Daycare centre** for the children of Staff

Expenditure during assessment period, excluding salary

- **Rs 572.02 lakhs** for **infrastructure augmentation**
- **Rs 114.5 lakhs** for **updating IT infrastructure**
- **Rs 782.15 lakhs** for **maintenance of physical facilities and academic support facilities**

Student Support and Progression

St. Thomas College prioritize students as the top priority and has a well-defined mechanism for **Student Support and Progression**. Several Cells/Committees, comprising teachers and student representatives monitored by the principal, are effectively functioning to ensure the **academic, psychological, physical, economic, social and spiritual welfare and development of students**.

- College has established **Policy and Procedures** to help students to avail Scholarships and Freeships
- **45.92% of Students** have benefited from Scholarships and Freeships offered **by the Government** during the assessment period
- **22.24% of Students** were benefited from **Scholarships and Freeships** provided **by the institution** and availed from **Non-Government Agencies**
- To facilitate Capacity Development and Skill Enhancement, **138 programmes** based on **Soft skills, Language and communication skills, Life Skills, and Technology** were organized
- **64.96% of Students** benefited by **Career Counselling** and **guidance for Competitive Examinations** offered by the institution
- **982 outgoing Students** have been **placed** in reputed firms
- **235 Students** qualified National level Competitive Exams like **UGC NET/JRF, GATE, PSC, UPSC** etc. during the assessment period
- **Effective Grievance Redressal Mechanism** is in place to ensure timely redressal of Student Grievances including sexual and ragging instances. No cases of ragging/sexual harassment reported during the period
- More than **400 Students** got admission for **Higher Studies** in various institutions in the current year
- The college has a vibrant **Students Union**, of elected representatives, entrusted with significant responsibilities. Students Union is actively involved in conducting Cultural Festival, Sports Meet, College Day, Film Festival, Food Festival, Blood Donation Camps and coordinates participation in cultural and sports activities at State, National and International Level

- **246 Students Awarded** for outstanding performance in Sports/Cultural activities at **International/ National/ State Level** during the assessment period
- Students play a significant role in academic and administrative bodies. **Students wing of IQAC** has been effective
- **Student Life at St. Thomas College has been dynamic** with more than **187 sports/cultural events** organized in the campus
- Alumni of College is active and contributes significantly to the development of the institution through financial and non-financial means
- The **Alumni contributed Rs. 16, 50,400** during the assessment period

Governance, Leadership and Management

The governance of the college is aligned with the **vision and mission of the institution**. The College has a well-defined, **decentralized and participatory organizational structure**.

- **Statutory bodies of the College** namely, Governing Body, Academic Council, College Council, and Board of Studies are regularly reconstituted in accordance with the UGC regulations
- The College has articulated **29 well-defined policies** covering Governance, Quality, Research, Code of Conduct, Environment, Divyangjan, Gender, Maintenance etc. The policies are revised to the needs of time
- **Strategic Plan 2017-2032** formulated and deployed; achievement of goals reviewed periodically in realizing the vision
- **Well-structured organogram** is instrumental in the smooth realization of the institutions' Vision and Mission to all stakeholders
- **Implementation of e-governance** in areas of administration, Finance and Accounts, Student Admission and Support, Examination, enhance good governance through transparency, participation and accountability
- St. Thomas College looks into the **Welfare Measures of staffs** through Statutory Welfare Schemes, Financial Assistance, Physical and Health Assistance, Awards and Acknowledgements, Career Enrichment Measures and Career Advancement
- **52.56% of faculty provided with financial support** to attend Conference, workshop and for membership in professional bodies

- The College conducted **98 administrative and professional development programmes** during the assessment period for the teaching and non-teaching staff
- **30.15%** of the **Faculty attended online/face-to-face FDP** per year
- College received **Rs. 87.72 Lakhs as funds from non-government bodies**, philanthropist and individuals
- Financial Accounts of College are subjected to **internal, statutory and government audits** regularly
- Major quality initiatives institutionalised by IQAC are **Quality Audits** like **AAA** and **Green Audit**, **Digitalization of Documentation**, **Feedback Mechanism**, Initiatives for Introduction of **OBE**, **Digi-Campus Initiative**, **ICT integration** into teaching-learning, **Staff Empowerment** Initiatives, Drive for **e-Content Generation** and **ISO**
- Significant achievements during post-accreditation period through efforts of IQAC include **NIRF India Ranking (79th, 54th, 63rd and 64th** in 2018, 2019, 2020 and 2021 respectively), **Innovation Ranking (1 Star, 2 Stars, 4.5 Stars and 4 Stars** respectively), **ISO 9001:2015 Certification**, **NAAC Mentor College status**, **Innovation Mentor College status**, **DBT Star College Scheme**, **OBE Implementation**, Comprehensive implementation of **Digi-Campus**, Participation in **AISHE Survey** and **KSHEC Survey**.

Institutional Values and Best Practices

The institution has been responsive and proactive to the emerging challenges and pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. In pursuit of realizing it, institution's vision and mission have been the foundational principles.

Gender Equity

- **Annual Gender Sensitization Action Plan, Women Cell and Equal Opportunity Cell** ensure and promote Women Empowerment and Gender Equity
- **131 Programmes** have been organized to sensitize and promote **Gender Equity** and facilitate **Women Empowerment**
- **CCTV Cameras, Women Security Personnel** and 24x7 Security in the campus for Safety of Women
- **Counselling Centre** supported by **23 trained Counsellors**
- **Daycare Centre** for young children

Environmental Consciousness & Sustainability

- **Solar Power Plant of 20 KW** capacity installed and the energy is wheeling to the distribution grid

- **100%** electric lights are energy saving **LED lights** and power-efficient equipments installed
- Management of **e-Waste** and **hazardous-Waste** through external agencies and **MoUs** have been signed
- **Waste-water Treatment Plants, Biogas plant** and **Vermicomposting Units** installed
- Rain-water harvesting with a capacity of **1.5 lakh Litres**, Well Recharging, 19 Water tanks and streamlined Water distribution systems are effectively maintained for Water conservation.
- Ban of single-use plastic, restricted entry of automobiles and promotion of Bicycle usage harness green campus initiatives
- Green, Energy, and Environment Audits conducted
- Divyangjan-friendly and barrier-free environment with **Lifts, Ramps, Wheel chair** assistance, Divyangjan-friendly **Washrooms**, Assistive **Softwares** and **Divyangjan-accessible College website**

Inclusion & Situatedness

- Inclusive environment is promoted through ‘promotion of regional and cultural diversities’, ‘promotion of languages’, ‘nurturing communal harmony’, and ‘socioeconomic inclusivity’

Human Values & Professional Ethics

- **120 Activities** organized to **sensitize students and employees** toward **constitutional obligations** and duties
- Prescribed code of conduct and programmes to promote human values and professional ethics
- **168 Events** organized to mark days of national and international importance
- **E-governance** has internally evolved during the last few years to enhance the academic and administrative functioning of the institution through a comprehensive ERP providing transparency and efficiency
- Institution’s **We-Care initiative** has impacted to sensitize students and to transform Society, and improve lives and communities
- Distinctiveness: Student-centred Multifaceted Learning endeavour to mould socially responsible and competent citizens through “St. Thomas Multifaceted Learning”

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. THOMAS' COLLEGE (AUTONOMOUS)
Address	St. Thomas College Thrissur, Thrissur - 680001
City	Thrissur
State	Kerala
Pin	680001
Website	https://stthomas.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Martin K A	0487-2444486	9495852640	-	stcthrissur@gmail.com
IQAC / CIQA coordinator	Anil George K	0487-2420435	9447518665	-	anilkonkoth@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate1.pdf
If Yes, Specify minority status	
Religious	Roman Catholic
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	09-06-1919
Date of grant of 'Autonomy' to the College by UGC	19-06-2014

University to which the college is affiliated

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-01-1956	View Document
12B of UGC	23-06-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	27-05-2016
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Thomas College Thrissur, Thrissur - 680001	Urban	25.48	31113.57

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Mathematics	36	Plus Two	English	55	52
UG	BSc,Mathematics	36	Plus Two	English	55	52
UG	BSc,Statistics	36	Plus Two	English	40	33
UG	BSc,Computer Science	36	Plus Two	English	43	42
UG	BCA,Computer Science	36	Plus Two	English	36	28
UG	BSc,Physics	36	Plus Two	English	55	52
UG	BSc,Chemistry	36	Plus Two	English	55	50
UG	BSc,Botany	36	Plus Two	English	43	37
UG	BSc,Zoology	36	Plus Two	English	43	41
UG	BA,English	36	Plus Two	English	70	65
UG	BA,English	36	Plus Two	English	33	29
UG	BA,Economics	36	Plus Two	English	70	65
UG	BCom,Commerce	36	Plus Two	English	70	68
UG	BCom,Commerce	36	Plus Two	English	70	65
UG	BCom,Commerce	36	Plus Two	English	70	69
UG	BCom,Commerce	36	Plus Two	English	40	33
UG	BA,Media Studies	36	Plus Two	English	30	25
UG	BA,Media Studies	36	Plus Two	English	31	26

UG	BVoc,Vocational Programmes	36	Plus Two	English	50	47
UG	BVoc,Vocational Programmes	36	Plus Two	English	50	35
UG	BA,Criminology And Police Science	36	Plus Two	English	55	53
UG	BSc,Electronics	36	Plus Two	English	36	35
UG	BBA,Management Studies	36	Plus Two	English	63	62
PG	MSc,Mathematics	24	Undergraduate Degree	English	25	19
PG	MSc,Statistics	24	Undergraduate Degree	English	16	13
PG	MSc,Computer Science	24	Undergraduate Degree	English	16	10
PG	MSc,Computer Science	24	Undergraduate Degree	English	16	15
PG	MSc,Physics	24	Undergraduate Degree	English	16	16
PG	MSc,Chemistry	24	Undergraduate Degree	English	16	14
PG	MSc,Botany	24	Undergraduate Degree	English	16	14
PG	MSc,Zoology	24	Undergraduate Degree	English	16	15
PG	MA,English	24	Undergraduate Degree	English	25	22
PG	MA,Economics	24	Undergraduate Degree	English	25	25
PG	MCom,Commerce	24	Undergraduate Degree	English	25	25

PG	MA,Media Studies	24	Undergraduate Degree	English	16	13
PG	Integrated(PG),Psychology	60	Plus Two	English	20	19
PG	MSc,Electronics	24	Undergraduate Degree	English	16	15
PG	MSW,Social Work	24	Undergraduate Degree	English	25	24
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	Post Graduation	English	16	7
Doctoral (Ph.D)	PhD or DPhil, Statistics	36	Post Graduation	English	12	7
Doctoral (Ph.D)	PhD or DPhil, Computer Science	36	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Physics	36	Post Graduation	English	18	9
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	Post Graduation	English	34	14
Doctoral (Ph.D)	PhD or DPhil, Botany	36	Post Graduation	English	12	11
Doctoral (Ph.D)	PhD or DPhil, Zoology	36	Post Graduation	English	12	12
Doctoral (Ph.D)	PhD or DPhil, English	36	Post Graduation	English	30	28
Doctoral (Ph.D)	PhD or DPhil, Economics	36	Post Graduation	English	4	1
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	Post Graduation	English	6	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				91			
Recruited	0	0	0	0	11	0	0	11	50	41	0	91
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				61			
Recruited	0	0	0	0	1	0	0	1	28	33	0	61
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	26	1	0	27
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				51
Recruited	34	17	0	51
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	11	0	0	33	25	0	69
M.Phil.	0	0	0	1	0	0	4	6	0	11
PG	0	0	0	0	0	0	36	33	0	69

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	10	0	13

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	10	0	0	10

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1321	20	12	5	1358
	Female	1382	19	8	0	1409
	Others	0	0	0	0	0
PG	Male	117	3	0	0	120
	Female	366	3	0	0	369
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	52	46	54	63
	Female	63	78	89	92
	Others	0	0	0	0
ST	Male	9	14	14	25
	Female	26	27	25	23
	Others	0	0	0	0
OBC	Male	16	20	16	17
	Female	12	10	17	16
	Others	0	0	0	0
General	Male	351	405	434	456
	Female	474	478	570	558
	Others	0	0	0	0
Others	Male	18	27	42	26
	Female	56	54	53	52
	Others	0	0	0	0
Total		1077	1159	1314	1328

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Criminology And Police Science	View Document
Economics	View Document
Electronics	View Document
English	View Document
Management Studies	View Document
Mathematics	View Document
Media Studies	View Document
Physics	View Document
Psychology	View Document
Social Work	View Document
Statistics	View Document
Vocational Programmes	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP aims at promoting the exclusive potential of students through a holistic multidisciplinary or interdisciplinary mode of education. In this context, St. Thomas College (Autonomous), Thrissur is well-equipped to implement NEP regulations in its curriculum. The teaching learning pedagogy adopted in this institution ensures amalgamation of intellectual, scientific, emotional, social and cultural development among its students. Apart from the regular credit-based courses, all the students at graduation level complete 4 audit courses, each on environmental studies, disaster management, intellectual property rights and gender studies. Students are also allowed to select elective papers from any discipline (in their final year) of their
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	choice and a total of 71 courses encompassing value-added courses, certificate course and add-on courses have been offered to students. Multidisciplinary programmes like B.A. in Criminology and Police Science, Vocational Programmes (B.Voc. Data Science and B.Voc. Forensic Science) and seminars/ workshops/ training programs have been introduced which enables the integration of humanities and science with STEM. Social service activities mediated by NSS, NCC, relevant clubs and committees in the college play a pivotal role in sensitizing students towards environmental, social and health issues. Initiatives such as KOODE and Santhwanam providing relief during floods, covid pandemic and to the underprivileged sections of the society facilitate learning beyond disciplines. The institution is looking forward to offer a multidisciplinary flexible curriculum that enables multiple entry and exits. The provision for the same would be implemented according to the directives of the state government. Collaborative research projects involving staff, students, government agencies, NGOs and different departments are being undertaken to address the issues and challenges faced by the society. These initiatives foster the capacity building of the youth into responsible citizens.
2. Academic bank of credits (ABC):	The institution is eagerly awaiting to register under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme, and to enable credit transfer. These initiatives would be highly beneficial to slow learners and provide flexibility to students to learn as per their ability and convenience. The proviso for the same would be implemented as per the directives of the state government and University of Calicut. The institution has MoU with several other institutions for collaborative ventures and it is looking forward towards internationalization of education and joint degrees between Indian and foreign institutions. Faculty members are actively engaged in designing their own curricular and pedagogical approaches within the approved framework through Learning Management System. Students are encouraged to enroll and successfully complete courses through online platforms such as Swayam, Coursera etc. to enrich their learning experience. Currently, they can earn extra credits through activities such as NSS,

NCC, sports and fine arts.

3. Skill development:

St. Thomas College, Thrissur, focusses on skill development that enables students to acquire desired competency levels. The college has implemented a curriculum and syllabus in the paradigm of Outcome-Based Education, which focusses on skill development and outcomes of learning. The college has a dedicated centre, namely, Additional Skill Acquisition Programme (ASAP) centre, supported by the government of Kerala, which offers skill training to the selected students. In addition, the institution provides capacity building programmes and skill inculcation training programmes to all final year Undergraduate and Postgraduate students under the guidance of Placement and Career Counselling Cell. All first-year undergraduate students are offered with 71 value-added courses based on skills for the skill development of the students. The value-added courses include Communication Skills, Foreign Languages (English, French, Spanish, German, Italian, Syriac, Chinese), Bank Coaching, CMA, ACCA, Diploma in Computer Application, Accounting and Tax Practice, Fashion Designing, Graphic Designing, Jewellery Designing, Internet of Things and Robotics, App Development Course, Python and R Programming, Artificial Intelligence and Machine Learning. Skill oriented Value-added courses are offered in online and offline mode. The community college of the institution offers several diploma courses for the skill development at various levels. In addition, the college offers two vocational programmes, namely, B.Voc in Data Science and B.Voc in Forensic Science. The undergraduate programme in Criminology and Police Science offered by the college is a specialized programme for skill development. Courses in all programmes are organized in such a way that students get opportunities for experiential learning and skill development through internships, fieldworks, industrial visits, projects works and hands-on learning methods. Every department offers two certificate courses each additionally for employability and skill development. In order to provide value-based education, the institution provides courses and events on professional ethics, research ethics, Indian constitution, life-skills and code of conduct. In addition, days of importance are observed to

	inculcate the values of truth, justice, peace, love and non-violence.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College was established during pre-independence era and it still upholds the value of Indian Knowledge system, Indian culture and heritage. The institute commemorates Hindi Divas, Mother tongue day, Kerala Piravi, Tourism Day and Yoga Day as an act of reverence towards Indian languages and culture. Faculty members are free to provide the classroom delivery in bilingual mode (English and vernacular language i.e. Malayalam) as students tend to understand better if taught in their mother tongue. The graduate students are allowed to study either Hindi, Sanskrit or Malayalam as per their choice during the first two years of the bachelor's program. The promotion of Indian languages, arts and traditions is also facilitated through competitions organized during the annual fine arts festival. Competitions such as essay writing, poetry, speech competition, folk song, folk dance and skit encourage students to stay connected with their rich Indian culture and heritage.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning, as opposed to a mere accumulation of course credits. While the traditional education system focuses on what is taught, OBE places emphasis on what is learned, which is a student-centric model. IQAC organized multiple faculty development programmes on Outcome based Education (OBE) in collaboration with Kerala State Higher Education Council, Thiruvananthapuram. All the faculties of the college were trained in OBE. Based on the training, all courses were designed under OBE paradigm with Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) specified. The integration of OBE in curriculum has been introduced in 2019. During the student induction program, the students are given an orientation on Outcome Based Education paradigm; and the Program Outcomes are explained to the students. The curriculum clearly states Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) and teaching-learning pedagogy adapted at the institute ensures

implementation of OBE to transform the youth into responsible citizens. The outcomes have been articulated in the college website. Every faculty explains the course outcomes of each course before the commencement of the same. The integration of OBE in Question Bank was introduced in 2020 and a notable initiative was the preparation of question bank based on bloom's taxonomy. It enables the assessment of the students at cognitive levels namely remembering, understanding, applying, analyzing, evaluating and creating.

6. Distance education/online education:

Online education provides ample flexibility to students to learn and explore as per their requirements at their pace. St. Thomas College (Autonomous), Thrissur has an active LMS portal namely STAMS and a Moodle learning platform called St. Thomas E-Learning Platform (STEP). It proved to be a versatile tool particularly during the Covid pandemic as it enabled conduct of online classes, management of attendance, submission of assignments, webinars, training programs, fine arts festival and even commemorate important days and events. During the pandemic, most of the classes were conducted online and faculty members and students have gained experience on working with digital tools such as Moodle, OBS (Open Broadcaster Software), Google Tools, Online Whiteboards, YouTube to develop and deliver e-content, short videos, interactive power point presentations and other online content. Since 2020, Department of Library and Information Studies and Research Council of St Thomas College in association with Directorate of Research, University of Calicut is offering Research and Publication Ethics (RPE) online through St Thomas E-learning platform (STEP). In addition, PG Certificate Programme in Information Studies has also been offered online by Department of Library and Information Studies. With offline classes being pursued at present, the faculty and students at the institute are looking forward towards blended learning as it integrates the learning experience with a humane aspect. Therefore, the students can gain from the benefit of online teaching along with face-to-face interaction with tutor and fellow pupils. Students are also encouraged to engage in courses offered by online portals such as Swayam, Coursera etc. to widen their sphere of knowledge and

understanding and sharpen their skills. The college is an active Local Chapter of NPTEL courses.

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Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
38	35	34	32	32
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 17

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3256	3051	2776	2665	2661
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1039	962	944	918	941
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3205	2883	2705	2613	2597
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
128	123	92	114	126

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
731	665	629	594	594
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
164	166	162	159	155
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
164	166	162	159	155
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28673	24826	23672	20551	17550
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
403	378	333	295	296
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 110

4.4

Total number of computers in the campus for academic purpose

Response: 435

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
656.75	496.04	468.59	323.10	586.01

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

St. Thomas College has always been sensitive to respond positively in developing and implementing its **curricula relevant to local, national, regional as well as global developmental needs**, in the true spirit of its vision and mission. College revised the curriculum based on feedback from stakeholders and in consultation with the experts in the respective disciplines. Relevant topics necessary to fulfil objectives earmarked in **UNDP Sustainable Development Goals** including technical and vocational skills for employment and entrepreneurship, were incorporated.

Curriculum relevance to local needs

- **Sustainable development in local scenario** incorporated through inclusion of eco-tourism, environment, flora and fauna, **horticulture** and challenges in the field of plant and animal diseases
- Through Student **Projects, Field works, Internships** and collaborative **surveys**, acquired knowledge is transferred to and refined from **local needs**
- Promotion of entrepreneurship and knowledge regarding **rules and regulations associated with local bodies** addressed through B.Com and BBA
- **Compulsory Social Service mandated for degree students** in the curriculum, facilitates community development and fosters social responsibility

Curriculum relevance to regional/national needs

- **National needs incorporated** in Business Management, Accounting, Auditing and Corporate Governance, Banking and Insurance, Business Environment and Policy, Income Tax, GST, E-Commerce of **BBA and B.Com**
- Curriculum with emphasis on **National Policies, Central Legislations** and emerging concerns achieved through inclusion of **Indian Economic Development, Economics of Capital Market, Urban Economics, Public Finance, Demography, Indian Constitution and Politics, and Indian History**
- Courses like Participatory Project Planning and Training, Social Work Practices, Concurrent Field Works and Language & Communication facilitate students to engage the society at **regional and national levels**

Curriculum relevance to the global needs

- Innovative programmes in **Forensic Science, Data Science, Criminology and Police Science, Integrated Psychology** – introduced assessing the need of industry and society with a global perspective

- **Communicative English** for all, through common/open courses and value-added **courses in six foreign languages** introduced to address global developmental needs
- Programmes in **Multimedia and Visual Communication** with practical oriented **Digital Video Production, 3D Modelling & Texturing, Web Designing, Graphics, Animation and Visual Effects** cater to the global and emerging needs of time
- Globally advancing subjects – **Cyber Security, Data Science, Android Programming, International Economics, Computational Physics, Nanoscience and Technology, Python Programming, Robotics, Machine Learning, Artificial Intelligence**, Instrumental Methods of Analysis – increased competency level as evident in placements achieved
- Advanced learning encouraged through mandatory Interdisciplinary Open Courses, Internships, Value Added Courses and Online Courses through **Swayam** and **Coursera**

The Curricula enable acquisition of deeper knowledge at specialized areas of interest, develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, and spirit of service proposed in **NEP 2020**. The stated **Course Outcomes (COs)** and **Programme Specific Outcomes (PSOs)** by considering relevance, advanced knowledge and specific learning outcomes, enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. **Learning objectives** are directly and purposefully derived from intellectual, occupational, environmental, social and spiritual needs of current generation of students. **Alignment of PO-PSO-CO** framework depicts the level of attainment of knowledge acquisition and skill development in students.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 92.11

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 38

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 35

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
731	665	629	594	594

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 45.98

1.2.1.1 How many new courses are introduced within the last five years

Response: 584

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1270

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 38

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

St. Thomas College envisions the transformation of youth towards an enlightened society made possible through the conscious efforts of integrating cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum.

Curriculum design and development ensures incorporation of value-based education, gender sensitization,

professional ethics, women empowerment and environment offered through 228 courses.

In UG Syllabus, Part I Languages (Malayalam, Hindi and Sanskrit) and Part II English have Units specifically dedicated to promote Human Values, Gender Sensitisation and Environment.

Professional Ethics

Development of **socially responsible and ethical behaviour** have been stated in the **Programme/Course Outcomes** of curriculum. **Ninety-five courses in the syllabus specifically address professional ethics** and ethical issues in the respective disciplines. Corporate Governance and Business Ethics, Corporate Regulations, Professional Business Skill, Cyber Security, Criminology and Methodology of Science are a few. In addition, value-added courses on **Research and Publication Ethics, Ethical Hacking and Human Rights** are offered to impart professional ethics. PG programmes have compulsory audit course on Professional Competency. Plagiarism Report is mandated for PG Project Reports.

Gender Sensitization

Fifty-one courses in the curriculum **directly focus on Gender sensitization and Gender related issues**. Common courses in Languages, **Gender Studies, Voices of Women** are some which have thrust area on gender sensitization. **Audit course for UG programmes on Gender studies** with four credits is mandatory. Apart from this, the college has a **Gender Policy**, and Gender Audit is done to assess the gap that needs to be addressed in gender issues.

Human Values

The curriculum offers **seventy-three courses** as part of 38 programmes which **include topics on human values**. Besides, the **value education programme** in the college deals with topics like fostering honesty, civic responsibilities, integrity, transparency, accountability, confidentiality, respect, obedience to the law and tolerance to each other. A **compulsory social service programme**; courses in **Criminology, Psychology and Languages**; and mandatory audit courses on **Gerontology, Disaster Management** and **Intellectual Property Rights** are included for all UG programmes to inculcate Human Values.

Environment and Sustainability

The college has prioritised **environment and its sustainability** in every activity possible. The curriculum has **105 courses** across all programmes with topics **related to environment studies** and **mandatory audit courses on Environment Studies and Disaster Management**. **Environmental Biology and Biodiversity Conservation, Environmental Science, Medicinal and Environmental Chemistry, Environmental Economics, Non-Conventional Energy Sources** are a few courses exclusively dealing with environmental studies. A Course on **Green Chemistry and Environment Pollution** is also offered as value-added course.

Women's Cell, Nature Club, Entrepreneurship and Development Club, Energy and Environment Club, Organic Farming Club are platforms to integrate cross-cutting issues. Field visits by Botany and Zoology Departments, and Nature Club make students aware about the various ecosystems, its conservation and sustainable development. Projects made mandatory for all students also focuses on cross-cutting issues in relevant subjects. Value education, Language courses offered as well as vocational programmes and the activities conducted by college have emphasis on gender sensitisation, human values and help nurture

empathy towards the weaker sections of society.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 71

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	8	14	0	25

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 62.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
2611	1272	1829	1611	1693

File Description	Document
List of students enrolled	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 82

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 2670

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

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

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 96.21

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1328	1219	1078	1003	993

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1419	1276	1120	1020	1020

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 85.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
325	313	286	262	259

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

The college has put in place an effective mechanism to assess the learning levels of the students, and thereafter, to organize specific programmes for advanced learners and slow learners. During **Student Induction Programme**, the freshers are oriented on the teaching and learning methods followed in the curriculum apart from orientation towards their respective syllabus, various curricular, co-curricular and extra-curricular activities of the college, opportunities and facilities available, etc.

The learning levels of students are assessed through the dynamics of 6-days long induction programme, **psycho-metric tests** to assess the multiple intelligence, **a bridge course** and **a baseline test** to identify the learning gap of each student. The students are identified as **slow, medium and advanced learners** based on the psycho-metric tests and score in the **baseline test**.

Learning style and multiple intelligence of the students are identified using psychometric test and give special attention to selecting teaching style based on the student category. Continuous evaluation has done using test papers, presentations, assignments, class participation, laboratory skills, etc. on every course during all the semesters for assessing the progress of each student and have taken appropriate measures for improvement.

Programmes for Advanced Learners

- **Walk With a Scholar (WWS)**- A programme offered to above average performers to improve self-confidence, communication skills, academic performance, and help bring out higher levels of outcomes.
- **NPTEL/SWAYAM Local Chapter**- Students completed various courses in the MOOC initiative by the Central Government which enabled students to pursue knowledge as per aptitude and interest.
- **Coursera Online Learning** - **2854 Students** completed **6874 Courses** in the MOOC platform which were made available by the College in collaboration with Coursera.
- **Participation in Hackathons**- To encourage student-centric innovative skills, Innovation Festival was organized. **930 Students** participated in Idea Contest; **84 Students** participated in **State Level Hackathon**, of which **3 teams** were selected to final rounds.
- **Internships in industry and Research oriented collaborative Project works** - **874 Students** (Advanced Learners) benefitted.
- **Finishing School** - **150 students** benefited in professional training programme for all round

personality development and social etiquettes.

- **Programmes for Slow Learners**

- **Scholar Support Programme (SSP)** - A government-funded coaching programme for the financially and academically weaker students. **200 students** benefited with special coaching classes and study materials.
- **Remedial Coaching** - Additional remedial classes are organized for slow learners. Peer learning and peer tutoring are encouraged.

- **Programmes for All Students including Medium Learners**

- **Career Guidance and Counselling** – **65% of Students** were given training to work on to increase employability.
- **UGC NET /JAM Coaching Cell:** Helps clear national level tests and increases employability.
- **Additional Skills Acquisition Programme (ASAP):** **120 Students** were provided ASAP training for all-round development of essential skills.
- **71 Value Added Courses** were availed to enhance employability in different domains; **62% of Students** of assessment period, did at least one value-added course.
- **Mentoring Programme-** Students are assigned to mentors in the ratio of 20:1. Mentors provide individual attention and care to improve the performance of learners keeping in mind, their differing abilities.

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

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

Response: 20:1

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

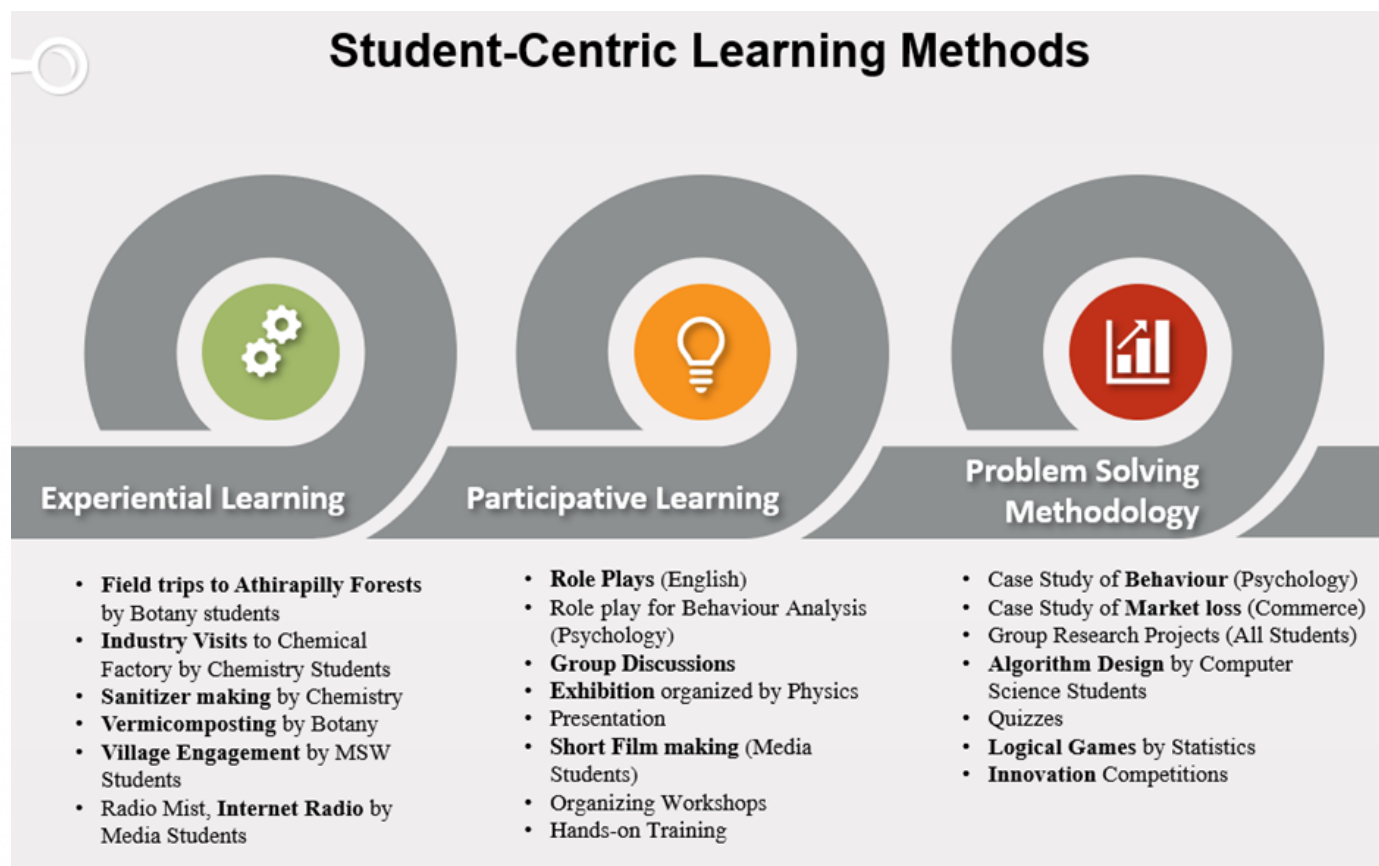
2.3 Teaching- Learning Process

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

Response:

Learning at St. Thomas College has been made more student-centric by introducing **innovative and interactive learning tools and methods** which constitute experiential learning, participative learning and

problem-solving methodologies. The advantage of student-cantered learning is apparent where **learning is engaging and adapted to a student's needs and interests, catering to individual learning goals.** Institution's **collaborations**, opportunities for **internships and innovations**, well-equipped labs, extensive **ICT infrastructure and community engagement** are all synergized towards student-centric learning. Different student-centric methods commonly used are given below:



Experiential Learning is a learning process whereby the students “learn by doing” and then reflect on the experience. Across the various departments of the College, the most commonly used experiential learning activities that students get access to are:

- **Field trips to Athirapilly forests** by **Botany students** and **Industry Visits to Chemical Factory** by **Chemistry Students** provided on-site learning experience
- **Launching of Radio Mist, internet radio channel** by Media Students provided an opportunity to practise the media lessons
- **Vermicomposting by Botany Students**
- **Sanitizer preparation by Chemistry Students**
- Student Internships scale up professional expertise and **650 students completed internships**
- **Student teaching/Seminars** by all UG and PG students is mandatory in each course
- **883 students showcased their innovative ideas** and knowledge during Innovation Festivals
- **Village Extension Programmes** gave hands-on experience to **MSW students** in organizing social work activities.
- Students gained learning experiences through drama, and other art and theatre performances
- Organization of inter-collegiate events fosters learning beyond curricula

Participative Learning describes a teaching-learning method where students become interactive participants in the process of learning. Various participative learning methods give students an opportunity

to gain professional knowledge, essential skills and values. Different activities carried out in the College include:

- **Role Play** by Students of English
- Role Play for **Behavioural Analysis** (Psychology)
- Interdisciplinary projects by students of **Criminology, Data Science, Psychology**
- **Exhibitions** organized by **Physics Department** gives opportunity to students to demonstrate experiments
- Hands on **Workshops and laboratory Experiments** by **Science students**
- **Making of Documentaries and Short Films** gave learning experience to **Media Students**
- **Group discussions and Peer Learning**
- Participation of students in Webinars
- Participation of students in Flipped classroom
- 2854 Students completed 6874 MOOC courses in Coursera/SWAYAM

Problem Solving Methods is a teaching strategy where students acquire the learning outcomes by facing problems to be solved. By observing, understanding, analysing and interpreting the problem posed to find a solution, the learners achieve a more holistic understanding of the concepts. Different instances of problem-solving methods used to develop the students' skillset include:

- **Case Study** of Behaviour by Psychology Students
- Algorithm Design by Computer Science Students
- Group Research Projects by all Students
- Students participating **Quizzes and Logical Games**
- Mandatory Submission of **Assignments** by students
- Innovation/**Hackathons** Competitions

Students have freedom to choose interdisciplinary subjects as their Open course. Elective and Complementary courses in the syllabi are selected as per the latest industry requirements and advances in respective fields of learning. This gives the students greater flexibility in learning as per individual interests and also helps them acquire learning in line with the industry requirements.

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

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The College is adequately and sufficiently equipped with ICT infrastructure to enable all teachers to utilise

the newest technological developments in the field of Information and Computer Technology. This helps them derive the maximum out of their teaching endeavours and becomes more effective. Students are, in turn, benefitted by better knowledge, with great pleasure and ease.

ICT-enable Infrastructure

- The campus premises are **WiFi-enabled**
- All the **classrooms are equipped** with LCD Projectors/Televisions and computers
- The college has a well-equipped **media centre with shooting floors, audio recording studio** with necessary software, for teachers to record their video lectures and publish it
- **Interactive panels** have been set up at multiple locations to support interactive ICT-enabled teaching

Training to equip faculty ICT-enabled

- IQAC took measures to equip teachers ICT-friendly by organizing training in and workshops on Moodle
- Webinars and workshops are conducted frequently to promote ICT enabled teaching
- Online training was provided to train Mentimeter, Google tools, H5P, OBS etc.

Use of Learning Management System

- Moodle, an open source learning platform, is the official learning platform of the college
- All teachers and students have been given with unique access credentials to access the LMS
- This system is wholly created and internally managed by a dedicated team of teachers
- Moodle LMS is used for various academic purposes:
 - To provide digital learning resources like videos, documents, presentations etc.
 - To conduct Online evaluations and results are automatically generated
 - To conduct quizzes and assignments online in auto-set and engaging manner
 - Teachers create courses online, manage them, and share lecture notes
 - Teachers conduct online live interactive sessions

- To provide notes: Freely available text books
- To create question banks for internal evaluation

Other ICT-focussed Initiatives

- The institution has its own **St. Thomas Academic Management System (STAMS)** utilized by the teaching faculty
- Teachers also use ICT-based tools like Mentimeter, Google Classroom, Kahoot!, Google tools, OBS and H5P to create interactions during video lectures, etc.
- Computer labs enabled with audio-video facilities, help faculty and students to avail online content from within the campus
- Teachers use NPTEL platform for accessing online content in their respective disciplines. This helps them remain updated in the discipline
- The College has its *YouTube* Channel to broadcast video lectures prepared by faculty members and conduct online webinars and workshops
- Other than Moodle and STAMS, the college has purchased/subscribed online tools like Streamyard, Microsoft Teams for academic content delivery

Digital Library

- The digital library of the college avails online content to the college community
- KOHA and DSpace have been employed in library
- Provides access to online journals and e-books through N-List of INFLIBNET
- e-PGPathshala: Students access curriculum-based, interactive quality e-content in 70 subjects across all disciplines
- College library houses 40 computer terminals for interactive learning

Language Lab

- Language lab equipped with necessary hardware, computers and software, has been set up in the college
- Teachers utilize the lab to enhance language teaching through specific software for improving Listening, Speaking, Reading, and Writing skills

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 20:1

2.3.3.1 Number of mentors

Response: 163

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The Academic Calendar is prepared by the Calendar Committee taking into account the annual plans prepared by the academic departments, IQAC and Controller of Examinations (CoE). The calendar committee takes inputs from different committees, cells and bodies.

Preparation of Academic Calendar

- Since all important events of the college are in line with the academic calendar, the calendar committee gathers details and schedules as given:
 - Planned common programmes such as Student Induction Programmes, Bridge course, Faculty Orientation programmes, etc. from the IQAC
 - Schedule of test papers and end-semester exams from the Controller of Examinations

- Department level activities such as day observations, intercollegiate events, seminar/webinars, workshops, alumni meetings etc. from the respective HODs.
- Proposed activities from club coordinators, NCC, NSS etc.
- Planned sports, arts, cultural and other student activities from the Students Union
- The Academic Calendar specifies details such as:
 - Number of working days; each semester consists of minimum of 90 working days.
 - Government holidays and important festivals
 - Dates for internal assessments and end-semester examinations
 - Dates of major co-curricular activities such as College Day, College Arts Fest, Sports Day etc.
 - Hard copies of the Academic Calendar are provided to all students and staff, and also available in college website

Teaching Plans

- The syllabus of each programme clearly specifies the total number of teaching hours required for all the courses.
- Course and work allotment to members of the faculty is decided at the department meeting, beginning of every semester. Based on this, the teaching plan for each course is prepared by the respective faculty. This includes topics to be covered, mode of teaching to be followed, proposed assignments/seminars, mode of internal assessment etc.
- A general timetable is issued by the college for all programmes specifying the distribution of classes and allotment of classrooms. The department wise timetables are prepared based on this.
- The teaching staff uses the Faculty Diary as a tool to record their day-to-day progress of the Teaching Plan as per the department timetable. The HOD reviews the progress periodically. At the end of the semester, Faculty Diary is submitted to the HOD for verification.

Adherence to Academic and Teaching Plans

- The College Council monitors the adherence to the Academic Calendar from time to time.
- Any deviation from the academic calendar is looked into by the College Council which suggests remedial measures/steps to be taken, after taking into consideration the particular circumstances which led to the change.

- At the department level, HoD regularly evaluates and ensures the adherence of faculty to their teaching plans.

Class Cancellation

Faculty shall occupy classes as scheduled in accordance with the timetable. Absences caused by professional obligations, illness, emergencies, or personal responsibilities are admissible, but must be reported to the HoD / Principal, in advance. In the case of absences, a substitute teacher, or provisions for additional assignments or alternate learning activity is arranged. The topics assigned for the period is completed on the next days by the faculty.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 35.92

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
71	61	55	52	51

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 7.65

2.4.3.1 Total experience of full-time teachers

Response: 1254

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 18.6

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	17	20	25	19

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 4.13

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	123	92	114	126

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

St Thomas College has taken numerous steps to reform the examination procedures and processes and integrate Information Technology into the evaluation system. The Office of the Controller of Examinations under the supervision of the CoE, has initiated and implemented various reforms and innovations. IT integration into question paper setting, Automation of examination registration, auto generation of Hall Tickets, IT integration of Internal Assessment Process, IT integration into valuation camp, Publication of Results and Marklist generation are some of the reforms that have improved the College's Examination Management efficacy through the Academic Management System of the college.

IT integration reforms in the examination system

- St. Thomas Academic Management System (STAMS), the Academic Management System of the College, is the single-portal solution to the multiple examination related requirements in the

college. Examination registration, Fee payment, Hall ticket generation and notifications regarding Hall-Seat arrangement are done using **STAMS**, the **college ERP**. Students can apply for examinations only through **STAMS**.

- STAMS is the single window system for students to apply for the examinations. Since attendance is regularly captured using STAMS, students who have less than 75% attendance are **automatically prevented by STAMS** from registering for exams, imposing the student to apply for **condonation process online** through the portal as per the provisions in Examination policy. Once successfully registered, the system generates the duly authorized **hall ticket online** which the student accesses. The increased accuracy and accountability of the forms filled out by the students validates the importance of the same. Moreover, going online saves considerable time and resources for all.
- Students are given **online notifications on hall-seat arrangements** as a systematic logistic arrangement.
- '**QnSmarti**', an exclusive software **to create a question bank** repository and **to generate question papers automatically** in a predefined pattern, has effectively been implemented.
- **Incorporation of Outcome Based Education (OBE) paradigm** into the question papers has been automated using *QnSmarti*.
- Autonomy gave St Thomas College the mandate to provide students with grade cards, which is one of the most confidential and critical processes in the examination system. To ensure highest level of security and prevent forgery, grade cards are printed with various security features such as **micro text, pantograph, UV, hologram**. To add to the security credentials, a grade card with folio number and photograph of the student is included.
- Teachers can **securely log in STAMS and enter marks of the various components of Continuous Internal Assessment (CIA)** namely CIA tests, class room participation, assignment, seminar, quiz, internship, case study, etc. At the end of the semester teacher can get the consolidated internal marks from STAMS. Students can log into STAMS and verify their marks of each component. During the pandemic most of the teachers have used the LMS platform for continuous internal assessment.
- The **valuation camp is IT-integrated** with STAMS and marksheets are generated in the system which the respective chairman can validate online.
- Because the component-wise distribution of marks for assignments and the choice of assignment methods are determined by the discipline's nature, the AMS assists faculty in selecting the required components and methods from the available options. Automatic attendance cut-offs and proportionate mark distribution are also implemented.
- As an added feature of the College AMS, **parents are given an individual login to view their children's academic performance**. Parents are invited to attend open houses on a regular basis to discuss their children's academic progress with the Principal and faculty members.

Improvements Observed in the Examination System

- In answer booklets, **Bar codes** are used to bring in transparency in the evaluation of Semester Examination answer scripts. The marks are then uploaded to the software for automated tabulation after they have been evaluated. After each Continuous Assessment Examination, the CIA marks are updated online. Marks of other components such as assignments, quiz, mini project, classroom participation, etc are also entered in STAMS. As a result, there has been a significant increase in accuracy and the speed with which results have been released. These IT-integrated reforms have aided in paperless procedures, which are in line with the College's green initiative.
- **Double valuation** has been introduced at UG and PG level. In case of discrepancy between two evaluations beyond a threshold, a **third valuation** is done for PG papers.
- Question papers are also obtained from a **panel of external experts** in each subject area and scrutinized to ensure that the examination process is carried out flawlessly.
- The Office of the Controller of Examinations has **cutting-edge computer/software systems, as well as surveillance cameras**. This has helped in strengthening the security measures of the exam procedures. The Examination Management system now has more transparency, accountability, confidentiality and credibility as result of the reforms in IT-integration.
- After each semester, meetings of Chairmen of Board of Examiners and CoE are held to review the statistics related to examination results. The committee investigates areas for improvement in all related areas and communicates the findings to all departments for further action.
- A **grievance redressal mechanism exclusively to deal with evaluation-related grievances** is in place, which is addressed by the office of CoE.

To prevent and deal with examination related malpractices:

- An Examination committee made up of senior faculty members is in charge of overseeing the examinations on a regular basis.
- Every academic year, existing teachers attend annual training sessions to update and refresh their duties and responsibilities related to examinations.
- During their orientation programme, newly recruited teachers are given similar training sessions.
- Preventive / corrective and punitive measures are taken to restrict malpractices in the examinations.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on the website of the College.

Outcome-Based Education (OBE) paradigm has been incorporated in the curricula of college from 2019 admission onwards which ensures that the curricular endeavours focus on Learning, based on **achievable and measurable outcomes**. OBE paradigm **gives direction, purpose and focus** to the students as well as to the faculty. All faculty members are involved in the preparation of curriculum of respective programmes after proper trainings on OBE, Blooms Taxonomy, Question Banking in alignment with OBE paradigm and methods of evaluation.

The outcomes define **what the students will be able to do** at the end of the respective course or programme. Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are defined by considering feedback and suggestions from **employers, alumni** and **academic experts**. All COs are mapped with at least one PSO and PO.

Below is the mapping of some courses of M.Sc. Programme as an example

Programme Outcome				
PO1	Attained profound Expertise in Discipline			
PO2	Acquired Ability to function in multidisciplinary Domains			
PO3	Attained ability to exercise Research Intelligence in investigations and Innovations			
PO4	Learnt Ethical Principles and be committed to Professional Ethics			
PO5	Incorporated Self-directed and Life-long Learning			
PO6	Obtained Ability to manoeuvre in diverse contexts with Global Perspective			
PO7	Attained Maturity to respond to one's calling			
Programme Specific Outcome				
PSO1	Differentiate plant groups according to their morphology, <u>anatomy</u> and genetics			
PSO2	Practice the methodology followed in plant protection, <u>propagation</u> and improvement			
PSO3	Understand the advanced concepts of physiology, biochemistry and molecular biology of plant and microbes			
PSO4	Employ problem solving and laboratory skills pertaining to biological techniques and apply strategies for environmental conservation			
PSO5	Adapt scientific methods in plant research and create entrepreneurship			
Course	CO	CO Statement	PSO	PO
BOT1C01	CO1	Understand life cycles of lower groups and Gymnosperms	PSO1	PO1
BOT1C03	CO1	Understand the development and differentiation of tissues	PSO1	PO1
BOT2C05	CO3	Understand the plant breeding techniques used in crop improvement	PSO2	PO1
BOT3C07	CO1	Understand the physiology of plants with reference to water relations and mineral nutrition	PSO3	PO1
BOT4E01	CO8	Apply conservation strategies in global perspective for the use and restoration of threatened ecosystem	PSO4	PO1
BOT4E02	CO8	Evaluate the merits and demerits of different tools used in r-DNA technology	PSO5	PO1
BOT4P01	CO3	Apply theoretical frameworks to the chosen area of study	PSO4	PO3
BOT4E01	CO3	Discuss the important environmental protection laws in India and Indian environmental activists	PSO2	PO4
BOT4E01	CO7	Evaluate different types of habitats with reference to Kerala	PSO4	PO5
BOT1C01	CO6	Understand the significance of geological time scale in the history and evolution of earth's flora	PSO4	PO6
BOT2C05	CO4	Identify legal regulations related to <u>IPR</u>	PSO5	PO2
BOT2C06	CO7	Evaluate the role of different biodiversity conservation ventures at local/national and global levels	PSO4	PO6
BOT4P01	CO7	Propose recommendations based on research findings	PSO4	PO7
BOT4E01	CO8	Apply conservation strategies in global perspective for the use and restoration of threatened ecosystem	PSO4	PO7

The Vision, Mission, POs, PSOs and COs are communicated to the faculty members through Printed syllabus, College Manual, Academic Management System and College website.

Communication to the Students

- The POs and PSOs of all programmes are printed in the ***College Manuel*** which is provided to all students
- POs, PSOs and COs of all the programmes are **displayed on the College website**
- PSOs and COs of respective programmes and courses are published on the login page of the respective Students in the college Academic Management System

- POs, PSOs and Semester-wise COs are displayed on the **Notice Boards**
- **Soft copies of syllabus with PSOs and COs** are shared with the students through **Moodle** (Learning Management System)
- **Hardcopy of the syllabi with POs, PSOs and COs** is maintained in every department for ready reference
- During the **Students Induction Programme**, **POs and PSOs** are explained to the new admissions extensively in detail
- Teachers who handle various courses explain the relationship of each course outcome with POs and PSOs **at the beginning of a semester**
- **Curricular and co-curricular activities** are organized in congruence with the Vision, Mission, POs and PSOs

Communication to the Faculty

- **The faculty are primarily involved in the drafting of POs, PSOs and COs** takesplace during the revision/drafting of the syllabus and thus have very good awareness on the same
- **The POs, PSOs and COs** are communicated to **the faculty** through **orientation programmes, institutional faculty development programmes** and departmental council meetings

Communication to other stakeholders

- **The alumni and employers** are communicated with the POs, PSOs and COs through the college website.
- **The parents** are given awareness on **the Programme Outcomes** and OBE paradigm during **orientation program and PTA meetings**.

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

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

Response:

Attainment of Programme Outcomes (PO) and Programme Specific Outcomes (PSO) are to be computed with methods and precision. There exist several ways to obtain the attainment of outcomes; however, both quantitative and qualitative measures are to be considered for the precise computation.

Attainment of Outcomes

- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through curricula
- Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs
- A set of performance evaluation criteria is used for quantitative assessment of COs
- Thus, the attainment of COs provides evidence of attainment of POs and PSOs

Following are the different methods for Assessment, Evaluation and Measurement of POs/PSOs:

- Direct Assessment methods
- Indirect Assessment methods

75% of the weight is given to direct method and 25% of the weight is given to indirect method.

Direct Assessment method

- Quiz
- Individual viva or group viva
- Mini Projects
- Lab / Field / Practical work / Case study
- Group discussion
- Seminar
- Assignment
- Class room participation

Indirect Assessment method

- Programme Exit Survey: This survey is taken from the final year students at the completion of UG/PG programme.
- Course Exit Survey: This survey is taken from the students at the completion of respective course.

The Following steps are involved in the direct method:

Step1: Map COs to PSO and PO

Step2: Compute the average scores of mapped COs for each PSO and PO

Step 3: Convert the resulting value to 100 and take 75% of it as the contribution from Direct Method

Step 4: Compute the scores corresponding to PSOs and POs from exit survey report

Step 5: Convert the resulting value to 100 and take 25% of it as the contribution from Indirect Method

Step 6: Resulting sum of the scores from direct method and indirect method will give the overall scores of PSOs and POs

Step 7: The levels of attainment are set as follows:

Score class	Level of Attainment
76 - 100	High
51 - 75	Moderate
0 - 50	Low

The outcome is attained if the calculated attainment level is equal to or greater than a predefined attainment target. During the introduction of OBE, levels of attainment was set by the OBE preparation committee in discussion with the experts based on last three year's results. The level of attainment is periodically reviewed and updated by incorporating the previous year's result.

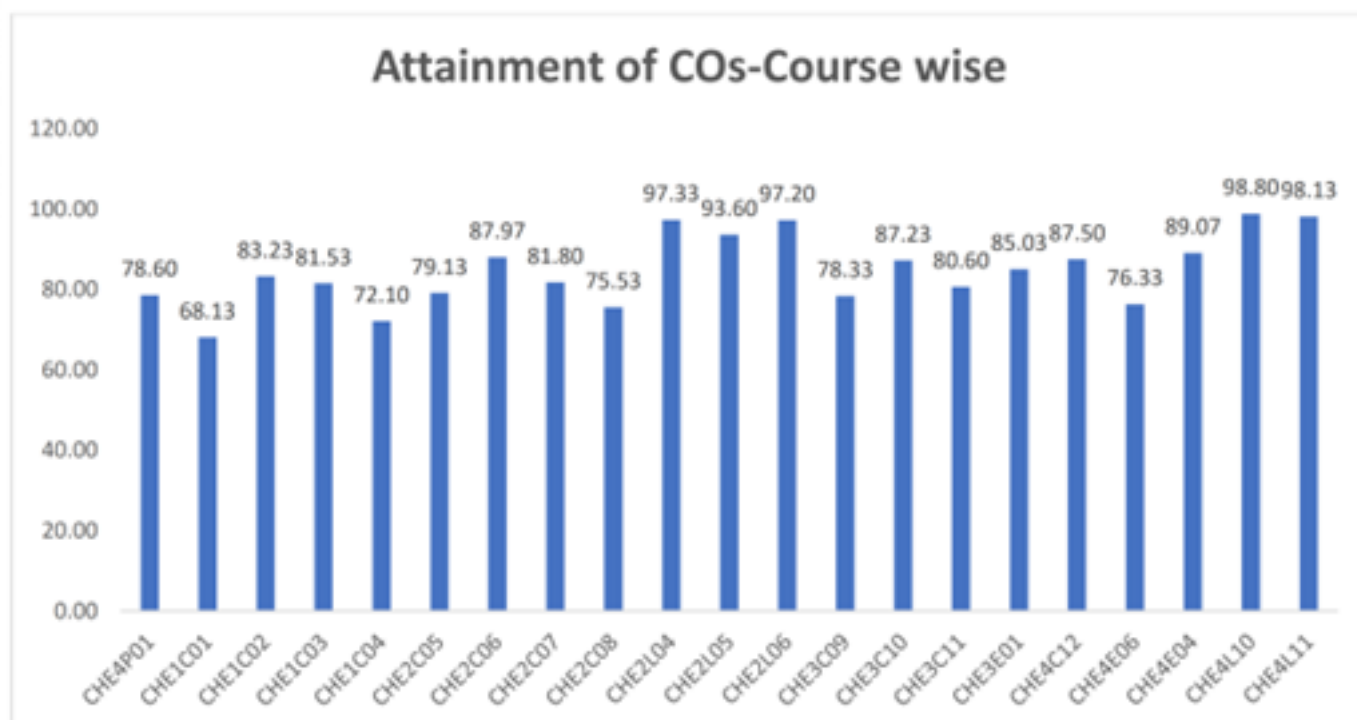
Gap Analysis

OBE attainment results are analyzed department-wise and corrective measures are taken when the level of attainment is below the expected level. In addition, each department frames strategies and initiatives to improve the quality of teaching and syllabus to increase target value. The gap analysis is employed during the future syllabus revision process.

OBE Attainment Method



Attainment of Course, Programme and Programme Specific Outcomes Report Programme: M.Sc Chemistry



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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 90.15

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

Response: 934

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

Response: 1036

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.7

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

St. Thomas College, true to the spirit of its motto, is dedicated to the promotion of scientific research and propagation of new knowledge to the society. The college is an established Research Centre offering doctoral degree in 10 disciplines under University of Calicut.

Research Policies and Regulations

1. The **Research Policy** of the College comprises of **Research Promotion Policy; Plagiarism Check Policy, Research Ethics Policy, Research Consultancy Policy and Santhome Research Grant Policy**.
2. The Research Policy defines **strategies to promote research**, ensures **research ethics and professionalism** in research conducted in the campus, encourages **multidisciplinary research**, specifies **consultancy** procedures and provides **guidelines** for various research activities.
3. **College Research Regulations govern** all processes starting from admission to submission of thesis (<https://stthomas.ac.in/research-regulations/>).

Specific Offices and Bodies established to coordinate and review research:

1. The **Dean of Research (DOR)**
2. **Research Council** (a body of all Research Guides and Heads of Research Departments presided over by the principal and managed by the DOR)
3. **Research Advisory Committees (RACs)**
4. **Ethics Committee and Academic Integrity Panel**

Research Promotion through Recognitions

1. **Santhome Research Awards** is instituted to honour Achievers (Research Scholars and Faculty) in research
2. The Awards are Best Research Scholar, Faculty and Best Research Paper Award which is presented annually in each discipline
3. **Santhome Research Grants (Seed Money)** instituted to provide monetary assistance to budding

researchers

4. **Institutional Scholarships** to Research Scholars
5. **Patent Application Fee** of Researchers is paid by the College
6. Publication in Indexed Journals is recognized through cash awards

Research Facilities

1. Central Instrumentation Facility housing wide range of advanced Research Equipments
2. Digitized library
3. Research wing with cubicles for research scholars and space for collaborative research and discussion.
4. Funds such as RUSA, CPE, DST-FIST have been expended to increase the quality of infrastructure for research.
5. All Research Laboratories have been renovated and consumables replenished.
6. Softwares to assist research include plagiarism checking softwares. iThenticate (Turnitin) and Ouriginal (Urkund); Tally, Microsoft, SPSS, Orell, MATLAB, PROTOOLS 8.0, Final cut pro 10.4.6 and Mixxx 2.2.2.
7. **Annual Research Scholars' Meet** invites global and national level achievers in research to motivate scholars and faculty

Milestones and Outcomes

- **Research Centres:** Economics, Commerce, Statistics, Botany, Mathematics, Physics and Computer Science were recognized as research centres increasing **the number of research departments to 10** during the assessment period.
- **30 PhD degrees were Awarded** from Research Centres of the College during the assessment period
- **197 indexed Research articles** in Scopus/Web of Science and **166 books/chapters in edited volumes/books** were published during the assessment period
- Institutional Scopus h-index is currently 14
- **One Patent Awarded; another 4 Patent Applications Filed**
- **5 new Plant Species were discovered** by Researchers of Botany Department.

- Online Course on Research Publication and Ethics was conducted in association with the Directorate of Research, University of Calicut in 2020 and 2021. It is approved by University of Calicut as equivalent to RPE paper for course work.
- **189 Seminars/Workshops/Endowment/Invited Lectures** were conducted on Research/IPR/Consultancy

NAAC

ABC ANALYSIS FOR RESEARCH IN ST. THOMAS COLLEGE (AUTONOMOUS) THRISSUR

ANTECEDENT	BEHAVIOUR	CONSEQUENCE
Human Resource for Research	Support for applying for Guideship/ Research centres	Research Guides-increased from 16 to 39
		Number of Research centres from 04 to 10
	GRC, ICC	Prevention of victimization of scholars
		Teachers with PhD =36%
Resource Mobilization	Applied for External Grants	DST-FIST; RUSA; STAR COLLEGE; CPE funding Individual projects and grants
Resource Generation	Utilized more than 44 lakh rupees for developing research and consultancy infrastructure	Revenue generated from consultancy-more than 22 lakhs Increase in number of quality publications
Quality of Research Communications	Classes on research publication	Number of publications indexed in SCOPUS and Web of Science/ UGC Care list increased by 440.63 % in the last five years when compared to the previous 5-year interval
	Started RPE Course	
	Provided incentives- Awards/Grants	
Ensuring Ethics in Research	1. Research Ethics Committee 2.Plagiarism policy 3.Plagiarism detection software (PDS)	Two PDS- Ouriginal and iThenticate
		So far, no ethical breaches/reports
		3. More than 2000 PD tests done
Increasing Quantity and Diversity of Research Output	1.Support to attend conferences and trainings 2.Financial support and expertise to apply for patents	From zero patents to 4 patents applied for and 1 published 197 publications Increase in collaborative research
Enhancing Research Skills	Provided Incentives to attend relevant trainings/courses- in Awards Conducted Seminars/Workshops on Research Methodology/IPR etc.	Increase in quality publications
		Increase in consultancy
		Increase in research collaborations
Increasing number of externally funded projects	Santhome Seed Money Grants	Outcomes yet to be tangibly visible/measured
Building Research Networks	Provided Incentives (Awards) - to attend relevant trainings/courses - for establishing Collaborations	Number of research collaborations-62 Which is significantly higher than before 2016
Building Institutional Research Profile	Provided Incentives (Awards) to serve as research persons/consultants/Establishing Collaborations/ reviewers	Revenue generated from consultancy- 22 lakhs
Morale Boosters for Research	Santhome Research Awards	Increased research Output
Research Administration and Regulation	RC, RAC, RE-AIP, Dean of Research	Updated and precise research policies and regulations Smooth liaison with University, Funding agencies

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 3.26

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
10.60	3.24	2.48	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 2.73

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	9	4	3

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 39.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.2	1.3	0.305	5.68	32.32

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 3.72

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	5	16

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 23.78

3.2.3.1 Number of teachers recognized as research guides

Response: 39

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 26.34

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	4	9

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
17	16	15	13	13

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The college has created a vibrant ecosystem for innovations, creation and transfer of knowledge. Infrastructure for innovation consists of the library, space for research and academic discussions. The Incubation Centre of the college nurtures upcoming Start-ups. The campus in Cheroor is utilized to introduce students to agro-based economic ventures.

Dedicated centres for research

The college has ten Research Centres (Botany, Chemistry, Computer Science, Commerce, Economics, English, Mathematics, Physics, Statistics, Zoology) dedicated to formal research and also to provide support to application and innovation. These centres conduct many events to disseminate knowledge on basic and advanced research methodology.

Entrepreneurship and Innovation

The ED Club established in 2010 organises training programmes, seminars, workshops and festival fair to promote entrepreneurship among students leading to successful entrepreneurship ventures. **Startup and Innovation Cell** established in 2018 under the auspices of Institution Innovation Council with MoE, Government of India, annually conducts Innovation Festival, Ideathon and IPR Workshops. **189 Workshops/Seminars** on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship were organized in the college to encourage innovation.

Incubation and StartUp

The St. Thomas Incubation Centre (STIC) and IIC have organized workshops/ seminars/ interactions with entrepreneurs, investors, professional with the objective of helping students establish their business and solving problems associated with it, especially in the initial stages and providing guidance on initial seed funds, lab facilities, advisory, network and linkages. The number of students participating in Hackathons, Agrihackathons and Ideathons have increased due to the collective efforts of these entities. The nascent St.

Thomas Incubation Centre (STIC) has four initiatives:

1. PROGRESSIV-E RECYCLING & TRADING (for recycling E waste)
2. **Eminence** (Start-up Cell of the Electronics Department)
3. Santhome tailoring with tailoring units namely-**Graffittii and SAN's Tailoring**
4. **Fireflies**-an innovation group formed by the students of Computer Science department which successfully designed and sold a software for conducting Elections in a Malaysian University. The Kerala Start Up Mission sanctioned IEDC on St. Thomas College (Autonomous).

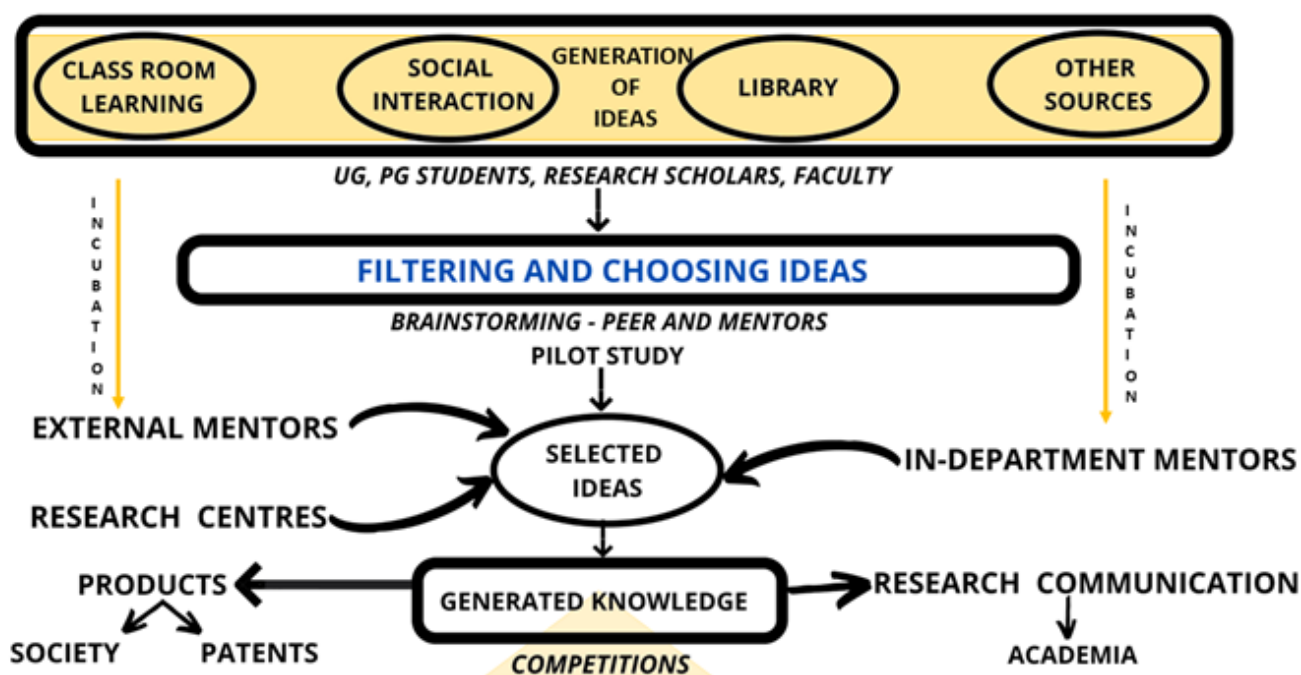
The Finishing School offering in-depth training programmes and real-world experience in the field of social graces and decorum. The inputs given by the finishing school would assist the students in developing communication skills, positive posture and body language, etiquette, presentation, grooming etc.

Knowledge Transfer through Annual Inter-collegiate Flagship programmes 'Sristhi' and 'Empressa' promote and showcase student skills. The college Internet radio run entirely by students "**Radio Mist**" has been well appreciated.

Other Ventures: COOK INDIA-FIT INDIA as part of FIT INDIA a training cum competition by Cookery Club; Events and Training of the fashion designing Club to promote establishment of MSMEs in the future are also being done

Outcomes

- **One Patent Awarded; another 4 Patent Applications Filed**
- **5 new Plant Species were discovered by Researchers of Botany Department.**
- **Startups commenced from Incubation Centre**
- **The College was Awarded for Innovation by Ministry of Education** (1 Star in 2018, 2 Stars in 2019, 4.5 Stars in 2020 and 4 Stars in 2021)
- **MoUs signed for Skill Development and Innvation**
- **The College was chosen as a Mentor Institute for Innovation under the Mentor-Mentee Program of IIC.**



File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 189

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
59	45	49	26	10

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 3.69

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 144

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 39

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

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

Response: 1.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	35	18	28	16

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 1.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	64	39	21	7

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in

Lakhs).

Response: 24.07

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
2.27	16.57	2.99	1.5	0.74

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 44.88

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3.83	0	0	35.69	5.36

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

St Thomas College (Autonomous) organises many activities to sensitise students to social issues and prepare them to respond adequately to realities outside the classroom where the facts and theories learned in the class are tested, applied and relearned in real life contexts.

The college has conducted 233 events over the last five years which included programmes under Swatch Bharat Abhiyan, Aids Awareness, Anti-Narcotic Drive, Community-Village Engagement, Gender Equality, Child and Women Welfare, Health and Environment Protection.

Modes of Sensitising Students: Students are made aware of social issues through

- Seminars, Webinars, Onsite Visits and Day observances
- Mandatory Student Social Service for 6 days per academic year as part of the curriculum
- Extension activities under various schemes like Swatch Bharat Abhiyan through NSS (Units 42 and 144) and NCC (23(K) BN NCC Thrissur), Clubs etc.
- Opportunities for Voluntary Contributions (monetary and participatory) under Schemes like MoU with Alpha Palliative Care

Impact

- As part of Gandhi Jayanthi, Campaign against Drugs use and Illicit Trafficking etc, students undertook cleanings drives, performed street plays, in public places, etc.
- Under CSS more than thousand saplings were planted by the students; various surveys and interviews were conducted and services offered at old age homes and other social welfare centres.
- NSS volunteers came out with a socially relevant podcast SOCIOPODS and e- newsletter to maintain continuity of social sensitizing. NSS and NCC volunteers were part of relief and rescue missions during Kerala floods 2018 and 2019.
- Nine houses have been built and handed over to needy students.
- Hundreds of active blood donors in collaboration with NGOs, government and private hospitals, of which 377 are donors certified by IMA.
- Students volunteer as palliative care warriors.
- Village Adoption Scheme: Notable development was achieved in Echippara Tribal Community for which the college was awarded the 'Award for Holistic Development and Empowerment of Government Tribal School and Community, Echippara'
- In Covid Combat Drive, the college collaborated with the government for mass vaccination drives. Students collected data and engaged the community with awareness on COVID-19. Using its expertise, the college manufactured sanitizers and trained different agencies in sanitizer preparation.
- The college has been awarded with 22 awards for various extension activities from NGOs and government agencies.
- The deep commitment of the college to social causes is reflected in one of its Best Practices titled 'Santhome We-Care Initiative'.

Organisational skills, patience, leadership and empathy, social interactions help to transform a student into a proactive and participative citizen. Thus, St. Thomas College stands true to its Vision: Transforming the Youth through Holistic Education towards an Enlightened Society”.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 22

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	9	1	0

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 233

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
101	63	52	9	8

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 94.7

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3256	2947	2514	2468	2495

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 174.8

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
278	183	237	82	94

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

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

Response: 51

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	13	8	2	2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

St. Thomas College, Thrissur has developed excellent physical facilities to support teaching – learning process in the institution. The management is un-compromisingly striving towards achieving excellence which is evident in the state-of-the-art infrastructural facilities provided for holistic development of students. The physical facility comprises of the following:

Campus

The Campus spreads over **25.48 acres of land** having three Academic Blocks, and a Sports Complex with **total built up area of 31113.57 SQ. M (334782.01 SQ. FT) with a ratio 1: 102.82 SQ. FT** (Average **102.82 SQ** per student). The new centenary campus at Cheroor provides an opportunity to augment the advanced infrastructure facilities to support research-oriented future learning coping up with new education policy.

Classrooms

- The college has **104 class rooms** and **10 Research Rooms** for teaching-learning process
- **100% of Class Rooms are ICT-enabled** to support conventional and blended leaning
- The College has **3 Auditoriums**, including an open auditorium (Gandhi Smriti)
- **6 Seminar Halls** to organize seminars, workshops, training programs and PTA meetings
- **2 Conference Halls** to organize group discussions, team work and presentations
- The institution has **114 LCD projectors**, **10 LED TVs** and **6 interactive boards** for advanced academic activities
- St. Thomas College Campus is **fully WIFI-enabled** with two leased line connection of BSNL (20 MBPS) and TATA (50 MBPS)

Laboratories

To fulfil the demands of the experiential learning, the college provides the following lab facilities to students:

- **12 Computer Labs**

- **One Language lab**
- **20 Physical Labs**
- **Tissue Culture Lab**
- **Microbiology Lab**
- **Molecular Biology Lab**
- **Digital Herbarium** registered in **Index Herbariorum (STC Herbarium)** and **Digital Flora** of Campus Plants
- **Media Lab**

The Computing equipment and facilities in St. Thomas College make the learning process easier and effective with a **computer-student ratio 1: 7.49**. All computing systems are equipped with Microsoft Campus License. The college has purchased **XRD Diffractometer, Cooling Centrifuge, PCR, Gel Documentation System, Double Beam UV Spectrometer** and **Stereo Zoom Dissection Microscope with Software and Camera** to accelerate research activities.

The College has **licensed Software packages** which comprises of **Tally, Microsoft, StreamYard, SPSS, Orell, MATLAB, PROTOOLS 8.0, Final cut pro 10.4.6** and **Mixxx 2.2.2**. **Firewall** for Networks is open-sourced. The college is equipped with **LMS (MOODLE), Linways AMS (STAMS)** and has 4 powerful **Computer Servers**.

Library

- **Library Floor Area: 41,708.55 Sq. Ft**
- **Total seating capacity for 408 persons**
- **Library is fully automated with RFID security gates, auto footfall counter**
- **80 research cabins/cubicles** for research scholars and PG students
- **104 study carrels** for individual reading
- **Space** for Collaborating Learning

Additional Facilities

The campus houses a **cooperative store** text books and other learning aids

The college has a **Reprographic Centre** for DTP, photocopying etc.

The college has **two Boys Hostels** and **one Girls Hostel** for students

The institution has a **canteen and two cafeterias**

ATM facility installed in the campus

Lifts, Toilets, Wheelchairs and alternative paths to stairs have been arranged for **Divyangjan students** in all buildings in the campus

The Campus has adequate number of washrooms

The institution is vigilant in making the campus **eco-friendly, learning-friendly and inclusive**

File Description	Document
Paste link for additional information	View Document

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

Response:

Adhering to the vision of holistic education, St. Thomas College (Autonomous), Thrissur, provides opportunities for the students to excel in all the aspects of education related to human life. The College has excellent infrastructure for cultural performances and sports used by the students to identify, get trained and excel in extra-curricular skills. A definite amount in the budget is set apart for training and augmentation of the facilities of fine arts, sports and games.

Cultural Activities

- **2 Auditoriums**, namely, Palocaren Square (2000 seating capacity) and Medlycott Hall (200 seating capacity) equipped with appropriate Lighting and Sound for cultural activities
- **Open auditorium** (Gandhi Smriti) with 150 seating capacity for cultural performances
- **6 Seminar Halls**
- **2 Conference Halls**
- **Music Room with Musical Instruments**
- **Recording Facilities and Studio Floors**

St. Thomas Western Music Band performs at intercollegiate events and won the first Prize in All-India University Competitions.

The techno-cultural fests like 'Srishti' and 'Exodus', the literary and art festivals like 'Anora', 'the Touro Fest', Management Fest and 'Mizhivu', the College Fine Arts Festival and Sports Day provide opportunities for the students to develop their artistic and creative abilities. The students also take part in various day observations with programme teasers, flash mobs, street plays, drama, mime etc.

The Dean of Student Welfare is in charge of all extra-curricular activities organized. Various committees like Fine Arts Committee and Sports Development Cell are formed to execute the programmes designed to develop extracurricular skills in the students. Guest artists are availed to train and lead the practice sessions. Supervision of practice sessions is done by the Fine Arts adviser as per the directives of the Dean.

Yoga

- **Gandhi Smrthi Open Auditorium for daily yoga sessions** for the girls
- **Yoga space at Indoor Stadium** for yoga session for boys
- **Mass Yoga performance** in connection with International Yoga Day and other occasions is conducted at Palocaren Square
- Nationally acclaimed **yoga gurus and trainers** are availed **to train the students**

Sports and Games

In the field of sports and games, the institution provides excellent infrastructure and facilities. And the college provides the following facilities:

- A 400 Meters Eight lanes track to promote track and field events
- The football court with a measurement of 95m x 57m
- A multi-purpose indoor stadium equipped with facilities
- Two jumping pits, along international standards, are provided for the athletes
- The cricket players can make use of two net practicing facilities
- A Basket Ball court
- A Tennis Court
- A well-developed Fitness Centre
- Shuttle Badminton Courts and Fencing facilities in the Indoor Stadium
- Two full-time faculties and 16 Trainers/coaches for various items and events are employed to train the students for separate events

- The Head of the Department of Physical Education and the faculty supervise the trainers and give necessary directives to them

During the last five years, St. Thomas College has won 9 laurels at International level, 99 achievements at National level, 15 Inter-University titles and nearly 75 State level medals in sports and cultural together.

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 110

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 19.77

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
319.24	25.42	24.09	38.16	165.11

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Automated library and online services

St. Thomas College Library (Santhome Athenaeum) is one of the largest and oldest college libraries in Kerala and houses about a hundred thousand books in print. The college library is meant for supplementing the academic, intellectual, informational, inspirational, spiritual and recreational requirements of the academia with its rich resources and services.

The library provides open access to its documents and any member can browse through the collections which are arranged according to Dewey Decimal Classification (DDC).

- The Library has a collection of over **97793** volumes and 93 periodicals in print
- The **library is fully automated using Koha 20.11**, a free and open-source integrated library management system (ILMS). **Automation done during April 2015** helped the library perform its operations like circulation very effectively and to achieve its other functions as the number of staff is becoming less.
- The bibliographic details of all the documents in library **can be searched online remotely** through the **Online Public Access Catalogue (OPAC)**. Link to OPAC is available at the exclusive website for electronic services of library
- Users **can renew a document remotely** through OPAC, without coming to the library physically
- The Library is **WiFi-enabled** and provided with **computer access** to browse online contents
- Entry and exit of library is aided with **Automatic footfall counter** which are accessible by **RFID enabled ID cards**
- Library floor area: **41,708.55 Sq. Ft.**
- **80 research cabins/cubicles** for research scholars and PG students
- **104 study carrels** for individual reading
- Total **seating capacity for 408 persons** simultaneously

Digital Database and e-Resources

- **Online resources** are available from library portal at **<http://livestom.stthomas.ac.in/>**
- **Subscription to National Library and Information Services Infrastructure** for Scholarly Content (N- LIST) of UGC-INFLIBNET which provides remote online access to over **6000 e-journals** and **799500+ e-books**.

- **Faculty publications** archived on **institutional repository** known as STArc.
- **Online access** to previous year question papers

Physical Library Amenities

- The library is **air-conditioned**
- Research wing of the Library is provided with pantry service
- **Tutoring rooms**
- **Research visibility tool lab**
- Studio for **Divyangjan (Differently-abled)** visually challenged students with facilities like screen reader and scanning and reading system, which instantly converts printed materials to speech or large print output on computer screen using high-quality speech and the latest **optical character recognition (OCR)** technology
- **Discussion room with multimedia**
- **Collaborative learning spaces**
- **Compact shelves**
- **Learning stairs**

Library portal (livestom.in)

The users are benefitted by various **automated services** by which they can enhance the user experience of library even without coming to the library by visiting its portal at <http://livestom.in/>

Article delivery on request

The library also delivers articles to which the users do not have access through inter-library loan and various network arrangements.

Similarity checking services

Text similarity checking services for plagiarism is provided by the library using two software packages: **iThenticate** and **Ouriginal**.

Training programmes and courses

The academic Department of Information Studies offers various types of academic programmes in information studies and research and publication ethics even at the national level.

File Description	Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 11.34

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
8.06	3.58	13.9	23.37	7.81

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 17.63

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

Response: 603

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

St. Thomas College is committed to provide secure and sophisticated Information Technology Infrastructure in the campus in terms of hardware, software and internet facilities.

IT policy

- Ensures proper access to and usage of IT resources and prevent their misuse
- Maintains, Secures and ensures legal and appropriate use of IT infrastructure in the campus
- Lays down strategies for secure access of Network Resources
- Sets up standards and procedures for procurement, upgradation, maintenance of IT-infrastructure
- Has clear strategies for Backup of Server Data

1. Hardware and Software

- College has **4 Servers** and **435 Computers** for Students support (**Ratio of 1:7.49**), **34 for office purpose** and **47 Computers for Faculties**; all managed and secured by competent personnel.
- St. Thomas Academic Management System (STAMS), the **College ERP**, covers Admission, Attendance, Evaluation Management (internal and external) including Question Banking, Documentation, Event Management, Academic and Office Administration.
- Data is **secured** by **https** for STAMS as <https://ams.stthomas.ac.in/>
- Moodle is used as **Learning Management System** for Online Classes delivering online content
- Technical team provides training on the use of Software and Hardware to the Staff and Students
- Original Microsoft Campus Package renewable service is used in the campus
- License and Agreement for Windows OS License upgrades, Microsoft Teams and cloud service, TALLY, StreamYard, Antivirus Quick Heal, Orell Language Lab and QnSmarti procured
- Firewall installed for Security of Networks and data

2. Network

- Internet Connection with 70 MBPS Bandwidth of dedicated Leased Line (20 MBPS Leased Line from BSNL and 50 MBPS Line from TATA service Provider)

- Configuration, updation and maintenance of computer Networking in the campus are internally done by the competent technical staff regularly
- Global Naming & IP Addressing conventions are used
- College has its own domain address 'stthomas' and all faculties have been allotted with email addresses under college domain
- Linking STAMS to the website *stthomas.ac.in*, Faculty may share learning materials on the Web

3. Surveillance and Security Devices

- 48 CCTV cameras are installed and run as added security in all blocks for smooth working of the institution
- Data is stored and made available through viewable port to principal, Executive Manager and Security staff

4. Database

- Highly official data is protected with firewall security and highest level of authentication
- Server configuration is done in such a way that daily backup of data automatically takes place at midnight every day
- The security of administrative and academic data in STAMS and Moodle servers are ensured by reliable softwares and legitimate agreements and licenses

5. E-Waste

- The IT policy takes care of the disposal of e-waste
- Electronic goods are put to optimum use
- The minor repairs are set right by the Laboratory assistants and technical staff
- E-waste and hazardous waste management is done in a safe and secure manner in collaboration with KEIL, an authorized e-waste management agency
- The major e-waste such as unusable instruments/equipment's, CRTs, Printers, Computers are sold out

6. Budget Allocation

- The institutional strategy is to **allocate 8% of total Annual Expenditure** (excluding salary) for updating IT infrastructure and **Rs. 114.5 Lakhs** were spent during assessment period.

File Description	Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 7:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 50 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 30.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
218.83	152.2	174.69	93.94	142.49

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

St. Thomas College has well-defined **Policy and Procedure** for maintenance of infrastructure and facilities and its utilization. The Policy and Procedure ensures **optimal allocation and utilization** of infrastructural facilities, **averts mismanagement of college amenities** and guarantees **preventive, routine and corrective maintenance** of infrastructure. The **responsibility of maintenance** in the campus is vested on the committee headed by the Bursar. Maintenance in the campus is categorized into three:

- **Preventive Maintenance**
- **Routine Maintenance and**
- **Corrective Maintenance**

General Infrastructure

- Every department including college office keeps track of **stock register** and **an annual stock verification** is carried out.
- The college office maintains a **maintenance report register**, which is analysed and each

maintenance work is allotted to the respective technicians by the bursar.

- **Logbooks are maintained** to record the use of equipments and facilities
- The upkeep of college infrastructural facilities will be performed by Technicians, Masons, Plumbers, Carpenters and Painter deputed by the Management.
- **Annual Maintenance Contract (AMC)** for electronic equipment, electrical equipment and other facilities are regularly renewed
- The **new infrastructure requirement**, raised by various stakeholders, is approved College Advisory Committee and St. Thomas College Trust Board and executed by the office of the principal/bursar.
- CCTV, Solar Power System, UPS, Air Conditioners, Lifts and Fire Safety Equipments are maintained with support of external agencies and experts.

Class Rooms, Seminar/conference Hall and Auditorium

- To **utilize common amenities like Seminar Halls, Auditoriums**, Conference Halls, Gandhi Smriti Open Gallery etc., bookings are done with the **consent and approval of the principal**.
- The Management has assigned specific office staff for the maintenance and utilization of Classrooms, seminar halls, auditorium and its facilities and the smooth functioning of the same.
- The Department Heads carry out periodic assessment of the academic facilities and report to the concerned sections in case of requirements for repair and maintenance.
- A **Maintenance Complaints Register** is maintained in the College office to register grievances of the staff and students related to infrastructure, cleanliness and maintenance. The complaints can also be raised through the College Grievance Redressal Cell.
- The routine maintenance and cleaning of the campus is regularly done by **9 housekeeping staffs**
- The utilization of the campus for **public and government requirements** like campus drives, central and State competitive exams such as NET, SET, PSC, LBS, JAIIB, CS, ICAI, Cooperative examinations and Bank examinations during holidays and weekends is **approved by the Bursar with the consent of the principal**.
- Restricted use of the College infrastructural facilities like Auditorium, Class Rooms and Seminar halls are allowed for the outsiders on daily rental basis without disturbing the academic activities with legitimate permissions from authorities.

IT Infrastructure: Computer, Network, Internet, Wi-Fi and Software

- Hardware/Software Installation and Maintenance is performed by 2 Technical Staffs in the college

- **Preventive maintenance** like antivirus installation, configuration of Firewall, checking of printer toner are done by technical staff.
- A **technical committee** comprising **3 faculties** is responsible for the maintenance of Learning Management System (LMS) and training the teachers
- The everyday procedures of the allotment and maintenance of computer systems have to be intimated to the Head of the Department by the lab assistants.
- The requirement of the repair of the systems has to be reported to the Technical Assistant appointed by the Manager through the Head of the Department and the Department Head has to check whether the timely action is taken.
- The technical staff will be in charge of **corrective maintenance** and repair of the Internet and Wi-Fi facility in the campus.
- Any hard drive or any other storage device in **equipment being decommissioned** is wiped to prevent the reading, copying, or reconstruction of the data stored
- E-Waste strategies are followed for **obsolete IT equipments**

Laboratories

- The **laboratory assistants** take care of the laboratories. Maintenance works, when needed, are to be reported to the office by the Head of the Department.
- **Logbooks** are maintained to report use of laboratories
- Students are not permitted to remain in the laboratory without the supervision of a laboratory staff/teachers.
- All injuries, accidents, spills, and breakages are reported to the laboratory personnel and necessary actions are taken.
- **Fire Extinguishers** are installed in every laboratory as a **Preventive Measure**

Sports Infrastructure

- The proper utilization and maintenance of the Sports Infrastructure is the responsibility of the Faculty of the Physical Education Department.
- A Stock Register of the Sports materials is kept in the department and an annual stock verification is performed.
- The Ground Marker takes care of the maintenance of the play Ground and supply of the play kits.

- A prior written permission from the Principal/ Campus Manager/ Bursar is required for the use of the College sports facilities by the personnel other than St. Thomas College sports students.

Library

- Maintenance and augmentation of the library facilities are regularly done
- Annual auditing and stock checking is regularly conducted
- Pest management is executed as a **Preventive Maintenance**
- **Smoke/Fire Detectors** are annually checked in March every year as a **Preventive Measure**
- A **dedicated housekeeping staff** is availed for cleaning and dusting of books, shelves and computers
- The librarian has to confirm the entry of the new books to the stock register.

Water and Waste Management

- Solid, liquid and Waste management systems are in place in the campus including 2 waste treatment plans and biogas plant.
- Adequate number of color-coded dustbin facilities available throughout the campus for the segregation of bio- degradable and non-degradable waste.

Hostel infrastructure

- Hostel Committee consisting of the Manager, Principal, Warden, Bursar and the Finance officer of Thrissur Archdiocese carry out the administration of the hostel.
- The responsibility of periodic repair of the hostel infrastructure is vested on the Warden.
- An admission register, Complaint book and movement register have to be kept in the hostel office and entries to be reviewed.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 45.92

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
1246	1331	1357	1387	1245

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 22.06

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
488	640	911	515	590

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

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

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 64.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
3168	2075	1153	1632	1509

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 20.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
266	153	138	218	207

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

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

Response: 44.27

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 460

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	74	74	40	13

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	74	74	40	13

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

5.3 Student Participation and Activities

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

Response: 246

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
25	111	62	39	9

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

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

Response:

The College Students Union/Student Council is an elected body, which is empowered to promote and facilitate co-curricular and extra- curricular activities of the college and provide opportunities for the training of students as good citizens.

Election of College Students Union

- Election to the College Union is held democratically in conformity with the guidelines and procedures laid down by the College in accordance with the recommendations of Lyngdoh Committee and Calicut University for forming student councils.
- Parliamentary system of Election is followed with a senior faculty appointed as the Returning Officer for the conduct of Election procedures.
- The council of class representatives (Student parliament), formed inclusively with two class representatives from each class (one boy and one girl) is constituted every year. This council elects the College Union for the year.
- College Students Union is comprised by Chairperson, Vice-Chairperson, General Secretary, Joint Secretary, Magazine Editor, Two University Union Councillors, Fine Arts Secretary and Sports Secretary. It is ensured that at least 30% of union members are female. In addition, elected class representatives is also part of the college students union.

Activities of Students Union

- The elected Union is mentored and guided by Dean of Student Affairs and two staff advisors, in organizing festivals and conducting Arts and Sports competitions.
- The council of class representatives meets regularly and share students' ideas, interests and concerns with teachers and the management.
- The College Union meets once in a month and plans their activities. Dean of student affairs /fine arts faculty coordinator serve as observers of those meetings.
- The important events planned and organized by the College Union are:
 - College Fine Arts Festival titled, *Mizhivu*.
 - Annual inter-departmental *Sports Fest*
 - Inter-departmental Food Fest
 - Teachers' Day
 - Freshers' Day
 - Celebrations of Onam, Christmas, Ramzan, and Holi
 - The College Day
- The College Union ensures student participation and involvement in observing important national/international days.
- Union organizes flash mobs and public awareness rallies on national and social issues.
- The College Union takes lead in preparing the college squad for University Youth Festivals.

Student Representations

- Every department has a **Department Students Council** which closely involves with all activities of the department.
- The Department Students' Council and the Department Associations organize inter-collegiate fests and events. Some of the intercollegiate fests organized by departments include:
 - Turofest (Commerce Fest)
 - Anora (English Fest)
 - Genysys (Zoology Fest)
 - Srishti (Computer Science Fest)
 - Empresa (Management Fest)
 - Inacio (Electronics Fest)
 - Exodus (Computer Applications Fest)
 - Gravita (Physics Fest)

Student Representations in Academic & Administrative bodies/ Committees of the institution

Representation of Students in various important bodies is ensured to make sure the voice and participation in the affairs and activities of the college.

1. Internal Complaints Committee
2. Grievance Redressal Committee
3. Anti-Ragging Cell
4. Anti-Narcotic Cell
5. Welfare of Divyangjan Students
6. IQAC
7. Career Guidance and Placement Cell

8. Fine Arts Committee
9. Admission Committee
10. Ethics Committee
11. Publication Committee
12. Syllabus Monitoring Committee
13. Sports Hostel Management Committee

File Description	Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 37.4

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	54	46	43	38

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

THE ALUMNAE ASSOCIATION OF ST. THOMAS COLLEGE, THRISSUR

- The success stories of past students are used to assess an educational institution's brand. The Old Students Association (OSA), the Alumnae Association of St. Thomas College, creates an active, lively, and cooperative alumnae network that is crucial to the institution's development and attempts to promote a strong relationship between the College and Alumnae in a range of ways.

- OSA is a legally registered alumni association.
- The College's commitment to developing individual greatness and thereby contributing to the nation's overall success is exemplified by globally and prominently situated graduates who are leaders in their disciplines.
- OSA aspires to build a global community of Alumnae so that they can continue to be associated with the College throughout their lives.
- Several initiatives have been launched in this direction over the last two decades, including the current use of social media.
- OSA intends to launch new chapters in different countries to expand, shape, and strengthen its activities. The fundamental goal of founding chapters is to improve how we connect and interact with our alma mater, as well as to contribute to the institution's growth through financial and other support services and to foster a sense of belonging.

Alumni Contributions

Financial

- Alumni Association avails 31 merit scholarships to deserving meritorious students of St. Thomas College, Thrissur.
- During the last five years, the OSA has contributed more than 16 Lakhs of Rupees to the welfare of students and alumni of St. Thomas College, Thrissur.
- Besides, BSC Chemistry 1972-75 Batch contributed Rs. 2,00,000/- to the college.
- The alumni of Commerce department extended partial financial support for the construction of house for a poor student.
- Alumni of Botany Department instituted 5 endowments worth Rs. 1,50,000/- during the last five years.
- A small group of the Alumnae have volunteered to provide funds to meet organizational goals of research-oriented workshops and seminars for current students. The college is able to grant merit-cum-means scholarships to students in need thanks to alumnae's generous financial contributions.

Non-Financial Contributions

- Alumni has generously supported in organizing Capacity Building Programmes, webinars, resourceful talks for the benefit of the students of the college.
- OSA distributed free smart mobiles and other learning tools to the deserving students of the college.
- Alumni actively support placement training and placements of students of college.
- OSA organized an erudite talk by Dr. Shashi Tharoor MP, world renowned author and orator, on 19 December 2019, in connection with the 70th Anniversary of Indian Constitution.
- OSA released *Santhome Luminaries*, a commemorative volume on 120 eminent alumni of the college, both in English and Malayalam.
- An engaged alumnae network allows the college to benefit from the expertise and experience of our former graduates, by offering their support to current students, to the institution and to each other. Alumnae with a plethora of experience and expertise share their knowledge and skills with current students through speeches, seminars, and workshops.

File Description	Document
Link for additional information	View Document

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

Response: A. ? 15 Lakhs

File Description	Document
Link for additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution stemmed from the educational vision of Rev. Adolphus Edwin Medlycott, the Founder, and was instituted in pre-independence era in 1889. The vision of college emphasizes its role in promoting human as well as societal well-being and in contributing to nation-building process.

Vision: Transforming the Youth through Holistic Education towards an Enlightened Society

Nature of Governance

The institution's effective governance is ensured through well-defined policies, strong self-governance and outstanding merit-based appointments of institutional leaders.

The Governance model adopted by St. Thomas College is Transparent and Collaborative ensuring participation of all stakeholders in decision making process of **Management, Administrative, Academic and Structural governance**.

1. Management Board

- St. Thomas College Trust with its Trustees, the Advisory Committee, Manager and Principal constitute the Apex body in Policy.

1. Administrative Governance

- Principal, Executive Manager, Vice Principals, Administrative Deans, Bursar, Heads of Departments and IQAC work in tandem to ensure smooth administration under the auspice of Governing Council.
- Inputs and Feedbacks from Students council, Faculty Council, Department Council and College Council are employed and addressed in administration.

1. Academic governance

The Academic Council with the support of CoE, Academic Deans and BoS:

- Governs the academic functioning of the College

- Meets periodically for curriculum redesigning and approval submitted by Boards of Studies
- Ensures effective academic delivery through Heads of Departments and the Faculty

1. Structural Governance (System and Office)

- The college office shares administration through documentation, accounting and service delivery to the stakeholders

Style of Governance

Governance of College is characterized by Participation, Responsiveness, Accountability, Compliance, Transparency, Inclusiveness, Consensus, Effectiveness and Efficiency (PRACTICE).

- **Periodical Departmental Visits by Manager** fosters Participation and Consensus
- **Semestral Presentation of Departmental Credentials in IQAC** in the presence of Manager and Principal, creates Effectiveness and Efficiency
- **Submission of Self-Appraisal to the Manager** and Principal ensures Accountability and Transparency
- **Feedbacks from Teachers and Staff** facilitates Participation and Inclusiveness. **Lady Teachers' feedback regarding dress code** for lady teachers was well-addressed by the manager
- **Top to bottom approach:** Decision making apex bodies adopts/frames policies and communicates them to the stakeholders through policy documents/circulars and through meetings
- **Bottom-up approach:** Implementations/effects/outcomes of policies/decisions are evaluated/reviewed based on feedbacks from students/faculty/employers/alumni for refinement and corrective actions

Perspective plans

- **Strategic Plan 2017-2032** was prepared in line with the **Vision and Mission**, and in consultation with Teachers/Staff, Students, Alumni, Parents and Industry, in a **participatory** manner, with the **goals** of Institutional Development, Societal Transformation and Nation Building.
- The Strategic Plan with an **Action Plan** and regular **Review**, strategizes to convert the institution into an eminent institution, realizing **institutional, research, infrastructural and academic** excellence by 2032.

Teachers Participation in Decision Making Bodies

- The Governing Council, Academic Council and Planning & Evaluation Board consist of senior teachers nominated by the Principal
- The College Council consists of elected staff representatives in addition to the HoDs and IQAC Coordinator ensuring larger representation of teachers in strategic decisions.
- Representation of Teachers in Boards of Studies, Research Council, Pass Board and Examination Committee ensures teachers' participation in making academic decisions.

File Description	Document
Link for additional information	View Document

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

Response:

The effective Leadership is reflected in various institutional practices such as decentralization and participative management as given below:

- **The Board of Trustees and Advisory Committee** constitute the supreme body that formulates governance and general Policies and takes major Financial and Developmental Decisions
- **Governing Council** formulates the Academic and Administrative Policies, approves New Programmes and Annual Budget
- **Academic Council** is empowered for the design of Curriculum and Syllabi; and make regulations regarding Admission
- **College Council is empowered** to consider and report on cases of discipline referred to it by the principal
- **The Heads of Departments** are empowered to run regular functioning of the college exercising collegiality with the faculty of the department
- **IQAC Coordinator** is authorized to verify PBAS for faculty promotion
- **Students** participate in governance of college through Students Union and Students Council

CASE STUDY – Syllabus Revision and Introduction of New Programmes

Decentralization and Participative Management was exercised in revising syllabi and in introducing new programmes conversant with the institutional goals and the Programme outcomes, through a well-

established, decentralized syllabus revision mechanism.

Participative Management

In 2018-19, under the supervision of **IQAC** curriculum restructuring initiatives were originated from **Academic and Administrative Audit** in a decentralized fashion.

The Syllabus Restructuring was supervised by the **Syllabus Monitoring Committee**, constituted by the Principal, Vice Principals, Deans, experts and senior faculty as members. In the process, **a syllabus in-charge for UG and PG Programmes** were selected from each department.

IQAC collected **Feedbacks on syllabus** from students, faculty, alumni and employers, analyzed it and reports were availed to respective departments.

Workshops on Outcome-Based Education (OBE) was organized for the Syllabus in-charge teachers, and HoDs of all the departments; followed by department-wise internal workshops in the respective departments.

Syllabus monitoring Committee formulated **Programme Outcomes (PO)**. **Programme Specific Outcomes (PSO)** and **Course Outcomes (CO)** were drafted by respective disciplines. **Department Councils** ensured involvement of students and all faculty in the drafting of syllabi.

Boards of Studies (BoS), with inputs from its members, ratified Revised Syllabus framed after OBE paradigm.

The **Academic Council** approved the Curriculum and Syllabi.

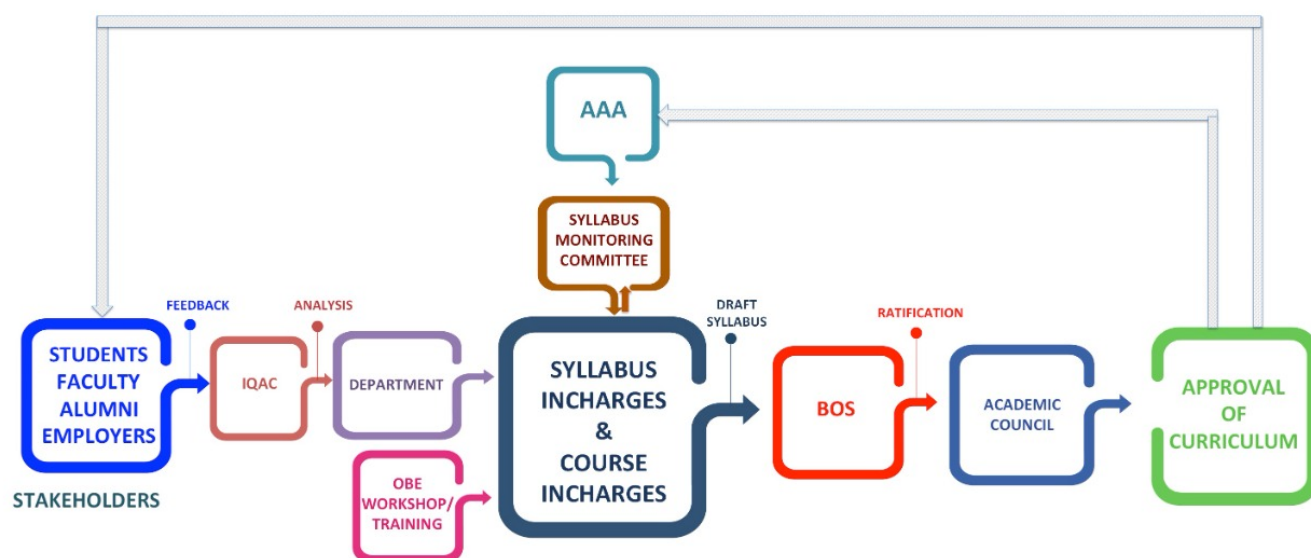
The engagement of the visionary management with the faculty, the stakeholder feedbacks and industry inputs resulted in **starting 6 new Programmes** to the **demands of Industry**. Exercising autonomy, the college introduced **B.Voc (Data Science), B.Voc (Forensic Science)** in 2018; **BA (Criminology & Police Science)** in 2019; and **B.Com Taxation, BA English and MSc integrated MSc (Psychology)** in 2020.

Decentralization

Various administrative bodies were entrusted with the specific tasks in a decentralized manner in accomplishing Syllabus Revision and starting New Programmes.

- **Principal** is responsible for recruitment of staff for new Programmes
- **PRO** is responsible for giving Recruitment Advertisement in Newspapers
- **HoD** of New Programmes is responsible for drafting Syllabus
- **The librarian** takes the decision on purchase of books required for New Programmes.
- **Bursar** is mandated to arrange classrooms and infrastructure facilities
- **The IT Committee:** Development of IT infrastructure

- **Chairman of Finance Committee:** Fund raising
- **Purchase Committee Chairman** is authorized to identify the vendor based on e-tendering quotes for Procurement of Materials



File Description	Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The directedness and purposefulness of on-going journey of St. Thomas College is driven and directed by a well-drafted Strategic Plan evolved through deliberations and engagements with all its stakeholders, academicians and experts. Following the Institutional SWOC analysis, through the deliberations and consultations with all stakeholders, **Strategic Plan 2017-2032** was evolved.

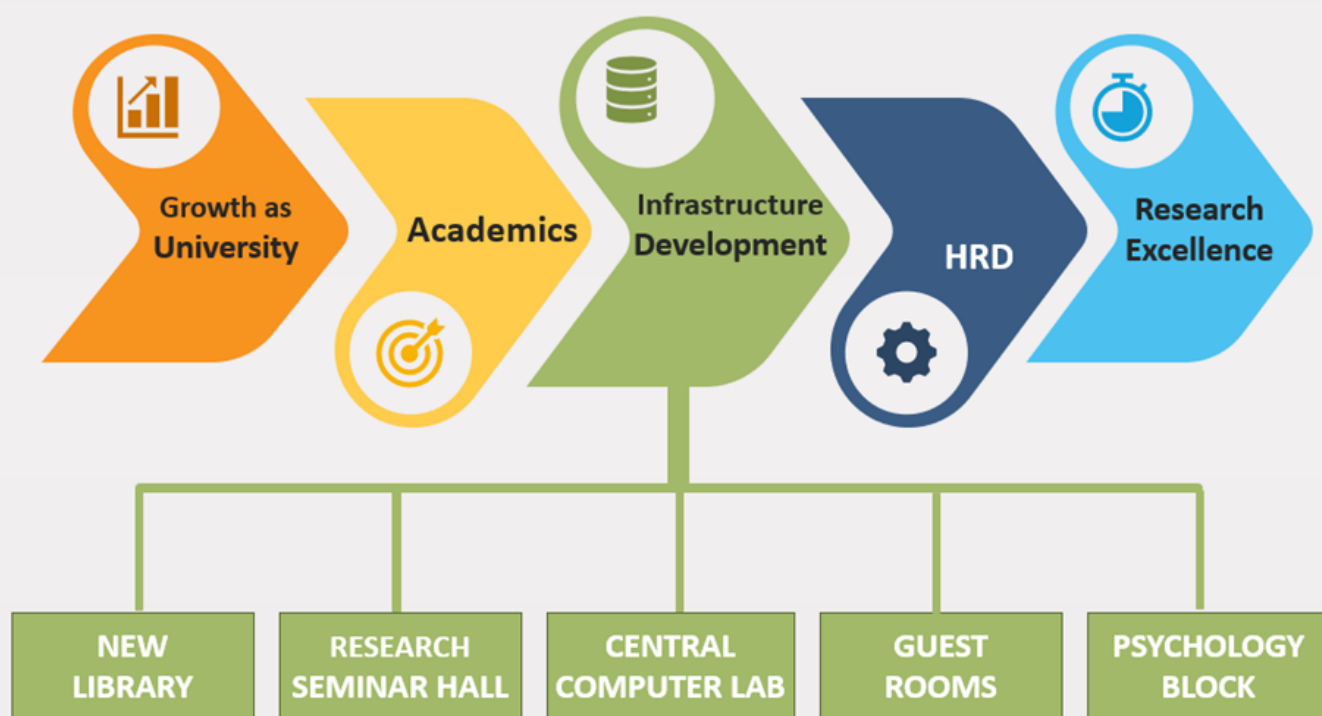
The Strategic Plan 2017-2032 encompasses five thrust areas or key pillars to realize the Vision of St. Thomas College. They are: **institutional growth as a university**, innovative Academic System, **Human Resource Development**, **Research Excellence** and **infrastructure development**.



The Strategic Plan 2017-2032 is the **roadmap document** of the institution that defines its strategy, direction, and helps realize its vision and objectives.

Activity Successfully Implemented: Infrastructure Development

Strategic Plan 2017-2032



1. Infrastructure Development of Knowledge Centre

Realizing the limitations of the existing library, taking the recommendations of the third cycle NAAC peer team report and to enhance the research facilities to more than 150 research scholars in 10 research departments and with the vision of fulfilling the role of library as the heart of institution, the planning, design and construction of the new library was strategized in the Strategic Plan 2017-2032.

In 2019, a new library was conceived and an executable plan was realised through continuous deliberations of management, research scholars, students, engineers and committees like Core Committee, Finance Committee Library Committee IT Committee, structural consultants, designers and benefactors.

Mark of Success: The transparent vision and plan of the management and the effort taken by its stakeholders led to successful completion of new Library named, “**Santhome Athenaeum, St. Thomas Centenary Library**” two years from initiation and came effective from 2021 onwards with the facilities:

- A Five-storey **41,708.55 Sq. Ft** library with lift
- A Digital Library section with 48 computers
- 80 Research Cubicles
- Entry gate with automatic footfall
- Special reading facilities for visually challenged
- Tutoring/mentoring rooms
- Free reading area

2. Well-furnished, technology-enabled, air-conditioned **170-seater Research Seminar Hall** has been constructed for conducting seminars, conferences and workshops.

3. Construction of a Central Computer Lab with a Competitive examination corner with 96 computers for online examinations and Career Placement Training, constructed in 2021.

4. Two new Guest Rooms constructed in 2020

5. A physical building structure for housing Psychology Department was completed

6. The existing Medlycott Hall (200 Seating Capacity) and Menachery Seminar Hall (100 Seating Capacity) were enhanced with modern facilities in 2017 and 2019 respectively.

7. Internet connectivity bandwidth and Wi-Fi facilities has been enhanced to support the 4G and the communication technologies in 2019.

8. By incorporating and equipping modern devices, all classrooms has been converted to ICT-enabled in 2021.

9. A fully fledged campus at Cheror, Thrissur District: The College had decided to start a fully-fledged campus using modern methodologies to strengthen the learning system more effective. 15-acre land has been procured at Cheror, Thrissur District, Kerala and its construction plan has been approved.

The infrastructure development especially the knowledge centre helps to create a research culture leading to academic excellence, fulfilling the vision and mission of the institution.

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

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

Response:

The college has a clearly-defined organizational structure to strategize future, formulate policies and to run the college in an efficient and outcome-focussed manner. It is constituted by statutory and non-statutory bodies that function in compliance with the vision, regulations, policies, and statutes stipulated by the government, UGC, affiliating university and the organization.

The Organization Structure and functions

The board of trustees is the apex body with the Manager as the head and contributed by **the Advisory Committee** in governance.

Governing Body approves new programs and financial budgets and functions strategically for the proper

development of the college. Governing body institutes scholarships, endowments, fellowships, awards and makes regulations for various co-curricular and extra-curricular activities.

Academic Council and Boards of Studies frame/revise/approve the Curriculum and Syllabi of existing programs or new programmes; make regulations for admission; suggest methodologies for innovative teaching and evaluation techniques and coordinate teaching-learning activities.

College Council and Staff Council meet regularly on implementations and regular functioning of the college and make recommendations to the higher bodies.

The Manager represents Management Trust in Institutional Administration and administers roles prescribed for the Manager. He also makes appointments of staff.

Principal, the head of the institution is responsible for administrative and academic activities. Principal is empowered and responsible to implement the policies and decisions of the statutory bodies, management and higher bodies.

IQAC initiates, plans and supervises activities for the development and application of quality benchmarks in collaboration with the Principal.

Deans: Various entities like Academic, research, student affairs, institutional planning and international collaborations are streamlined under the auspices of respective **Deans**.

Students Union, Council & Department Council ensure students' participation in administration. College Students Union is empowered to organize college union activities.

Bursar collaborates with Principal in the management of office, finance and temporals.

The functioning of the institutional bodies is effective and efficient as visible from

1. Appointment and Service Rules

The college has well-defined policies and practices for recruitment and promotion. The appointment of aided staff is governed by service rules and regulations of the University/State Government and UGC; and the institution manages the HR Development. The selection, recruitment and promotion of the unaided staff are in conformity with the HR policy of the college.

Timely recruitments and promotion of competent faculty have resulted excellent teaching-learning process and effected outstanding student outcomes in terms of **Average Pass Percentage above 91%, 982 Placements, above 40% Progression to Higher Studies, 235 Students clearing Competitive Examinations and 30 Research Scholars being awarded PhD degrees** during the assessment period.

2. Policies

The college has well-formulated policies on Quality, HR, Research, Student Support and Welfare Measures, IT, Infrastructure etc. and well-defined code of conduct, published on the college website. The feedback analysis reports are employed for the review and revision of policies and strategies. The well-structured policies ensure systematic functioning and uplift the quality of the institution.

File Description	Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

St. Thomas College offers effective welfare measures and career development programmes for the teaching and non-teaching staff. Along with the proficient skill development, college focuses on financial safety, well-being and security of its staff. Welfare measures are intended to create good working atmosphere and to help the staff contribute towards the ultimate vision of the college.

College guarantees career advancement and security to its employees by providing various statutory and voluntary facilities, with an intension to elevate their determination towards the achievement of their career goals as well as the goals of the organization.

The following are the welfare measures provided by the college:

STAFF WELFARE SCHEMES



A: Welfare Measures

1. Statutory Welfare Measures

- Provident Fund
- Group Insurance Scheme
- State Life Insurance Scheme
- Maternity Leave
- Paternity Leave
- National Pension Scheme

2. Financial Assistance

- **15 Staff/Dependents** financially supported for **Medical/Treatment**
- **Festival Bonus** availed to **75 staff** multiple times during Onam.
- **71 Staff Members** benefitted with **Salary Advancement Scheme / Interest Free Loans**
- **427 Instances of Financial support for attending** Conferences/Workshops.

- **112 Faculty Researchers** supported with **Seed money for Research (Santhome Research Grants)**.
- **4 Patent Filing** Applications supported with **Patent registration Fee**
- **17 Faculty** recognized with **Cash Incentives** publishing in indexed Journals.
- **Special allowance** to teaching and non- teaching staffs.
- Mutual Benefit Scheme (MBS)
- **Paid Vacation** for one month during summer, and during Onam and Christmas holidays availed by **65 Staffs**.
- **Terminal Benefits** in terms of redeployment

3. Physical and Health Assistance

- **Free Medical Camps/Check-ups** for all Staff
- Health and Wellness Assessment Programme
- Sports Competitions between Teaching and Non-Teaching staffs
- **Free Covid-Vaccine Drive** organized **in the college** for **all Staff**.

4. Awards and Acknowledgements

a. Staff members

- Awards for newly awarded **66 Ph.D. holders**
- Awards for **21** outstanding Research Publications
- Awards for Best Faculty Researcher and Best Research Supervisor
- Retiring staff member and their family is honored through a special retirement function.
- Staff Day for Non-Teaching Staffs

b. Staff-Family members

- **Endowments/Awards** for children of **29 Non-Teaching staff**
- Santhome Koinonia: Family Get-together.

- **Preferential admission to Children of Staff** in management quota.

5. Miscellaneous Welfare measures

- **Daycare Centre** for Staff's infants
- **Gymnasium and Fitness Centre**
- Free **WiFi**, Free email addresses in institutional domain name
- **ATM** facility, Free Car Parking, Canteen facility, staff **Recreation Room**, staff Discussion Rooms
- TASC (Teachers Arts & Sports Club)
- Tejus Club for Non-Teaching Staffs
- **Micro-financing scheme** of Non-Teaching Staffs
- Association of Retired Staffs
- Special Casual Leave
- Annual **Staff Picnic**, Ladies staff Tour, Non-Teaching Staff Tour
- Women Empowerment Programmes (Kit Distribution)
- Community Lunch
- Onam/Christmas Celebrations of teaching and Non-Teaching Staffs.
- Organic Agricultural Products Distribution

B: Avenues for Career Development

1. Career Advancement

- Free **Capacity building trainings** and orientation programs for Teaching and Non- Teaching staffs
- Regular workshop on ICT tools for effective teaching-learning
- **Financial assistance** to conduct FDP and Workshops for Research and enhancement of staff
- Collaborative training
- Free Access to ICT facilities, Laboratories and Library facilities of the Institution

- Projection Rooms/Studio

File Description	Document
Link for additional information	View Document

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

Response: 52.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	123	160	55	31

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 19.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	33	17	11	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 30.15

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
110	43	38	32	22

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

St. Thomas College has evolved an effective Financial and Accounting System with sound control mechanisms and accountability. The institution conducts **external and internal audits** for both Government and Non-Government funds regularly. Separate auditors are appointed by the management for internal and external audits bring out **accurate and complete disclosure of the financial results** and to relate **performance/productivity against financial information**.

1. Internal Audit is carried out annually by the internal auditing team appointed by the management to ascertain whether the management policies and guidelines for accounting are properly implemented. They verify bills, vouchers, receipts, cash books, asset registers etc. Objections if any are asked to be rectified within the stipulated time. **Concurrent Auditing** is also done regularly for the self-finance accounts and necessary rectifications are made based on their observation.

2. External Audit:

(i). Statutory Audits by the Chartered Accountants are conducted annually by the Chartered accountants duly appointed by the college.

(ii). Government Audits: by the Accountant's General's Office, Trivandrum; by the Directorate of Collegiate Education, Government of Kerala

(a). External Audit by Account General (AG) are conducted periodically. DCE, Govt of Kerala verify the utilization of funds received from the Central and State government agencies like grants from UGC (Minor/Major Research Projects, National Seminars etc.), RUSA, CPE, Autonomy Grant, DST-FIST, SERB, DBT, Higher Education Department, KSCSTE and KSHEC.

(b). External Audit by Directorate of Collegiate Education (DCE), Govt of Kerala: conducts every year and analyses all the registers and accounts of the college. They scrutinize and verify Cash Book, acquaintance of teaching and non-teaching staff, SC/ST/OEC acquaintance, E-grants Account, Caution Deposit and Fee receipts.

(c). External Audits for UGC Funds are conducted at regular intervals. The college conducts external financial audit for all the grants received from UGC.

Audit Objections and Rectifications:

The audit objections are rectified by the accounts department and a report with explanation is submitted to the Finance Committee. The Action Taken Report is also sent to the auditor for final approval.

Result of Financial Audits

- A perfect and effective **Internal Control System** is placed to monitor the financial transactions on concurrent basis.
- Effective measures are taken to improvise the existing system and it ensures that books of accounts are maintained properly.
- Financial information on expenditures is analyzed against productivity/performance data
- Internal Control System is periodically monitored by External and Internal Auditors.
- Internal and External Audit control is placed with strong suit to screen the Assets of the Institution and also testify to its transparency in financial matters.

Role of Finance Committee and Planning Board: College is having finance and planning board and meets regularly to take major financial decisions. Audit objections raised are regularly discussed in the finance committee and rectified. The annual budget is presented during the committee meeting at the conclusion of the academic year. Thus, the institution abides by the stipulated economic policies of UGC, Central and State governments.

File Description	Document
Link for additional information	View Document

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

Response: 87.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.02	11.07	15.46	31.31	17.86

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

The college has a well-defined **Financial Policy** for mobilization of funds and its optimal utilization. The annual financial planning is done and financial decisions are taken by the Planning Board, Finance Committee and the Management Committee, employing the tools of **Annual Budgeting**, **Financial Review Meetings**, **Internal Auditing** and **CA Auditing**.

Planning Board has the responsibility of assessing, planning, implementing and supervising the fund mobilization activities. The **Finance Committee** prepares a comprehensive Annual Budget taking into consideration the **Developmental needs**, **Requirements of the College Community**, **Optimal utilization of Resources** and **Recommendations of Audit Reports**. The draft Annual Budget prepared by the Finance committee, is presented to the **Management Committee** for approval with necessary modifications.

Mobilization of Funds

1. Earned income of the institution is from the **Fee collected** from students
2. **Central Government Funds** are UGC (College with Potential of Excellence, **Autonomous Grant** & Travel Grants, funds for B.Voc, Major and Minor projects), **RUSA** and ICSSR, **DST-FIST**,

DBT-STAR fund, **Scholarships** etc.

3. **State Government Funds** are: 1. **Grant-in-aid** for salary, 2. KSCSTE and KSHEC, 3. State government fund for NSS, ASAP, WWS, SSP and 4. **Scholarships** and KSIDC fund for incubation Centre development.
4. **Non-Government Funds** include: 1. Endowment awards by alumni, 2. Contributions from Management, 3. PTA funds, 4. Donations from Philanthropists and Alumni 5. Contributions from staff, 6. Rents from external bodies for conducting various competitive exams 7. **Rent** from SBI for using college premises for ATM. and 8. Canteen rent.
5. Raised Funds mainly are: 1. Funds received as sponsorship, 2. the consultancy services undertaken by the faculty, 3 the funds raised as part of fest and conferences
6. Other funds include the corpus funds and loans from banks received for infrastructure development.

Optimal Utilization of Funds:

The college utilizes funds for:

1. New **Infrastructure Development** and Infrastructure **Maintenance**
2. **Salary**
3. Procurement and maintenance of **Equipments**
4. Conducting **Seminars, Workshops**, Endowment Lectures and intercollegiate events
5. **Student Support** (Scholarships, Fee Concessions and Freeships)
6. Conducting **Extension Activities**
7. **Sports** Promotion Activities
8. Cultural and Academic Activities
9. **Library** Expenses
10. **Examination** Expenses
11. Seed money for **Research**; Financial support to attend conferences, travel grants and to attend FDPs and Support for memberships in Professional Bodies.
12. Financial support is provided in terms of loans, medical expenses and fee concession of wards of administrative staff.

Conclusion: Initiatives taken

Alumni has been a great source for mobilization of Funds for Institutional and departmental development. **PTA** regularly mobilizes financial resources for the recurring expenses of Student Support, besides for the infrastructural growth. The college availed funds of **MPLADS** (Member of Parliament Local Area Development Scheme) from Local MP, for Solar Power Infrastructure. Funds for the construction of new **Library Block** was mobilized through contributions from **Philanthropists, Alumni**, retired faculty and **PTA**. Financial Assistance by the **Management** includes financing for the construction of buildings and other infrastructure developments.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Internal Quality Assurance Cell of college has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of incremental improvements Since the last NAAC accreditation.

Practice I: Digital Documentation System

One of the important outcomes of the previous cycle NAAC Accreditation was the felt-need for a **systematic and regular institutionalized documentation process** in the college. Therefore, IQAC devised plans for documentation and developed a **web-based, online, digital documentation system titled ExAT** (Excellence and Assessment Tool). The system streamlines and automates collection, processing and retrieval of documents.

The system: ExAT was integrated with the **existing ERP of the college**, thereby, giving individual login access to all and employing existing basic institutional data. Documents can be in the form of images/pdf/doc/spreadsheets etc.

Decentralized documentation system: Faculties, HoDs, Coordinators of Cells/Committees, DQAC members, SQAC and IQAC office can access/add/modify/view/delete data and documents. Rights and permissions have been set and granted so that only authorized users can view/add/edit/delete respective records. Eventually, IQAC office can access and utilize all the data entered by faculty, DQAC, HoD, students and coordinators of various cells/clubs/associations, thus making a systematic decentralized data/documentation capturing system.

Data and documents include credentials of department, teachers and students; and events of Cells/committees. They include Faculty achievements like details of Publications, PhD, FDP, Consultancy, Guideship, Collaborations, Teaching Endeavors; Student achievements like Progression, Internships, Placements, Scholarships, NET/JRF details, Laurels, etc.; Department data like collaborations, extension, seminars and endowments.

Outcome: Central streamlined Report and document access to IQAC, Easy processing of AICHE/AQAR/NIRF and NAAC Data, Auto Self-Appraisal creation and tool for PBAS preparation.

Advantages: e-Filing system, Down-paper-usage, Decentralized Documentation System, Web-based Easy Access, Effective Monitoring System.

Practice II: Faculty/Staff Empowerment Initiative

IQAC has identified and implemented several measures for the sustained professional development of the

staff of the institution:

St. Thomas HRM policy ensures transparent recruitment of competent personnel and organizes systematic and regular staff development programs.

Faculty induction programs availed to Newly Recruited Faculty on legacy and culture of the institution, code of conduct, professional ethics and pedagogy.

Faculty Enrichment Programs were annually organized by IQAC on Higher Education, Research Methodology, Research Paper Writing, Plagiarism, IPR, NAAC RAF and discipline-specific enrichment programs.

Professional Development Programs were organized on Mentoring, Code of conduct, Professional ethics, teacher soft-skills, teaching tools and LMS like Moodle.

Administrative Training Programs: IQAC organized training in soft skills, office automation– word processing, spreadsheets, ERP and social skills to the administrative staff.

To enhance **leadership skills** and in **preparing faculty for academic leadership roles**, faculty members are given training in collaboration with management institutes like XIME.

Enrichment Workshops on Curriculum: IQAC organized a series of training programs to empower the faculty on outcome-based education, revised curriculum, autonomy and question banking.

Number of Research and Fellowship Awardees, Number of Teachers in Higher Academic Bodies and invited as Resource Persons, Number of Innovation Ambassadors, the Research Outcomes of Faculty (Publications, Patents, PhDs produced) and Number of Research Projects Awarded are indicative of outcomes of Faculty Empowerment Initiatives.

File Description	Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

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

The institution through IQAC reviews its teaching learning process, learning outcomes, structures and

methodologies of academic operations periodically through Feedback on Teaching-Learning Process, Feedback on Teachers, Exit Survey conducted among the outgoing students, Feedback analysis on curriculum and Result Analysis. Academic and Administrative Audit (AAA), Departmental Review Meetings and Faculty Self-Appraisal are effectively employed to monitor, evaluate and review academic and administrative processes at micro and macro levels.

1. Feedback on the Teaching Learning & Evaluation Process

IQAC conducts surveys and feedbacks on teaching learning and evaluation processes as assessment and review tools to maintain quality sustenance. These feedbacks and surveys are collected through online and offline methods, analysed and enhance measures are taken accordingly.

Feedback on Teachers: Teaching methodology and faculty competencies in handling classes are collected from students through college ERP in online mode every semester. Parents' feedback on teachers and teaching process is collected during general and class PTA meetings. Based on the analysis of feedback on teachers, manager/principal meets teachers individually and takes corrective/enhance measures.

Feedback on Online Teaching: When the Covid-19 Pandemic disrupted the traditional classroom teaching methods, the college adopted online methods of teaching through, LMS platform like Moodle, Google Classroom etc. Feedback on online teaching were collected from faculty, students and parents which was used to enhance the teaching learning process.

Exit Survey is conducted from outgoing students which covers teaching processes, availability of learning resources, effectiveness of evaluation processes and general performance of teachers. The surveys are analysed and discussed in various committees and measures are taken to upgrade the quality of teaching learning and evaluation processes.

Feedback on Curriculum: Feedback on curriculum is collected from various stakeholders mainly Students, Teachers, Alumni and Employers. The feedback analysis is used to further revise the curriculum to cater to the local, national, regional and global developmental needs.

Result Analysis: Every semester, results of semestral evaluations are analysed at institutional level with Principal, CoE and all HoDs and at departmental level in the department staff meeting. Enhance measures like remedial coaching and peer teaching is strengthened to improve the pass percentage.

Reforms

- **Professional Development Programs** were organized on Professional ethics, teacher soft-skills, communication skills, teaching tools, computer skills, online teaching, ICT-enable teaching and LMS like Moodle, google classroom etc. IQAC ensures faculty participation in orientation/refresher programs by HRDCs and online portals like SWAYAM, NPTEL and Coursera.
- **Project-based Learning** was made mandatory for all students every year at undergraduate and postgraduate level.
- **Student-centric Learning Methods** were enhanced by strengthening **Internships, Field Works, Exhibitions, Workshops, Laboratory Experiments and Group Projects.**
- **Enrichment Workshops on Curriculum:** IQAC organized a series of training programs to empower the faculty on outcome-based education, revised curriculum, autonomy, question banking

system etc. PO, PSO and COs were incorporated in the revised curriculum.

- **Infrastructure Enhancement and Training for e-Content Development** was availed to the faculty. LMS, Moodle and College YouTube channel was successfully implemented to deliver the online content. Students were given trainings to familiarise with the LMS.

2. Academic and Administrative Audit

IQAC periodically conducts Academic and Administrative Audit (AAA) to monitor and evaluate academic and administrative activities and processes, to ensure academic accountability and to measure the quality and effectiveness of the teaching-learning process. The IQAC conducted one internal (2016-18) and one external (2018-20) audit.

The Internal Audit: IQAC collected the self-evaluative reports from the departments and reports of the internal peer teams led by senior faculty members after visiting each department. The IQAC's meeting with individual departments facilitated them to evaluate the quality of their teaching- learning and evaluation process. An audit report was given to the departments for their perusal and for further improvements.

The External Audit: The external audit was conducted with the help of peers from other Institutions. Prior to the audit, the two-year compiled Departmental Evaluative Report on Academic endeavours is availed to the audit team to facilitate them in the audit process. The audit team visited individual departments, verified the credentials and held discussion with the faculty. The audit team interacted with principal, Office of the Controller of Examinations and IQAC. The team prepared Executive Summary for each department which consisted of comments and recommendations to improve the effectiveness of the teaching-learning process highlighting the strengths and areas for improvement. An institutional level audit report was submitted to the principal with suggestions for further enhancement of the teaching-learning process, resources and facilities.

Reforms

- ICT-enabled teaching strengthened with **all classrooms and seminar halls** converted to ICT-enabled/Smart Classrooms
- e-Content development and delivery augmented with **more than 800 Video Lectures** by teachers made available in English and Vernacular.
- Exhaustive implementation of **Learning Management System (Moodle)** to support Teaching-Learning Process
- Implementation of Curriculum founded on **Outcome-Based Education** paradigm from 2019-2020.
- **Attainment of Outcomes** measured for students at the completion of Programme.
- **Teacher's Diary** and **Recording of Teaching Plans** were introduced to ensure academic accountability of Teachers
- **Introduction of Innovative Programmes:** Curriculum was enriched through addition of new Programs on trending domains; BA (**Criminology & Police Science**), B.Voc (**Data Science**), B.Voc (**Forensic Science**), **Integrated MSc (Psychology)** and B.Com (**Taxation**) were introduced.
- **41 new value-added courses introduced** making the total of value-added courses 71, and **audit courses** introduced.

File Description	Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

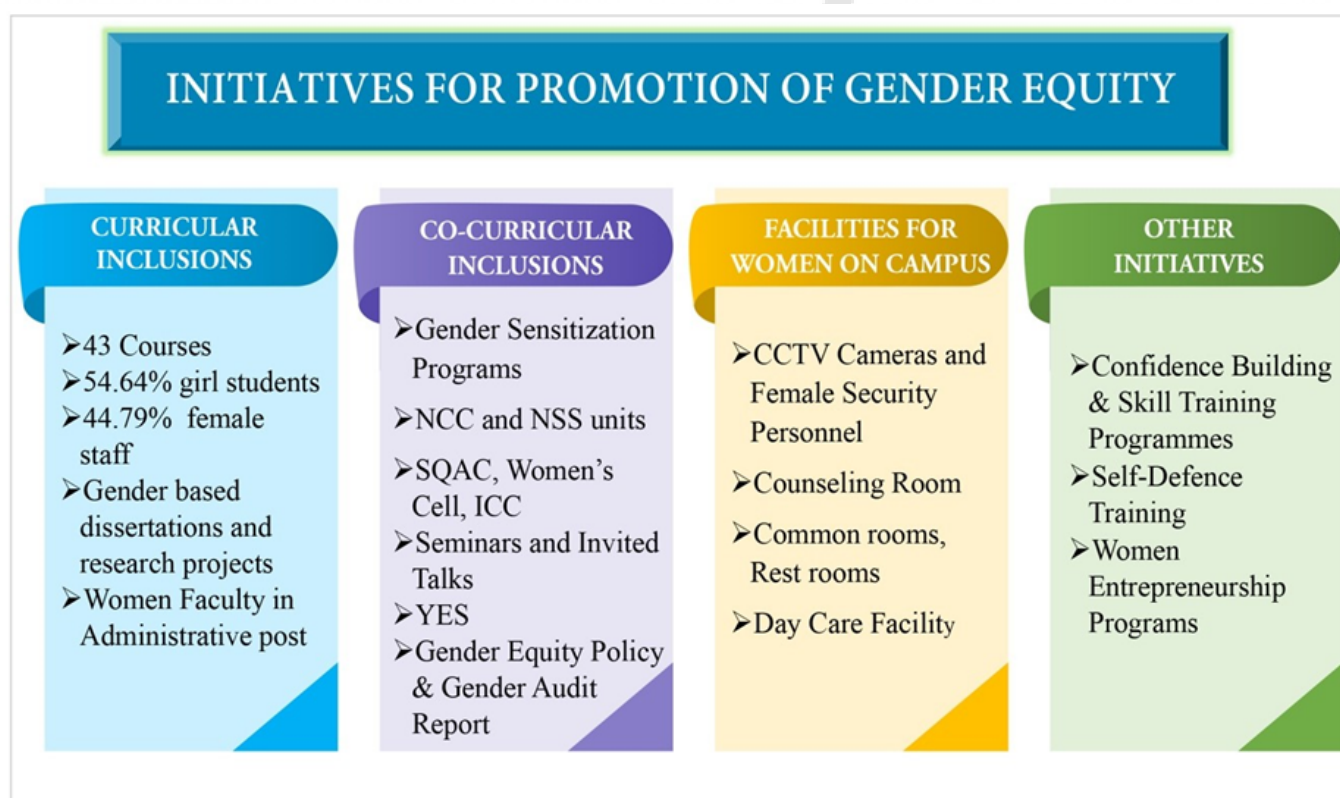
Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

St. Thomas College organizes various programs based on annual gender sensitization action plan to ultimately achieve Goal 5 (Gender Equity) of the United Nations Sustainable Development Goals (UNSDG). By upholding our core values “Integrity, Diversity and Compassion”, we promote gender equity, gender sensitization and women empowerment.



I. Curricular Inclusions

- 43 Courses are offered in the curriculum that address gender related issues
- The college has 54.64% girl students and 73 female faculty members on roll which form 44.79% of the total faculty
- Gender based dissertations and research projects are carried out by students
- Women Faculty are appointed in administrative positions such as Vice Principal, HoDs, Governing Body members and Academic Council members

II. Co- Curricular Initiatives

- Gender Sensitization Programs are organized by departments, clubs and committees regularly
- Women's Cell, Equal Opportunity Cell, Gender Champion Programme, Internal Complaints Committee, Anti-Ragging Cell and Grievance Redressal Cell address gender related issues
- Sessions on Gender awareness, Safety and security measures, anti-ragging, and anti-sexual harassment are included in the Student Induction Programmes
- Women wings of both NCC and NSS units exist and function effectively to promote gender equity
- Seminars, invited talks and workshops are organised on Human Rights, legal rights, cyber security, physical safety and medical awareness to help raise gender consciousness

Other Activities

- Gender equity at classroom level is ensured by electing a boy and a girl each as class representatives
- Annual gender audit report has been consolidated to understand the composition and representation of male/female ratio at various levels
- Gender equity policy has been established
- Youth Empowerment Scheme (YES) and Counselling Cell provide an ambient environment for students to nurture their mental well-being

III. Facilities for Women on Campus

Safety Measures

- 41 surveillance cameras are installed at different places in the campus
- Entry at gates is closely monitored by the security personnel
- Identity cards are compulsory for staff and students
- Registers at the gate maintain a record of visitors to the campus
- Separate hostel facilities for girls and boys are provided with security personnel

Counselling Cell for the female students has been initiated. The issues pertaining to the emotional and psychological well-being of the female students are addressed by the Counselling Cell.

Special care has been given to female students and staff by providing facilities such as, common rooms, sanitary pad vending machines, ambulance on call and restrooms.

Day Care Centre for young children has been established which can be availed by both teachers and students.

IV. Other initiatives

- Celebration of important days such as National Girl Child Day, International Women's Day, Breastfeeding Week
- Women Entrepreneurship Development Programmes to empower women
- Self Defence training programme like Kung-fu has been initiated to make girl students self-reliant
- Confidence Building training and Skill Development programs are organized every academic year. "She-Drives" was a special initiative by CPE cell to enable female students to drive their own vehicles
- Hair donation camps are organized to help the cancer patients

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

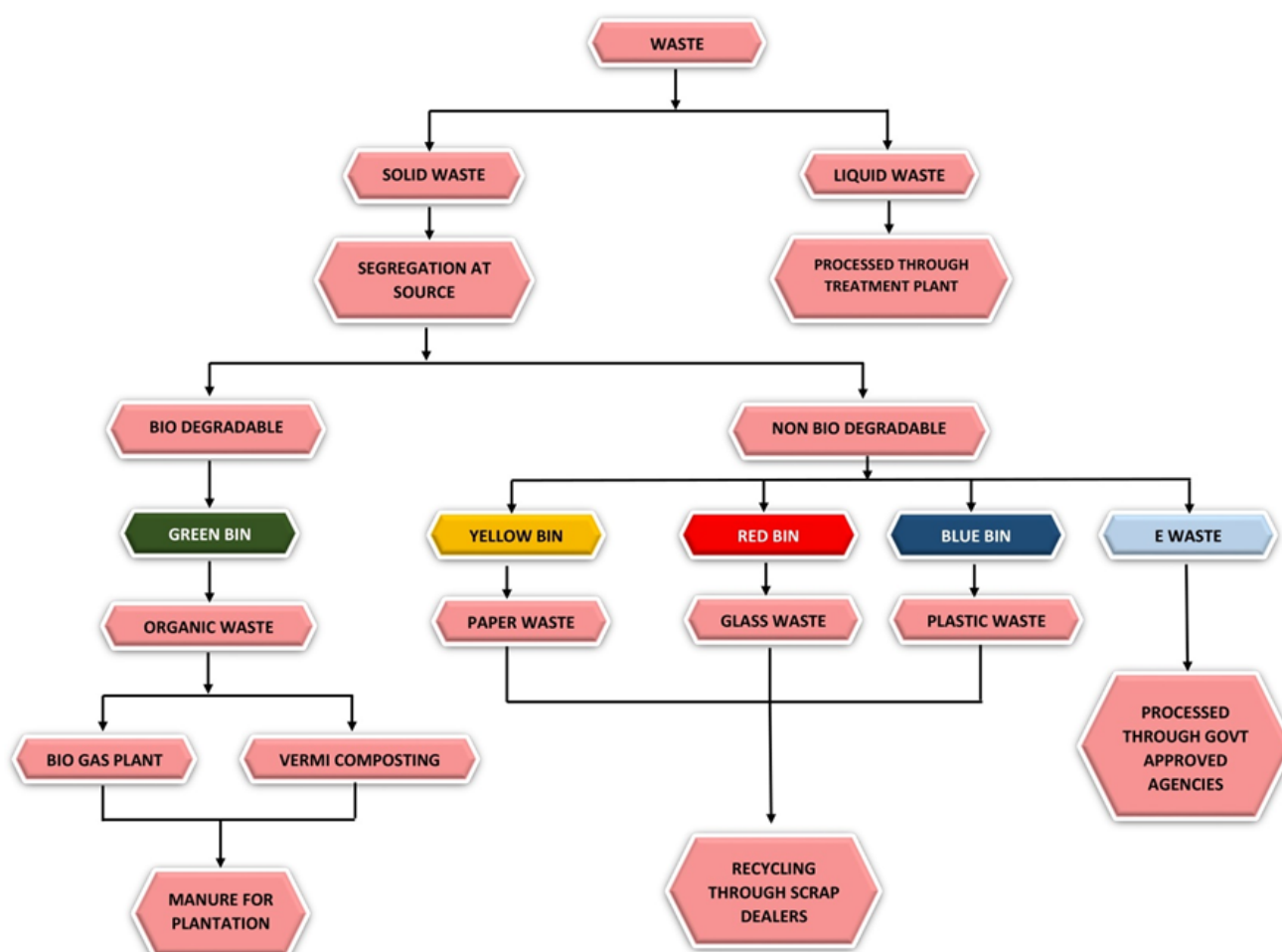
7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

In accordance with the college's commitment for a sustainable environment, the college maintains a very stringent and eco-friendly waste management mechanism. All the stakeholders are directed to take the ethical responsibility in reducing individual waste generation.

WASTE MANAGEMENT PROCESS ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR



- **Waste Management Policy** is strictly followed in the campus from generation of waste to disposal of waste. The main steps in the waste management include:
 - Generation of waste

- Segregation of waste
- Handling of waste
- Disposal of waste
- The Policy includes Six principles – Prevent, Reduce, Reuse, Recycle, Recovery and Disposal.
- Use of Single-use Plastic is banned in the campus. **Flex displays** have been replaced by Cloth Banners and Digital Displays

Solid waste management

Color-coded Waste Bins have been installed at different locations in the campus for the **segregation of Waste at the source itself**. Solid waste is collected and segregated in Four separate bins for Bio-waste, Glass and Paper and Metal-Plastic waste

- **Management of Bio-degradable Waste**
 - **Organic waste** from Hostel mess and Canteen are processed for **Biogas generation**. This has **reduced the use of LPG Cylinders to 2 per month**.
 - **Vermicomposting** is done in the campus and the Compost is used as organic nutrients for the garden and plantations
- **Management of Non-degradable Waste**
 - At the institutional level, **Styrofoam glasses and plates are banned**. Students use only Re-usable lunch boxes (stainless steel or polystyrene) instead of disposable lunch boxes
 - Paper waste is sold to vendors for **recycling** at regular intervals
 - Used plastic containers and glass waste generated in the laboratory are properly collected and disposed for recycling.
- NSS regularly conducts **Campus Cleaning Drives**, and help to collect segregate waste after college events. In addition, students and teachers clean the campus and their classrooms on a regular basis
- **Digital Display Boards** are used to sensitize students on green protocol

Liquid waste management

- The liquid waste generated in the campus include Sewage, Laboratory, Laundry, Hostel and Canteen effluent waste

- **Two sewage treatment** plants are installed in the campus to process liquid waste
- The laboratories have a scientifically designed liquid waste disposal system to ensure **Zero-injury** and **Zero-contamination**. Use of micro pipettes and microscale technique ensures **Minimal use of Chemicals**

E-waste management

- All Electronic waste/electronic scrap is sent to approved agency. College has signed MoU with Progressive - E recycling and Trading Company, Thrissur, for disposal of E-waste.
- Refilling of laser toners instead of replacement, whenever possible, is practiced
- The monitors have been upgraded from CRT ones to power efficient LCD/LED
- Rechargeable batteries are used wherever possible

Hazardous Chemical Waste Management

- The Department of Chemistry follows green chemistry policy where use of chemicals is minimized by **Micro scale technique** which ensures minimum generation of wastes. Any Hazardous affluent produced from the lab is subjected to treatment in the plant before release
- No bio-medical or radioactive waste is produced in any laboratory

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
- 4.Ban on use of Plastic
- 5.landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

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

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

INSTITUTIONAL EFFORTS/INITIATIVES IN PROVIDING AN INCLUSIVE ENVIRONMENT

APPRECIATION AND PROMOTION OF REGIONAL AND CULTURAL DIVERSITIES	PROMOTION OF LANGUAGES	NURTURING COMMUNAL HARMONY	SOCIOECONOMIC INCLUSIVITY
• Display of Various Dance Forms • Display of Various Ethnic Attires • Food Fests showcasing Diverse Cuisines • Conduct of Film Festival • Onam - Annual Harvest Festival of Kerala • Observance of Keralapiravi • Pooram Chamayam • Ek Bharat Shreshtha Bharat Campaign	• Santhome Institute of Indian and Foreign Languages • Webinar on Introduction to Foreign Languages • National Hindi Day • International Hindi Day • Observance of Malayalam Week • Kavyanjali • Observance of Mother Tongue Day • Jalwa • Exhibition of Books on Different Languages • Inauguration of Reader's Club	• Rashtriya Ekta Diwas • Holi • Christmas • Reading of Holy Scriptures	• Social Extension and Outreach Activities • Webinar on Peace and Harmony in Family and Society • Swatchatha Pakwada • International Day of Differently Abled • Visit to Institutions for Socially Disadvantaged

St Thomas College has incorporated an inclusive environment into its institutional culture, by transcending

differences and fostering harmony towards cultural, regional, linguistic, communal and socio-economic diversities. The institution is determined to shun sectarianism of all kinds and is committed to nurture spirit of oneness and inclusiveness by educating students from diverse backgrounds in a spirit of universal brotherhood.

- **Equal opportunity for all students** in yearlong activities instil a feeling of unity and togetherness
- College provides access to education for all by strictly following the prevailing **policies and rules** of the government
- A 6-day student induction programme for freshers helps to overcome regional, social and cultural differences among students
- The institution's well-articulated **Code of Conduct and Policies** on the Divyangjan, Gender Equity, Grievance Redressal and Community Extension Activities are formal efforts to foster inclusiveness
- The **committees** constituted in the campus like Grievance Redressal Cell, Anti Sexual Harassment Cell, Internal Compliance Committee, Minority Cell, SC/ST Cell, Anti-Ragging Cell, Discipline Committee and Student Welfare Committee ensure justice, equality and inclusiveness of all in the campus

Institutional efforts for providing an inclusive environment

Cultural and Regional

- Celebration of **major festivals from different cultures** like Onam, Holi, Christmas, etc.
- Performance of dances, ballets, ballads and folkdances from different cultures
- Fashion shows **showcasing ethnic cultures of India** and World cultures
- Ethnic Food Fests showcasing **diverse ethnic cuisines** of India
- Organizing **Folklore Film Festival** and Films on women empowerment, war etc.
- Observance of **Kerala Piravi**
- Display of Pooram Chamayam to have a taste of the cultural festival of Thrissur Pooram
- **Ek Bharat Shreshtha Bharat** Campaign

Linguistic

- Santhome Institute of Indian and Foreign Languages (SIIFL) of the college conducts add-on courses in **Sanskrit, Syriac, French, German, Italian, Chinese and Portuguese** languages.

- Observance of **National Hindi Day** with Dances and Exhibitions
- Observance of **Malayalam Week**
- Observance of Kavyanjali, **World Literacy Day**
- Observance of **Mother Tongue Day**
- Jalwa 2018 to promote **National Integration through Hindi Language**, Literature and Culture
- **Exhibition of Books** on Different Languages
- Activities of **Reader's Club and Writer's Club**

Communal

- Annual Observance of **Rashtriya Ekta Diwas**, the National Unity Day
- Celebration of major festivals like **Holi, Christmas, Onam** in the campus
- Reading of Holy Scriptures from **the Bhagwad Gita, the Bible, and the Quran** on important occasions

Socio-Economic

- Institutional **scholarships, freeships** and fee concessions
- **Free Meal Drive** by students
- *Santhwana*: **Palliative Care Drive** by students
- **Swatchatha Pakwada** Observation on Cleanliness and hygiene
- International Day of **Differently Abled** and the Divyangjan-friendly infrastructure
- Visit and Support to **Social Welfare Centres**
- Visit and Support to the underprivileged of **Tribal and Coastal villages**
- **Mandatory social work for 5 hours every semester** for all students in the college
- The **hostel** inmates relish a thoroughly inclusive life forming lasting friendship transcending religion and region

Other Diversities

- International Yoga Day - inculcates holistic approach to health and well-being
- Gender inclusiveness is ensured in academic and administrative positions and in committees

The inclusive environment of the college is such that every student is moulded to promote and celebrate the pluralistic fabric of the nation.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

St. Thomas College believes in creating holistic citizens and organizes various programmes to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of the citizens.

- **Student Induction Program (SIP) conducted** every year emphasizes the significance of constitutional obligations and the responsibilities of all citizens, as well as the responsible role as nation builders.
- **Reflection on Preamble of Indian Constitution:** To spread the constitutional principles and fundamental obligations, the College makes use of all major platforms including the **Website, LED wall, College calendar, teachers' diary, Mentor-Mentee Record book, NCC/CSS/Practical records, notebooks (from store), and paper files provided by IQAC.** Preamble and other elements of Indian constitution constitute the curriculum in Undergraduate Programs.
- **The curriculum** has been incorporated with **the fundamental rights and duties** articulated in the Indian Constitution.
- The **Value Education** provided in the college sensitize students on ethical and responsible citizenship to live ethically and positively by considering **the Self, Society, Nation and Entire Nature**.
- **Independence Day, Republic Day and Constitution Day** are celebrated to foster patriotic zeal and civic responsibility **among the employees and students.**

- **Commemoration of Gandhi Jayanthi:** Mahatma Gandhi's birthday is solemnly commemorated in the campus to pay homage to the father of nation and to **motivate the staff and students to inculcate and imbibe the principles and values** upheld by Gandhiji. **150th Birthday of Gandhiji was celebrated** with various programs:
 - **Gandhi Global Solar Yatra**
 - Students participated in **Swachh Bharat Abhiyan cleaning drive and tooks Swachhta Pledge** on his 150th birthday.
 - On every October 14th, the historical visit of Mahathma to this campus in 1927 is commomerated
- **Social sensitivity and Gender activities,** are conducted, which enhances youth to identify, perceive and understand cues and contexts in social interactions along with being socially respectable to others.
- **Participation in Democratic Process:** Employees of the college passionately **participate in election duties;** Students conducted **Voter's ID Registration survey** in the society.
- **Engagement with the local community:** Students and staff are sensitized towards constitutional and civic responsibility through the **We-Care initiative** and social extension activities like **village exposure programmes, palliative care services, blood donation, rescue-relief operations** during floods and covid; and **visits to old-age homes, orphanages** etc.
- **Vigilance Week and Anti-Corruption Day** were observed by organizing debates, quiz, seminars and taking pledge to sensitize students and staff to strive for a **corruption-free India.**
- Observance of **World Day against Child Labour, Girl Child Day, International Day against Drug Abuse and Illicit Trafficking** and **Human Rights Day** is conducted to sensitize stakeholders on human dignity.
- **POCSO Awareness campaigns, Childline training programmes, Sexual Harassment Prevention** and Awareness programmes and **Gender Equity programmes** are organized to sensitize students and employees on justice, liberty, equality and fraternity.

The effectiveness of the awareness programmes and sensitization on duties, values, obligations and responsible citizenship is evident from the committed engagement of the students and staff of St. Thomas College, in the community development and civic consciousness expressed in action.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1.The Code of Conduct is displayed on the website**
- 2.There is a committee to monitor adherence to the Code of Conduct**
- 3.Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4.Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

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

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

St. Thomas College (Autonomous), Thrissur, observes/celebrates National days of importance to mark and promote Nationhood and National integration; and International days of importance to educate students on issues of concern, to mobilize political will, to foster harmony, and to celebrate and reinforce achievements of humanity. Seminars, talks, awareness classes, street plays, flash mobs, exhibitions, rallies, pledge taking, competitions, cultural programmes and group discussions are the means to celebrate such important events and the sensitization generated thus, constitutes an integral part of education at St. Thomas College.

- **Independence Day & Republic Day** – are celebrated with great patriotic zeal. The flag hoisting ceremony is followed by Principal’s message emphasizing patriotism and national integrity. Parade by boys and girls battalions of Army wing of NCC is performed at the college; and at Thrissur Round for the public.
- **International Yoga Day** - A Yoga Orientation Program and a Mass Yoga performance is

organized on the occasion involving students and the public. **NCC, NSS and sports students participate in performance.**

- **International Women's Day** is observed every year to promote gender sensitization and gender equality by celebrating the social, economic, cultural and political achievements of women. **National Girl Child Day** is observed to mitigate inequities that girls experience in society.
- **International Hindi Diwas** was observed to promote the national language.
- **International Day against Drug Abuse and Illicit Trafficking** is observed to sensitise students against drug abuse.
- **World Environment Day, Green day, World Wetland Day and Ozone Day** are celebrated to garner empathy, spread awareness and further promote action in the direction that will help improve and maintain the environment.
- **Indian Constitution Day** is celebrated to promote constitutional values among students and as a tribute to Dr. BR Ambedkar, the architect of Indian Constitution.
- **Gandhi Jayanti** is celebrated in the institution every year on October 2nd by organizing cleaning drives inside and outside the campus. In addition, every year, **Gandhi Smrti** is revived and celebrated on **14th October, the day on which Mahatma Gandhi visited St. Thomas College Campus in 1927.**
- **Teacher's Day** is passionately observed by students by honouring teachers with flowers, gifts and greetings in departments and classrooms. **Children's Day** is celebrated by organizing painting competition for school children.
- **NCC Day, Kargil Vijay Diwas**, is celebrated on campus by taking pledge for national integrity and by giving tributes to the martyrs.

In addition to the above, the college also observes the following Days:

- **International Forest Day**
- **World Earth Day**
- **International Family Day**
- **World Anti-Terrorism Day**
- **World Telecommunication Day**
- **World Blood Donor's Day**
- **World intellectual property Day**

- **Malala Day**
- **International Mother Tongue Day**
- **Zero Discrimination Day**
- **World Car Free Day**
- **Energy Conservation Day**

In addition, St. Thomas Fraternity observes religious and regional festivals like **Onam**, **Christmas** and **Holi** to foster the spirit of harmony and togetherness. It is heartening that the day observations at St. Thomas College are student-driven initiatives accomplished with great passion through creative and innovative dynamics of various clubs, cells, committees and departments.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice I

1. TITLE OF THE PRACTICE: ST. THOMAS DIGI-CAMPUS

St. Thomas Digi-Campus is the **Digitalized Governance framework** that provides the foundational transparency and visibility to effectively manage the delivery of academic as well as administrative services to the stakeholders, primarily to the students.

2. OBJECTIVES OF THE PRACTICE

- To support and simplify governance of institution
- To make administration of institution more transparent and enable effective interaction among the stakeholder, process, and institution

- To make the office/administration accountable by creating a sense of responsibility into the DNA of the team, ensuring efficient governance
- To guarantee timely and effective administration of services and information
- To reduce cost
- To reduce difficulties for stakeholders, provide immediate information and enable e-processing
- To improve overall employee performance, empower team members with a sense of ownership

3. THE CONTEXT

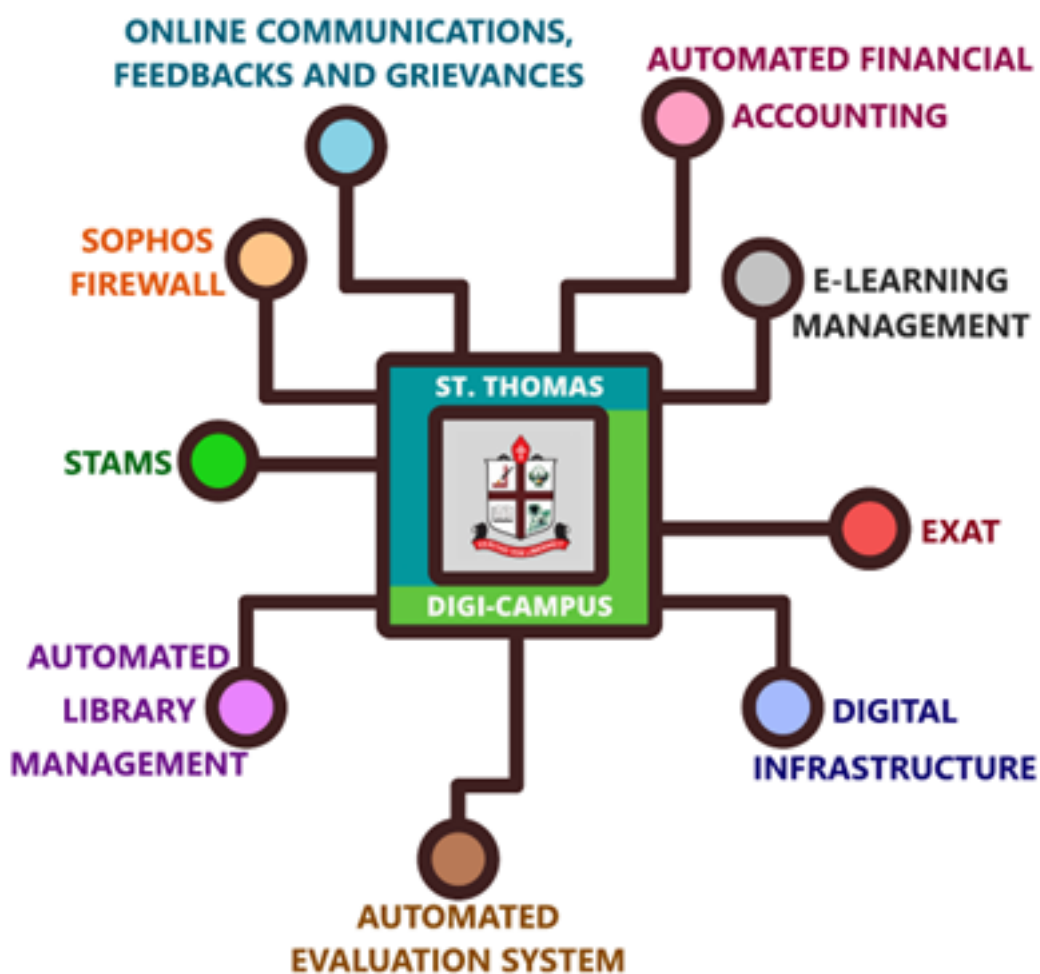
Digital India, an ambitious initiative that was launched by honourable Prime Minister of India, Shri Narendra Modi on July 1, 2015, took the shape of a revolution over the years. This project has an impact on our college's digitalized systems, and the college performs its best on achieving digitalization in governance of administration as well as academics.

As the number of programs and applications against sanctioned seats were increasing considerably over the years, manual **processing of admission** had to be replaced with a system-based processing.

In a manual-processing environment, when multiple copies of the same data had to be maintained at different locations, **data redundancy** and **data inconsistency** had to be addressed and eliminated by introducing digitalized governance framework.

When benchmarking and quality enhancement was being institutionalized, the **documentation and data processing** had to be a regular and consistent exercise which demanded a digitalized documentation paradigm.

4. THE PRACTICE



Digital Governance Framework at St. Thomas College is constituted by the following:

- **STAMS (St. Thomas Academic Management System)**, the College ERP: The institution has put in place a large, cloud-based **ERP** software, namely, **STAMS** in collaboration with **Linways** that consists of the following:
 - Online Admission Management with Student Enrolment and ID Card generation
 - Online Fee Remittance with Payment Gateway Integration
 - Student information system
 - Faculty & Staff Management
 - Course Management with Attendance Tracking and Class Scheduling
- A completely automated Evaluation system
 - Online Evaluation System takes care of both Internal and External Evaluation, **Uploading of Question paper**, manages **valuation camp**, handles **Grade & Marksheet Generation**, **publishing of results** and issuing of mark sheets and TC. The system supports **monitoring**

of students' performance and facilitates remedial actions

- Conduct of Examinations: **Notifications** on examinations, **student registration** for examinations, Hall ticket generation and **intimation on Hall-Seat arrangements** are done online
- QnSmarti facilitates **Online Question Bank Generation** and **automatic Question paper creation**
- **E-Learning Management** at St. Thomas College
 - Comprehensive implementation of **MOODLE** LMS has been employed in teaching-learning with 100% Moodle literacy
 - Smart and **ICT-enabled classrooms** and seminar halls for learning delivery
 - College **YouTube Channel** hoisting more than 800 **video lectures** by faculties
- **ExAT**, a **Digital Documentation System** in support of **NAAC Documentation** and for **Self-Appraisal** generation decisive in accreditation/ranking processes is an online monitoring system to assess student-faculty-department performance
- **Online Event Management system** is employed in the college for the conduct of Fine Arts Festival, Sports Meet and similar events
- **Financial Accounting automated**
- **Automated Library Management System**: Library is completely **digitalized with access controls**, automated **footfall tracking**, computerised search/issuing/return of books (KOHA), **online access** of library resources and **e-Journals**
- **Security through Firewall**: The institution is secured with Sophos Firewall that denies/allows network data, thus securing and protecting the organizational data and network
- **Online Communications**
 - Bulk SMS, Email, and notifications through social media
 - **Digital Notice Boards** installed at various locations in the campus
 - Notifications to stakeholders digitally through College Website and LMS
- **e-Grants, SPARK, online payroll management system** and **E-Tendering** are online tools employed by St. Thomas College to bring in transparency efficiency
- **Feedbacks and Grievances from stakeholders are captured online** through college ERP

With a 70 MBPS bandwidth distributed infrastructure installed in the campus, the Digital Governance Framework of St. Thomas College has accelerated and enhanced the performance and governance of the institution.

5. EVIDENCE OF SUCCESS

1. Faster, transparent and user-friendly **Admission Process**: Rank list of selected candidates prepared **within 2 Days after the last date** for Application. **Demand ratio increased by 21%. Students from all Districts** applied increasing **Regional Diversity**.
2. The conduct of examinations and all processes of evaluations including results-declaration gained momentum with Digitalization of Evaluations; **Average Number of Days for Declaration of Results is only 18.6 Days**.
3. **Digitalized Documentation** abetted the institution to be **one among the Best 100 colleges in NIRF India Ranking** for 4 consecutive years.
4. **Unhindered Academic Endeavours**: Digital Framework enabled the institution to overcome the constraints/delay in academics and evaluations despite unprecedented natural calamities like **Kerala Floods in 2018 and 2019** and **pandemic** in succeeding years.
5. **Digital Noticeboards, online notifications and communications** have caused to cease long queues to avail various student services from office, including hall-seat arrangements for examinations.
6. Compliance to **e-tendering and e-procurement** has resulted in more vendors participating in tendering benefitting the institution to purchase with cost-effectiveness and quality. **Number of vendors increased by 25% with e-Tendering**.
7. More transparency and efficiency experienced in financial transactions, evaluation system and monitoring mechanism resulting in **less-paper office**.

6. PROBLEM ENCOUNTERED

1. Hardware and software upgradation

The important challenges were development and upgradation of ERP software and installation of new computer servers and annexed infrastructure for the implementation of the digitalized governance framework. Adequate and competent technical staff had to be in place.

2. Quality and Internet Issues

Factors like transfer technology, varied location and the number of people using the system defined the speed and quality of internet connection. The difficulty of WiFi penetrating the thick walls of a 100-years old college had to be overcome.

3. Security, Threat and Privacy Breach

Since the information systems of St. Thomas College are accessible online, it had to be protected from different types of information security threats including hacking by incorporating firewalls and anti-virus software.

4. Change Management

One of important challenges was to deal with the transition to new processes or technologies in addressing the human resistance and helping people to adapt to change through training and communications.

7. NOTES

It is to be mentioned that the College ERP and online tool ExAT for digital documentation management was developed by Linways Technologies Limited **with the consultancy from St. Thomas College (Autonomous), Thrissur**. These systems, thereafter, have been installed in several campuses.

BEST PRACTICE II

1. TITLE OF THE PRACTICE: Santhome We-Care initiative

Santhome We-Care initiative is aimed at sensitizing students to transform Society, to fight for Social Justice and to Restore Environment, and improve lives and communities. Besides, the initiative's objective is to develop students as responsible citizens with social outlook and compassion. **Santhome We-Care encompasses socially-sensitive, environment-friendly and students-driven endeavours** like Housing for the poor, Village upliftment, Tribal empowerment, Care for the sick, Women Empowerment, Rescue & Relief, Children Care, Swachh Bharath Initiatives, Socio-Economic Surveys, Environment Sensitive initiatives, and Care for the marginalized. Santhome We-Care initiative is a humble effort of the institution to respond address the UN Sustainable Development Goals (SDGs) to achieve a better and more sustainable future for all.

2. OBJECTIVES OF THE PRACTICE

- To expose students to the real-life situations and train them to imbibe social values
- To develop humanitarian qualities and compassion towards environment and fellow beings
- To mould socially responsible citizens who work for the progress of the nation
- To promote sustainable development and eco-friendly campus
- To launch need-based activities and projects to involve student participation in social issues
- To make students aware on organic farming techniques and organise cultivation programmes
- To conscientize people about various health issues and lifestyle diseases
- To Impart Social and Environmental Sensitivity in Students through need-based activities

3. CONTEXT OF THE PROGRAMME

Increasing consumeristic trends and urbanization are posing the challenges of inequalities, social segregation, neglect of the poor and environmental degradation. It leaves the growing generation self-centred and insensitive. The **merging of community development and youth development** has been the strategy of St. Thomas College since **community engagement facilitated personal as well as social development of students** engaged in We-Care initiative.

Community participation helps youth become empathetic citizens who could potentially continue similar work when they become adults. Additionally, **youth who give back to their communities develop leadership skills**, learn the importance of helping, and gain work experience.

The initiative is institution's commitment to share the **Sustainable Development Goals of UN**.

St. Thomas college, with its vision of '**Transforming the Youth through Holistic Education towards an Enlightened Society**', aims at moulding responsible citizens sensitive to the concerns of society and environment, and **We-Care** is an initiative to realize the vision.

4. THE PRACTICE



SANTHOME WE-CARE:

Housing project

- Through *Sahapadikkoru Veedu*, *Abhayam* and Jubilee Housing Project the students and staff collected a sum of Rupees 31 Lakhs and constructed **9 Houses** for the economically disadvantaged students of college during the assessment period.

Rural upliftment

- **15 Villages** engaged with empowerment programmes through **Unnat Bharat Abhiyan** scheme, Bhumika-2016, Karuthal-2017, Aksharaprayan-2018 and Thirayum Theeravum-2019 and Samagra
- Socio-Economic Survey conducted among **1425 families**
- ASER Survey conducted for 3417 children, 1223 household in 49 villages in 3 years

- **90 Destitute Children** trained in Waste management and Organic farming
- **320 Parents** sensitized on Parenting and Micro-financial management
- Flood Mapping conducted at Annamanada Panchayath
- Food Kit distributed to **125 families** in flood-hit areas

Tribal Empowerment

- **300 families of Kurumba Adivasi Tribe**, Gottiarkandy, Attapady were engaged with Health Check-up, Health-Card Preparation and Literacy Drive
- **150 Children** in **Echippara Tribal Village** supported with Computer Classes, Children's Camp and Medical Camp
- **Awareness classes** on Childcare and Saving Habits organized for **tribal mothers**

Solace-We-Care for the Sick

- '**Santhwana**', Students' palliative care for the cancer-kidney patients and incapacitated people
- **Keshaprayan: 41 Girl Students** donated Hair to cancer patients undergoing chemotherapy
- **Blood donation drives** through **Bleed-the-Blood** and one-day:one-donor scheme
- **Covid-Combat** initiatives
- **500 Litres of Sanitizer** manufactured by College to fight Covid
- **Police Officers, Inmates of Central Jail and Women's Jail**, trained by College to manufacture **6500 Litres of Sanitizer**

Women Empowerment

- Training for **Kudambashree members** to make LED lights
- **Smart Mother-** Computer Literacy Program for Mothers
- **She Drives** - Free driving class for girl-students
- Awareness classes on **Menstrual hygiene** and **Women empowerment**
- **Self-Defence Training** for Girls

- Celebration of **International Women's Day, breast-feeding week etc.**

Child-Friendly Initiatives

- **Free tuition** for Orphanage by students with 150 classes per year
- Annual children camps for 280 children
- **325 Children** supported through **Touch-not-my-Child** and **No-child-alone** campaigns
- Awareness programs on POCSO Act and child-friendly local governance

Divyangjan-friendly Initiatives

- Divyangjan-friendly **Policy**
- Awareness programmes for **sensitising the stakeholders and society**
- **Visits to social welfare centres** like old-age homes and rehabilitation centres for the Divyangjan
- **Observance of Days** of importance for Divyangjan **with the community**

Koode (Be with them)

Response to natural calamities through relief activities during

- Okhi Cyclone in 2017
- Kerala Floods 2018 and 2019
- Covid Pandemic

Environment Initiatives

- Cultivation and Harvest of **Organic vegetables** and crops
- Conservation of **endangered Kulavetty trees**
- Saplings distribution
- **Ban of Single-use plastic** in the campus
- **Solar energy** and **Energy Saving Initiatives**

- **Urjjakiran drive** for promoting energy conservation practices
- **Swachh Bharath drives** at public places and beautifying public places
- **Seminars, Street plays, Radio Mist and Socio Podcast** for Awareness on Swachh Bharath

5. EVIDENCE OF SUCCESS

- **Construction of 9 Houses** were completed through the efforts and contributions of Students and Faculty of St. Thomas College
- St. Thomas College was **awarded Certificate of Appreciation by the District Collector**, for the commendable **volunteering relief works** done by the college during Kerala Floods
- St. Thomas College was **awarded by the Government of Kerala for the Energy Promotion Activities** of 'Urjjakiran' by the College
- St. Thomas College was **awarded by the Echippara Tribal Panchayath** for the sustainable development activities undertaken by the college in Echippara Tribal Panchayath
- **1250 Tree Saplings** planted by Students. Conservation of endangered trees by **planting 125 saplings (Kulavetti)** successfully completed **in 5 Panchayaths**
- St. Thomas College and Faculties were **recognized and awarded by the Local Governance bodies for the environment promotion activities** and planting and protection of Kulavetty plants in the Panchayaths
- **100% of lighting** in the institution converted to LED

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Fitting the programme into the tight academic schedule of the semester system is a challenge
- Mobilisation of Financial Resources
- Coordination with Government departments, local bodies and NGOs
- Constraints to reach out during pandemic due to the restrictions

7. NOTES

We-Care initiative is a model that can be replicated by other institutions. The institution has made community service/engagement mandatory for number of hours for each student for award of degree. Students, when properly oriented, are found to be passionate to engage in community services. Students became ambassadors of social change.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

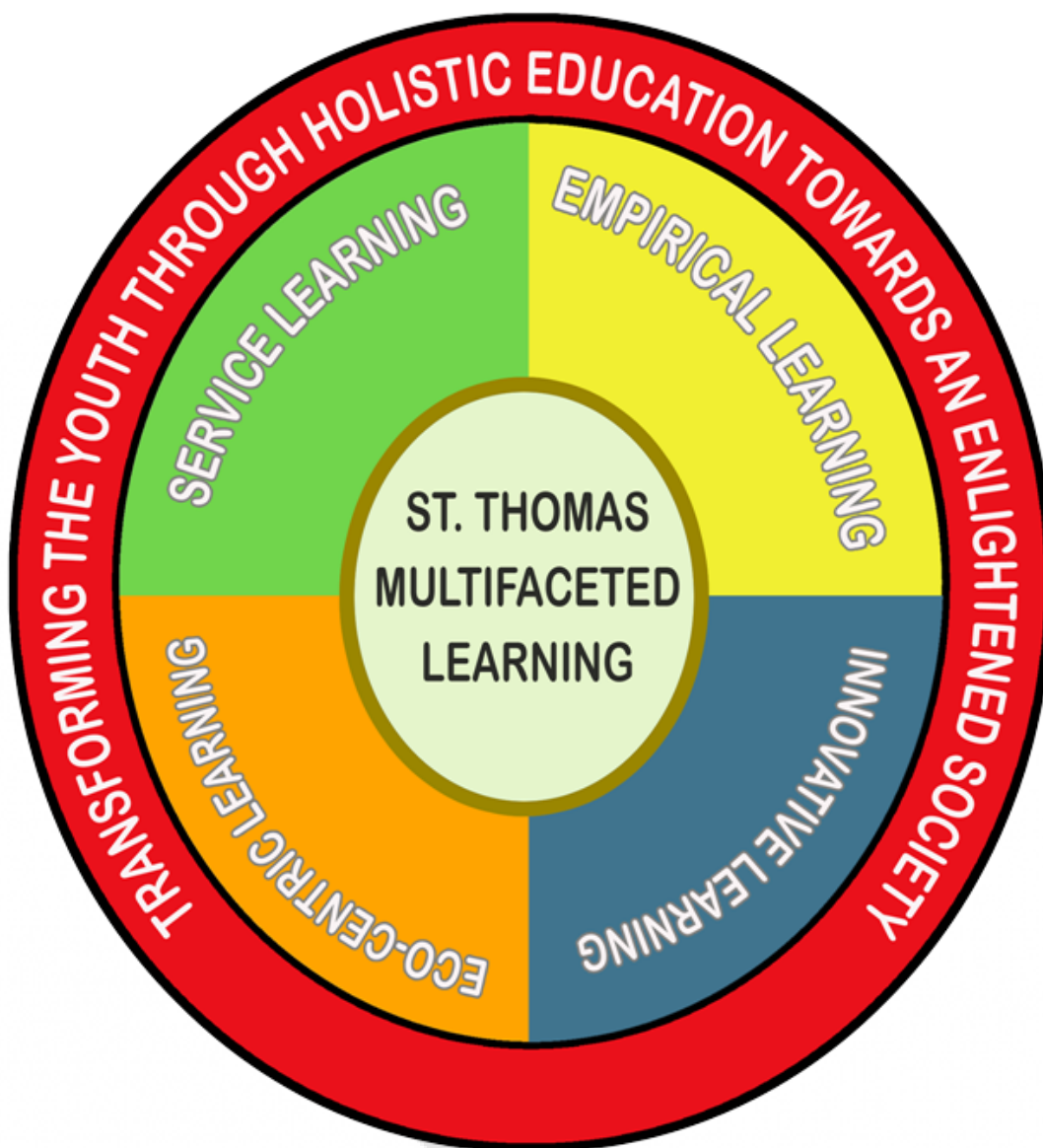
7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Title: St. Thomas Multifaceted Learning: a unique, student-centred endeavour to mould socially responsible and competent professionals

The vision and mission of St. Thomas College, Thrissur, emanates from the farsightedness of the visionary founder. As the institution cherishes over 100 years of service, the institution has reaffirmed its vision of '*transforming the youth through holistic education towards an enlightened society*'. The vision is realized by '**St. Thomas Multifaceted Learning (SML)**', a multidimensional, student-centred, **learning beyond curriculum, connecting students, society and environment.**

STML mainly includes Four dimensions:



Dimension 1: Empirical Learning

The **distinctiveness of St. Thomas College** has been explicated through the **empirical learning endeavours** prevalent in the institution as Students **learn by doing** and engaging themselves in hand-on activities, leading to their overall development. Empirical learning is realized through **Soft Skill Development, Confidence Building Measures, Communication Skills, Decision-Making Skills** through organization of events, **Computer Skills, Training to be Professionals** and **Personality Development Measures**.

- **St. Thomas SDP** - Students are exposed to a good number of **Skill Development Programs** like **ASAP** (Additional Skill Acquisition Programme), **She-Drives, Hands-on Training in Office Automation Tools, Ethical Hacking, Graphic Designing** and **Fashion Designing**
- **Finishing School** provides a platform where students are trained to become **high quality professionals**. Students are boosted with **self-confidence** to face interviews, group discussions and debates. Students learn basic etiquettes to be followed by a professional
- **Confidence Building Training** has been provided to equip students to face placement interviews

and future obstacles in their life

- Students are finely polished by various sessions on **Personality Development, Communication Skills** and **Enrichment lectures**. It leads to the **overall Personality Development of students**
- Students are introduced to new concepts and they develop **academic and professional research skills** by doing case studies, research and projects
- **Students-Organized Conferences/Techno-cultural Fests** and **Student Union Activities** offer engaging experiences to inculcate leadership and organizational skills

Dimension 2: Service Learning

Students of St. Thomas College go through **experiential education through community engagement**. In the process, students link **personal and social development** with academic and cognitive development. It helps students in moulding **responsible citizens with empathy to work towards social justice**.

- Engaging students in **Palliative Care** resulted in inculcating the spirit of care and a positive effect on the attitude of students. The strategy was to give **sensitisation classes** to the students and **basic Training in palliative care** followed by **visiting patients**. The initiative was realized in collaboration with Alpha Palliative Care Society
- The College organized **Hair Donation Drive** in which **41 Girl Students were Self-motivated to donate Hair to cancer patients undergoing chemotherapy**. Hundreds of **Students voluntarily donate Blood** every year
- Through the initiatives of **Sahapadikkoru Veedu** and **Abhayam project**, Students were instrumental and passionate in the construction of nine houses, with one or two every year, for their deserving classmates. Through these initiatives students develop **compassion, social justice, equality** and ultimately **Students learn to be altruistic**
- During the Covid 19 pandemic, Students constituted **Covid Combat (COCO) Warriors** by organising vaccination drives, manufacturing and distributing sanitisers. **Students exhibited their sense of civic responsibility** through voluntary relief-rescue work were organised during floods in Kerala, as evident as outcome of the service learning
- Students involved in **community development activities in villages, Visit to Social Welfare Centres, Cleaning drives** and **distributing free meals and clothing**. Through these Student-led initiatives, Students learn about the harsh realities of life and develop social skills and become responsible

Dimension 3: Eco-centric Learning

Eco-centric Learning at St. Thomas College has gone beyond classroom, and has evolved through exploration of nature and engaging with the soil. Environmental activities beyond campus enable students to interact with the environment in order to adapt and learn

- Students **developed basic agricultural skills** through cultivation and harvesting of vegetables and crops in the campus under the auspices of **NSS, Nature Club, Adventure/ Energy/ Environment Club and Botany Department**. Thus, Students learnt to relate to the vast majority of agrarian population in India
- On World Environment Day, more than **900 students voluntarily planted saplings** at their home premises and sent geotagged photos
- In connection with Gandhi Jayanthi, more than **1000 students indulged in cleaning drives** at their premises and roads and sent geotagged photos
- By planting more than **125 Kulavetty saplings** (endangered species) in villages and panchayats, students get more connected to the environment

Dimension 4: Innovative Learning

Entrepreneurship Development Club, Innovation Cell, IEDC, Exhibitions and Start-ups in the college are platforms to ignite the innovative skills of students. Through innovation, students not only exhibit their creative ideas, but also learn to further their innovative skills.

- During the **annual Innovation Festival** organized by the Innovation Cell, hundreds of innovative ideas are evolved. During the Festival Fair, **handicrafts, cakes, bags, stars and products-out-of-waste produced by students** are sold
- **Research papers**, Creative and literary works of **budding student writers** of college are published as books, in journals and in **college magazines**
- **Radio Mist** – Radio Network Channel, a creative students initiative with awareness programmes, talk shows with legends, fun and games
- **Short Film making** – Students expressed their innovative learning by making creative Short Films
- **Wall paintings** on various themes **by students**, students-developed websites and robotic projects are examples of learning through innovation
- The following are the indicators of learning outcomes of Innovative Learning taking place in the campus:
 - In the **Reboot Kerala Hackathon 2020** by the Kerala State Higher Education Department, **seven teams from the college were shortlisted** based on the merit of their ideas. St. Thomas College **bagged the second prize** for developing a learning platform for the visually impaired students
 - Students won prizes in **Ideathon** organized nationally
 - Students won **Yuva Mastermind Award** for the innovative organic tooth-brush created in the state-level innovation contest

The distinctiveness of **Multifaceted Learning** was evidenced as Students exhibited their competence when **266 students were placed** in the current academic year and more than **40% students were admitted for higher studies**, a good number of **students qualifying national level qualifying examinations** and **158 students bagging International/national laurels** and the institution being ranked **4 Stars for innovation** and **high in NIRF India Ranking**.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

NAAC 3rd Cycle Recommendations	ACTION TAKEN and OUTCOMES
More Professional Programmes to be started	The following new Programmes, professional in nature/based on feedback, were started during the assessment period: • BA (Criminology and Police Science) • B.Voc (Data Science) • B.Voc (Forensic Science). • A five-year Integrated MSc (Psychology) • B.Com (Taxation) • BA (English Literature)
Perspective Strategic Planning process be initiated	A systematic Strategic Planning exercise was initiated in 2017 and document is in place and continuous implementation monitoring is done (https://stthomas.ac.in/strategic-plan/).
Faculty Members be motivated for quality research	• Faculty with Ph.D increased from 52 to 71 • Number of Research Guides increased from 30 to 39 • Number of Ph.Ds awarded increased from 4 to 30 • 5 Patent Applications filed and one Patent Awarded • 197 Journal Publications in indexed Journals and 166 books/chapters in edited volumes • h-index based on Scopus increased to 14 • Rs. 16.32 Lakhs was provided as seed money

NAAC 3rd Cycle Recommendations	ACTION TAKEN and OUTCOMES
Library be enriched	• New books and journals worth Rs. 56.67 Lakhs added • A new Central Library was constructed - Floor Area: 41708.55 Sq. Ft.
More conference/seminars/ workshop/symposia be organized	• 189 workshops/seminars conducted on Research Methodology/IPR/skill development • 100 professional development programmes conducted • 118 Programmes conducted on Life skills/Soft skills/Language/Communication Skills and on Technology
Placement opportunities and career counselling cell need to be enhanced.	• 64 Career counselling/Placement training programmes organized • 65% of students given Career Counselling and Placement Training • 982 (20.37%) students placed
The institution may forge to establish MoU for collaborations.	• 51 functional MoUs signed during the assessment period
More computers and higher bandwidth of internet connectivity with WiFi on campus to be procured.	• 40% more computers added • Bandwidth of internet enhanced from 20 MBPS to 70 MBPS

NAAC 3rd Cycle Recommendations	ACTION TAKEN and OUTCOMES
Hostel facilities be improved. Girls Hostels be planned.	• New Girls Hostel set up with modern facilities
Facilities for the Physically Challenged to be added.	• Two elevators and more ramps with handrails built • Divyangjan-friendly washrooms constructed
Academic and Administrative Auditing be done regularly	• Academic and Administrative Audit (both External and Internal) was conducted regularly
Examination system needs serious consideration for improvement.	• IT integration was completed in Examination System. • Online Question Banking and automatic Question Paper generation implemented. • Evaluations based on Outcome-Based Education implemented.

Concluding Remarks :

St. Thomas College, Thrissur, has been **at the service of the nation** for over a century in grooming generations through quality education and value-based formation. The process of treading the path of fourth Cycle NAAC Accreditation has been a **quality journey**, where the institution experienced itself coming closer to realizing the **Vision and Mission** of the college.

The **Recommendations of the NAAC Peer Team Report** of third cycle NAAC Accreditation in 2016, have been well addressed during the quality pursuit of the institution.

The academic laurels, excellent student achievements and significant Research contributions have been instrumental to become **One among the Best Hundred Colleges in India** in **NIRF India Ranking** for four consecutive years, ranking 79th, 54th, 63rd and 64th in 2018, 2019, 2020 and 2021 respectively.

ISO 9001:2015 Certification during the assessment period has been another important step and shows the commitment of the institution towards quality enhancement.

NAAC Mentor College status and **Innovation Mentor College** status by Ministry of Education, were opportunities for the institution to transfer the quality culture to the peers. Through the mentoring of St. Thomas College for NAAC accreditation, **Six Colleges were supported**; of which, **one was accredited** and **two others submitted SSR**.

Outcome Based Education paradigm, 71 value-added courses offered, modern ICT enabled Learning infrastructure, state-of-the-art Library and Repository of e-Learning content offer excellent learning ambience in the institution.

The number of quality **Research Publications** in indexed journals, an **h-index of 14**, number of Research Fellowships, **71 faculties with Ph.D degree**, 39 Research Guides, **30 PhDs awarded** during the assessment period, one patent awarded and another four patent applications filed, Centrally sponsored **RUSA Scheme**, **DBT Star College Scheme** and **DST-FIST Projects** are indicative of the excellent Research endeavours in the college.

Average **Pass Percentage above 91.13%**, **982 Placements**, above **40% of Student Progression** to Higher Studies, **12 International** and **146 National** Student Achievements are suggestive of the impact of holistic education in the institution.

The institution is strategizing itself to be a **Teaching-intensive University** conducting **significant Research**, as envisioned in the **National Education Policy**.