



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. PAUL'S COLLEGE

ST. PAULS COLLEGE HMT COLONY P O KALAMASSERY

683503

www.stpauls.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Paul's College, Kalamassery affiliated to Mahatma Gandhi University, Kerala, and run by Archdiocese of Verapoly has completed fifty-five years of glorious service in the field of education and research. The college, a certified minority institution, is indisputably engaged in fostering life-long learning especially to the students from the backward minority community irrespective of their caste and creed. The institution strives for social transformation of the less privileged in society through an education that is inclusive, flexible, and resilient. The college has always tried to offer job-oriented courses to the students, which would enable them to measure up to the prevailing industrial requirements.

Ever since its inception in 1965, the college has earned acclaim as the vanguard of academic innovations, combining resources to produce the best in education. Consistent with the long-term vision of creating productive citizens integrated with social and environmental principles, ethical and human values, the college has remained deeply committed to humanity and nature and its mission includes a perfect combination of nature and nurture. The institution has won many awards for going the extra mile in the environmental commitment that includes Vanamithra Award by the Forest and Wildlife Department, Government of Kerala; Karshakasree Award by Sarojini Damodaran Foundation; Best Green Campus Award by LEAF and many more.

The college ensures a dynamic and engaged campus and prioritizes student advancement by providing excellent learning resources supported with equally good infrastructural facilities. The college, always on the ball to score high on students' life, has adopted several measures to harness the capabilities and potential of students. College union, cells and clubs, scholarships, endowments, proficiency prizes, arts and cultural development programmes and sports contribute to their overall growth and holistic development.

With its redoubled focus on excellence, especially in this pandemic scenario, it is moving forward along a trajectory that makes the best use of its rich human and natural endowments for the comprehensive well being of its student community. As the college gears up to turn a new page, the vast strides it has made in the field of education assume huge significance.

Vision

The college exists to impart excellence in higher education to all, especially the educationally, socially and financially marginalised communities, and to develop an integrated personality in students. The college envisions to create a new enlightened generation which is socially committed, academically proficient, digitally updated and spiritually refined, so as to enable them to face the challenging needs of the changing times.

Mission

- To impart excellence in higher education and give value based training for the integral development of the individual.
- To inculcate in students a comprehensive outlook of life and a spirit of social sensibility.

- To equip the young men and women with academic and digital expertise to face the global challenges.
- To create productive citizens integrated with social and patriotic commitment; ethical and human values.
- To empower the youngsters with global knowledge in the state-of-the-art digital technology.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The significant strengths of our institution are:

- Esteemed track record of 56 years in the educational development of students especially from different marginalized communities.
- High demand for the programmes offered by the institution.
- Providing high-quality education at affordable fees ensuring equal opportunity to all.
- Highly committed and proactive management with a profound vision.
- Professionally qualified and knowledgeable faculty.
- Sincere and supportive non-teaching staff.
- Proximity of the institution to various industrial parks and start-up village.
- ICT enabled teaching-learning system.
- Excellent infrastructure and well-equipped laboratories.
- Digital library with a collection of more than one lakh books and journals including rare book collections (both physical and e-books).
- Green campus following all green protocols and environment-friendly measures.
- An academically oriented student community with excellence in curricular and co-curricular activities.
- Whole-hearted support from the parent-teacher association (PTA) and alumnae community.
- Established collaborations with various industrial groups and academic institutions.
- Transparency in teaching and non-teaching staff appointments.
- Merit-based admissions to different programmes offered by the institution under all categories including management quota.
- Providing scholarship coverage to almost ninety percent of the student community through governmental/non-governmental scholarships.
- The high rate of progression and placements among students.
- Very less drop out percentage among students admitted to various programmes.
- Value-based education to the students in tune with the vision of the institution; holistic development of students irrespective of their caste and creed.
- The curriculum enrichment opportunities offered to the students through various add-on/certificate/value-added courses.
- A well-maintained sports ground keeping international standards.
- Impactful extension activities through active participation of staff and student community which had brought about lots of recognition from local/state/national levels by governmental/non-governmental bodies.
- Disabled-friendly campus following all protocols issued by the government.
- An environment promoting cordial teacher-student relationship and a safe campus fostering healthier relationships among the peer groups.
- Institutional e-learning platforms for offering customized and need-based educational training to students.

- Implementation of e-governance in the overall management of the institution.

Institutional Weakness

The following are some of the weakness faced by our institution which significantly affects the pace of its growth trajectory:

- Limited role of the institution in syllabus revision in its capacity as an affiliated college. However, the institution is striving to catch up with the changing requirements of the industrial sector by offering carefully and systematically planned add-on/certificate/value-added courses to the students through physical as well as e-learning platforms. The faculty members who are members in various BoS also communicate the requirements of the present-day curriculum.
- Less number of research departments as at present majority of the faculty members are young and having a teaching experience of less than six years. Most of them are pursuing their PhD.
- Undue prolongation of the final university examination which affects the higher studies and placement opportunities of our students.
- The prevailing Government restriction in making appointments to the permanent teaching and non-teaching staff affects the operational efficiency of the institution.
- Frantic schedules for students in the semester system often limit their opportunities to participate in various extension/co-curricular/extra-curricular programmes organized by the institution.
- Institution often faces difficulty in generating funds for setting up of innovative learning environment for the students like starting up of incubation center and starting skill-oriented short-term programs.

Institutional Opportunity

The following are the major opportunities available to the institution which can help to maintain excellence in the present educational practices:

- Potential to become Autonomous/ Deemed to be University specifically looking at the development of students from marginalized communities.
- Unique skill-based vocational courses offered by the institution. Presently the institution offers four skill-based programs. Seven more such programs are sanctioned by MHRD, which is planned to be started in the next academic year.
- Extensive infrastructural development is happening because of RUSA scheme awarded to the institution under the category of 'Challenge Level Funding' for an amount of 2 crores.
- Proximity to various industrial parks provides ample opportunities for establishing collaborations with the different companies for placement purposes. It has also helped the institution in organizing job-oriented training for the students by receiving active support from these corporations nearby.
- The institution is awarded several student support programs from the state government like ASAP, SSP, WWS which assists in creating an environment for the overall development of the students.
- Collaborations with many international firms and academic institutions have enabled the institution in providing global training to the students. It has enabled in organizing and conducting various academic initiatives like seminars, talks, collaborative research projects and group works at the international level.
- Alumnae groups of the institution are highly active, and they consistently offer motivational talks/job-oriented training to our students. Entrepreneurs among them also offer placement opportunities for the students.

- The institution has a cricket field meeting international standards. This is used for training and development of the students. The collaboration with BCCI and Kerala Cricket Association also significantly help the institution in realizing its dream of student representations in various international/national/state/regional sports teams.
- Technical expertise of the faculty provides ample opportunities for offering consultancy services.

Institutional Challenge

The major challenges of the institution are:

- The restrictions imposed by the state government in the introduction of new programmes often stand in the way of offering more new generation courses with higher employment opportunities.
- The primary challenge, as well as the opportunity for our institution, is the holistic development of the students from different marginalized communities.
- Being an affiliated institution, resource mobilization from different sources for research and other development projects is highly challenging.
- Scope of placements and progression to higher studies are limited for some of the conventional programmes offered by the institution and accordingly the demand for these courses is comparatively low.
- Delayed conduct of university examinations appears to be a challenge for our students and faculty. This also affects the smooth conduct of the teaching-learning process.
- Loss of academic days due to external reasons like hartals and strikes by political parties is a real challenge to the institution in this semester system. The occurrence of natural calamities like flood in Kerala in the year 2018, the present pandemic COVID 2019 also has affected the conduct and delivery of various programmes by the institution even though most of the classes were re-scheduled through various online platforms.
- Absence of the provision to transfer credits obtained by students through various MOOC courses and extension activities organized by the institution to their final mark sheets sometimes demotivates students from getting involved in such programs.
- Lack of academic autonomy sometimes stands as a hurdle in entering into collaborations with various foreign institutions for student and faculty exchange programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated to Mahatma Gandhi University, Kottayam, St. Paul's College, Kalamassery follows the curriculum designed by the university. In adherence to the academic calendar published by the university, the institution prepares an action plan for each academic year in the beginning and make sure that all activities are executed accordingly. All the 19 programmes of the institution come under choice/elective based semester system of the university and the entire UG programme offer a course on environmental studies.

Curriculum delivery of all programmes follows an outcome-based model with Programme Outcomes,

Programme Specific Outcomes and Course Outcomes, mapping it to different program levels; the assessment of which is reviewed at the departmental level. Apart from the course prescribed by the university, the institution offers many add on/ certificate courses for supplementing the academic need of the students. All students carry out project work as part of their programme during their final semester and many courses offer experiential learning too. Curriculum implementation is done through planning via – The Strategic Plan, Academic Plan and Course Plans. Some of the documents maintained for curriculum delivery include Course Plan, Teaching Plan, Timetable, Teacher's Diary, Online Attendance, Bridge Courses, Entry Level Tests, Mentoring Records, Open House and Result Analysis.

The faculty of the institution have memberships in the UG/PG Boards of Studies of the affiliating and other Universities and autonomous colleges of Kerala and are involved in curriculum designing/updating. The activities of various clubs and cells aim at inculcating ethical, moral, and social values in students. The institution also indoctrinates the cross-cutting issues and value education into the students through various programmes, motivational and inspiring talks.

Feedback regarding curriculum and areas for enrichment from all the stakeholders are collected, analysed and the reports are made available on the institutional website. The IQAC takes up appropriate actions based on this feedback, by conducting enrichment programs and seminars for students/staff. The collective opinion on the curriculum is communicated to the university through the teachers of the college who are members of the designing/restructuring curriculum committee of the university.

Teaching-learning and Evaluation

The Teaching-Learning and Evaluation processes and strategies operationalize the vision of the college to become a reality in the classroom and aim to foster, inquiry, discovery, creativity, and critical thinking. The college, adhering to government rules and regulations admits students under the Centralized Allotment Process of the affiliating University. The average percentage of seats filled against reserved seats as per applicable reservation policy is 90.09%. Programmes for advanced learners include Walk with a Scholar, Additional Skill Acquisition Programme and Career advancement programmes whereas programmes for slow learners cover orientation programmes, remedial and bridge courses, scholar support programme, mentoring and training programmes. Pauline library resources provide invaluable support to students. Experiential learning which involves field-based and classroom-based learning is realized through exhibitions, industry visits/campus visits, outreach, skill development programmes, theatrical role-play/ street play, experiment-based learning and students as teachers. The students become partakers in participatory learning through group discussions, debates, role-plays, news analysis, subject-oriented quizzes, case studies, seminar presentations, ICT enabled teaching and e-resources, peer learning, flipped classes, and buddy teaching. Brainstorming, case study, design thinking and idea pitching, mind mapping, surveys, paper presentations and projects are a few methods that help students in problem-solving.

The college has evolved and adapted to virtual landscapes in tune with the changing times. Institutional repository, smart classrooms, virtual collaborations, digital tools and software, virtual lab, Wi-Fi enabled campus, online repositories, learning management systems etc. complement classroom teaching-learning environment. The ratio of mentor to students is 17.98 and the average percentage of full-time teachers with PhD during the last five years is 16.86. The average pass percentage of students during the last five years is 77.42 %. The College Grievance Redressal Committee also looks into the grievances pertaining to examinations. The syllabi, curricula and learning outcome modalities adhere to the affiliating university. The college website provides Programme Outcomes, Programme Specific Outcomes and Course Outcomes of every

course. The college evaluates the attainment of learning outcomes through direct and indirect methods and take necessary steps to augment the quality standards in student performance.

Research, Innovations and Extension

St. Paul's College, Kalamassery has an active research committee that moulds and directs the research ecosystem of the college. The research committee of the institution motivates students and faculty to file proposals for research grants and fellowships. 9 faculty of the institution were supported by governmental bodies for research activities during the period of the report. The college has carried out several research projects with a total sanctioned amount of 64 lakhs during the last five years. Kerala State Council for Science Technology and Environment, Govt. of Kerala, granted several seminars and 6 student projects. To promote and encourage entrepreneurship/startup, the college has started an incubation centre in collaboration with AISAT, technical campus. ED club along with departments conducts seminars and workshops to promote entrepreneurship activities of students. The college has conducted 98 seminars/workshops under the head Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship during the last five years.

The soul of our institution lies in its community extension activities implemented through various cells/clubs/NSS and coordinated by the Pauline social outreach centre. Apart from the curriculum-based field studies, our students are involved in the conduct of various surveys and awareness programs among the people of the locality and among people from the adopted villages. The institution arranged a flood relief camp and students and staff wholeheartedly participated in the cleaning and other rescue measures during the deluge. Groceries and hand sanitizers made by the college were provided free of cost to the public during Covid -19 pandemic.

The institution has received more than 100 recognitions/ awards from various governmental and non-governmental agencies for its extension activities. The college bagged prestigious awards like Vanamithra award by Kerala Forest Department, Best Green Campus award from LEAF for its green initiatives. 152 extension and outreach activities were conducted, and 13,564 students participated in them. Linkages with industry/academia were fostered and the college presently has 62 functional MoUs with various institutions of repute both at the international and national level. These linkages are primarily for student/faculty exchange, internship/placement opportunities for the students, and for doing collaborative research works.

Infrastructure and Learning Resources

The institution is spread over in 15.73 acres richly endowed with lush greenery. The College has adequate infrastructure and learning resources including 58 ICT enabled classrooms, 5 seminar halls, 8 well-equipped science laboratories, 5 computer labs and a sophisticated digital library for the curricular activities. Digital library has 35834 volume of books covering all disciplines, rare books, manuscripts and special reports and it has access to Learning Resources like e-journals, e-books, Infilbnet, Shodhganga, and databases.

The grid-connected solar power plant at the college has a capacity of producing 7KW power. 12 number of Uninterrupted Power Supplies (UPS) of 1 KV to 10 KV available in the digital library along with an electric generator of 30 KV which ensure uninterrupted power supply in the entire campus. For the purpose of security monitoring, CCTV cameras are installed at different locations in the campus. The management of the college keeps in mind the infrastructure and development policies and plans to create the required and adequate infrastructural facilities when there is a need and demand. Along with the management fund, UGC and

government funds are utilized for improving infrastructure. The institution had recently received 2 crores under RUSA 'Challenge Level Funding' for various infrastructural developments.

The overall functioning of IT resources, review and up gradation of IT infrastructure is carried out annually. A total of 215 computers with internet facility are maintained in the college. 30 number of JIO Wi-Fi hotspots along with institutional Wi-Fi hotspots allows internet access to the nook and corner of the campus. Management has appointed a full-time system administrator, and a data management officer for proper maintenance of all electronic equipments and other ICT tools. High-end equipments are available for regular experiments/ student projects and research. Other supporting facilities like acoustic theatre, auditorium, indoor play stations, open gymnasium, ladies' hostel, and a sports ground of international standards are provided within the campus for co-curricular activities. The campus facilities are maintained through full-time staff appointed by the management. The college administration is committed to the effective and optimum use of its available infrastructure.

Student Support and Progression

An exceptionally large number of students avail government scholarships and free ships from both the State Government and Central Government. The institution awards endowments every year to achievers in academics, cultural activities, and sports. Besides, Vincent De Paul Scholarships and the Student Support Programmes are available for students from socially and economically weaker sections.

The institution organizes and conducts various skill development programmes. Physical fitness is also focused on, Yoga Day is observed, Sports Day is conducted and classes on health and hygiene are organized. NET coaching classes, coaching for entry into services and training for competitive examinations are conducted. The Placement Cell conducts awareness programmes and career counselling. The institution seeks to encourage entrepreneurial skills among the students through skill development and training programmes, and interaction with entrepreneurs and eminent personalities. A Grievance Redressal Cell, an Anti-Ragging Committee, and a Committee against Sexual Harassment function in the College. Efforts are made by these cells to spread awareness among the students.

A sizeable percentage of students, especially from the undergraduate level, opt for higher studies after completion of the course. Campus recruitments are arranged and student progression to employment is good. Many students have qualified in competitive examinations, be it for higher education or to qualify for employment.

The college, IQAC and individual departments publish newsletters and magazines. The clubs functioning in the college promote participation in co-curricular activities. These clubs and departments organize many programmes, events and competitions for students. The NSS and NCC play a strong role in ensuring that students fulfill their roles as responsible members of society and promising citizens of the country. The institution has many students who receive awards and medals in intercollegiate, University and State level events. There is an active students' union that coordinates the co-curricular and extra-curricular activities of the college. National, regional festivals are celebrated, and days of national importance are observed to promote a secular campus. There is a strong bond between the alumni and the college, and several alumni meetings are organized, at both the department and college level.

Governance, Leadership and Management

St. Paul's College promotes a culture of participative management. With well-defined Vision and Mission statements, the management ensures that the mission and vision of the College is safeguarded and preserved. It promotes an atmosphere conducive to create intellectually competent, morally upright, socially committed, spiritually inspired citizens to the service of our nation. The motto of the College "Life Nobly Lived" reflects the in-built spirit of the College. The unbroken line of accomplished managers is a piece of live evidence for the keen interest of the management for the well-being of the society around this minority institution.

The institution has a multi-tier system of leadership with the trust at the apex of Governance. The Manager/Chairman who represents the Management is in charge of decisions at all levels of governance. The college practices decentralized participatory governance. There is extensive consultation between the management and the major stakeholders. All stakeholders are encouraged to participate and voice their perspectives for effective decision making and policy formulation. The members of the faculty are involved in decision making, at various levels from the departments to the governing councils. The Principal is supported by the IQAC, Academic Deans, members of the College Council in regular administrative and academic affairs. The Statutory Bodies such as the Governing Council, the Academic Council, the Finance Committee formulate strategic plans, drafting policies, enriching the curriculum by implementing programmes to ensure quality and excellence. The various statutory bodies, committees, clubs and cells ensure that faculty and students are provided ample opportunities for grooming their leadership potential.

The institution has implemented e-governance in four areas of operation – Planning and Development, Administration, Finance and Accounts, Student Admission and Examination. Transparency is maintained in faculty appointment which is based solely on merit and the management ensures quality by refraining from charging capitation fees for staff appointment.

The IQAC plays a significant role in institutionalizing quality assurance through decentralization of roles, quality check mechanisms and participatory management. It also reviews the teaching-learning process at periodic intervals. The college also organizes professional development courses for faculty and non-teaching staff.

Institutional Values and Best Practices

St. Pauls College is always keen on imparting education based on social justice, human values, and professional ethics while keeping up with all the emerging trends in technology and pedagogy. The college takes all measures to foster gender-sensitive culture within the campus by conducting various programmes such as awareness classes, seminars, workshops, and competitions. Anti-sexual Harassment Cell, Women Empowerment Cell, and Grievance redressal Cell of the College help to uphold a gender-neutral, supporting, cordial and healthy atmosphere for women and students. To ensure their safety, CCTV cameras are installed at each corner of the campus and security guards are deployed. Separate common rooms and restrooms are provided for male and female students and staff. The Institution provides divyangjan friendly, barrier-free environment which includes ramps, wheelchair and disabled-friendly washrooms and classrooms. Scribes are provided for these students.

The Institution has facilities for alternate sources of energy. Institution adopts energy conservation measures like solar energy, sensor-based energy conservation, use of LED bulbs and power-efficient equipment. Regular 'Energy Audits' are conducted to assess and optimize energy consumption and usage. The college has taken

initiatives in planting and nurturing trees and spreading environment sustainability awareness. 95 percent of the students and 50 percent of the staff use public transport or are pedestrians. The college has an efficient waste management system and takes all possible measures for waste reduction. Solid, liquid and e-wastes are managed properly. The water conservation facilities available in the institution include rainwater harvesting, open well and tanks. The annual quality audits by the Institution include Green audit, Energy audit and Environment audit.

The college organizes programmes to sensitize students and employees on the constitutional obligations of citizens and has a prescribed code of conduct for every stakeholder. To foster social commitment among students and to impart holistic education, the institution always takes initiatives to organize outreach and extension Programmes. The college maintains a cordial relationship with the local community by sharing the resources with them for social, cultural, educational, and entrepreneurial enrichment.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. PAUL'S COLLEGE
Address	St. Pauls College HMT Colony P O Kalamassery
City	Ernakulam
State	Kerala
Pin	683503
Website	www.stpauls.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Savitha K S	0484-2555572	9400898123	0484-255972 2	iqac@stpauls.ac.in
IQAC / CIQA coordinator	Asha E. Thomas	0484-2422580	9495944537	0484-255555 4	asha@stpauls.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
Date of establishment of the college	13-07-1965			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	12-05-1993	View Document		
12B of UGC	12-05-1993	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1613377580.pdf
If yes, has the College applied for availing the autonomous status?	Yes

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Pauls College HMT Colony P O Kalamassery	Semi-urban	15.73	13410.55

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	Plus Two	English	50	50
UG	BA,English	36	Plus Two	English	24	24
UG	BA,English	36	Plus Two	English	40	40
UG	BCom,Commerce	36	Plus Two	English	50	50
UG	BCom,Commerce	36	Plus Two	English	40	40
UG	BCom,Commerce	36	Plus Two	English	40	40

UG	BSc,Mathematics	36	Plus Two	English	40	32
UG	BSc,Physics	36	Plus Two	English	32	32
UG	BSc,Chemistry	36	Plus Two	English	24	24
UG	BSc,Computer Science	36	Plus Two	English	24	21
UG	BBA,Management	36	Plus Two	English	40	40
UG	BVoc,Vocational Studies	36	Plus Two	English	50	50
UG	BVoc,Vocational Studies	36	Plus Two	English	50	50
PG	MA,Economics	24	Graduation	English	15	15
PG	MA,English	24	Graduation	English	30	30
PG	MCom,Commerce	24	Graduation	English	15	15
PG	MSc,Mathematics	24	Graduation	English	10	10
PG	MSc,Physics	24	Graduation	English	12	12
PG	MSc,Chemistry	24	Graduation	English	20	20
Doctoral (Ph.D)	PhD or DPhil,Physics	60	Post Graduation	English	1	1

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				2				31			
Recruited	0	0	0	0	2	0	0	2	13	18	0	31
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				54			
Recruited	0	0	0	0	0	0	0	0	12	42	0	54
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	5	1	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	10	4	0	14
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				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	6	10	0	17
M.Phil.	0	0	0	0	1	0	5	8	0	14
PG	0	0	0	0	0	0	13	43	0	56

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	626	0	0	0	626
	Female	745	0	0	0	745
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	163	0	0	0	163
	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
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	24	27	20	21
	Female	29	36	30	29
	Others	0	0	0	0
ST	Male	5	4	1	2
	Female	4	3	1	0
	Others	0	0	0	0
OBC	Male	147	191	114	145
	Female	274	205	220	165
	Others	0	0	0	0
General	Male	48	54	39	57
	Female	57	56	55	58
	Others	0	0	0	0
Others	Male	2	9	3	1
	Female	5	2	4	0
	Others	0	0	0	0
Total		595	587	487	478

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
607	566	489	461	396
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	19	17	17	15

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1564	1445	1281	1196	1066
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
377	377	317	317	274

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
401	457	407	389	337

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
87	82	78	75	69

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
87	82	78	75	69

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 63

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
149	143	100	82	159

4.3

Number of Computers

Response: 225

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum aspects of the college are governed by the Mahatma Gandhi university ordinance and guidelines. All the teachers and students follow the college calendar in adherence to the university calendar. Teachers are constantly monitored regarding the timely completion of portions allotted as per the teaching plan. An outcome-based approach to curriculum planning is implemented in order to enable the students to attain the defined learning outcomes. Teachers of the institution also ensure that the lectures are supplemented with group work, experiential learning projects, virtual labs, online resources, open-ended project works, internships and study tours. The institution offers value-based education to the students through various carefully planned programs. Within the institution, the core values of NAAC viz. contribution to the national development, fostering global competencies among students, inculcating value systems among students, promoting the use of technology and the quest for excellence are intertwined in every program from the planning stage itself. The college follows a continuous evaluation pattern which includes both internal and external evaluation strategies. Internal evaluation is based on attendance, assignment/seminars, and internal examinations. Parent participation in curriculum planning is and implemented through regular parent-teacher meeting, collection and analysis of feedback and through organizing various collaborative programs with different stakeholders. The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum. The institution has well-equipped laboratories, ICT enabled classrooms and a well-stocked library offering access to different international/national online databases.

At the department level, regular meetings are conducted to discuss and plan the execution of courses in each semester. External experts are also invited to participate in this process to ensure its suitability to the latest developments in the respective fields. All the departments follow ICT enabled teaching and learning. LMS (Learning Management System) is implemented in the college and the institution has developed its own learning management software 'e-Learning @stpauls.' Many add-on programs/certificate programs are offered by departments to equip the students and teachers with the latest developments in the industry. Most of these programs are open to students from different departments and this facilitates a multi-disciplinary learning environment. Teachers use different innovative teaching methods like flip classrooms, blended learning platforms, case analysis, gaming methods etc. to ensure participative teaching-learning environment for the students. Various need-based programs like mentoring, remedial coaching, competitive examination coaching are offered to students to ensure the effectiveness in curriculum delivery. Career counselling programs are designed specially to final year UG and PG students to expedite the placement process within the institution.

The institution has an effective information management system (MIS) to ensure timely and systematic documentation of data with the support of teachers and the documentation department. Different modules of institutional software are used for the maintenance of student/ teacher profile. The learning management software 'KOHA' is installed in the library to manage various library resources and to maintain a

repository of students and faculty publications.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution prepares academic calendar at the starting of the year detailing all events keeping in liaison with the university curriculum plan. The academic calendar contains the start and completion dates of the syllabus, working days, internal test schedules, extracurricular and co-curricular events, and all the activities planned by the departments and clubs of the institution. In the academic calendar, tentative dates for practical examinations and viva-voce/ theory exams are also given. Department timetables are prepared adhering to the academic calendar and any changes are communicated to the students well in advance. Internal quality assurance cell and curriculum monitoring committee at the department level ensures the adherence to the academic calendar. The course plans are reviewed monthly, and course facilitators send a declaration of module-wise completion to the respective class teacher. A report is prepared by the principal based on the feedback received from multiple sources and are kept for detailed review.

The examination cell is constituted by the principal and the cell monitors the conduct of the examination. The faculty is informed about the schedules for sending the questions papers, the dates for the return of corrected answer scripts and the same is scrupulously followed. Centralized internal assessment tests are conducted regularly for students of UG/PG programmes. Internal marks are published as per the previously decided dates and remedial measures are taken wherever necessary. Department also conducts monthly test papers as a part of the evaluation of students'; the detailed schedules of which are incorporated in the course plan at the beginning of the semester itself.

The institutional e-governance system automates the student attendance process in conjunction with the academic calendar of the college. The attendance framework consists of facilities for incorporating academic timetable, allotment of course (subject), entry for timetable, faculty's day-to-day attendance input and other stakeholder communications. The system also generates various reports for better control and management. The activities of the clubs, cells, and associations are planned well in advance and carried out in the most efficient manner. The activity reports are prepared for every program with a copy of the brochure and attendance list and are systematically verified by the IQAC to ensure its adequacy. The IQAC of the institution conducts regular academic and administration audit to ensure the impeccable functioning of the departments and various clubs and cells. The audit reports are furnished to the department members to take necessary rectifications if needed. The external audit is conducted at the end of academic years inviting members from various stakeholders. The following are some of the major measures adopted by the institution to ensure its adherence to the academic calendar:

- Preparation of strategic plan and various academic policy documents
- Conduct of regular executive/extended executive /council meetings.

- Organising regular staff meeting to discuss the matters put forth in council meetings.
- Preparation of annual department plan
- Submission of annual report by every department and cell
- Conduct of internal and external academic and administration audit and taking necessary actions.
- Implementation of e-governance.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

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

Response: 19

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 Number of Add on /Certificate programs offered during the last five years

Response: 45

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
32	3	3	4	3

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 21.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
1355	33	140	52	28

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

College offers various degree programmes covering one or the other cross-cutting issues. In addition, various clubs and cells do their best to cater to the needs of society and ensure that regional and national development are fulfilled through inculcating these values. All teachers indoctrinate these cross-cutting issues into students through motivational and inspiring talks. Primarily, these cross-cutting issues are incorporated by the institution through curricular and non-curricular activities.

Professional Ethics: Business ethics is included in the syllabus of every programme offered by the institution. Entrepreneurship related courses are offered in programmes like B. Com, B. Voc, BBA, Economics and English. Add on courses are offered to students for extending their knowledge base to suit the industrial requirements also to make them prepare for various competitive exams like UGC/CSIR-NET. In the non-curricular aspect, tribute to eminent people is organized to motivate students to be professionally sincere and dedicated. Students take part in management fest and other subject-based events organized by other institutions. Participation in such programmes, build unity and team spirit, which will develop them to be good professionals. Various seminars and workshops are organized by different departments, which address professional scopes in various fields like banking, tourism, economics, and commerce.

Gender Sensitisation: Co-education system of the college itself is a sign of gender equality. IQAC of St. Paul's College organized a seminar on 'Technology and Crime against Women' funded by the National Commission for Women. Women cell organized a talk for faculty on Gender Equality. The college ensures the safety of every student, especially girls. All departments in the college conducted various programmes on the rights of women, women safety, women empowerment etc. which makes all the students aware of gender equality. Many programmes offered by the institution were specifically oriented towards gender-related issues and their discussions.

Protection of Human Rights: Most of the programmes have courses relating to human rights. Various departments and clubs engage in activities like visiting old age homes and orphanages. College was part of Kerala Flood Relief Activity. During 2018, the college was a relief camp and teachers and students voluntarily took part in flood relief activity. During 2019, relief items were distributed to Kuttippuram refugee camp at Manjapra. The alumni association of St. Paul's College helped the people in Chellanam coastal village, who were severely affected by Covid-19 pandemic.

Environment and Sustainability: Syllabus of all programmes have environment-related courses. The eco-friendly approach has been adopted by the college. Committee for Green initiatives and Nature Club of St.

Paul's College, Kalamassery in association with UST Global started Miyawaki Forest in the college campus. Students, teachers, and alumni associations of the college joined hands to build a dense forest in the campus with 2500 plants of 130 varieties. Various departments have their own vegetable gardens developed and maintained by teachers and students. All these green initiatives are primarily designed to create awareness among students regarding the importance of ecology and its preservation. The college also maintains the campus as a plastic-free zone.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 11.29

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
70	57	64	49	44

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 100	
1.3.3.1 Number of students undertaking project work/field work / internships	
Response: 1564	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni	
Response: E. None of the above	
File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:	
<ol style="list-style-type: none"> 1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected 	
Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 96.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
595	587	487	478	417

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
606	606	506	506	442

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any 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: 90.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
347	339	285	285	243

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The institution takes special care in addressing the diverse needs of the learners. Each department categorizes students as active learners and slow learners to design suitable programmes and to provide support individually whenever possible. There are two different mechanisms in place to assess the learning levels of students at the time of admission. The marks in the qualifying examination give a picture of the level of learning of each student. At the outset, each department conducts an entry-level test to identify advanced and slow learners.

Sugam: The programmes for slow learners are brought under the title – ‘Sugam’ with the theme “learning made easy.” These initiatives help to bridge the gap between advanced learners and slow learners. Major programmes under this are:

Remedial classes and bridge courses: After evaluating the performance of students in entry-level tests, internal and external exams and remedial classes are conducted for the students who require additional learning support. Remedial programmes also include programmes like buddy teaching, additional lab sessions and peer teaching.

Scholar Support Programme: The institution also offers Scholar Support Programme for the slow learners. The program offers additional study support for subjects in which the student’s performance is reported as low.

Mentoring- “Let Us Go and Do It”: Mentoring system of the institution aims at establishing a good relationship with the students to encourage them to do their best in academic and co-curricular activities. Every student is allotted with a mentor and the mentoring program involves career counselling, personal and moral support throughout the student life in the campus.

Training programmes: The college arranges seminars and workshops aiming at improving the communication skills of learners. Some departments arrange bank/ PSC coaching classes to help students with the aim of paying additional support to students in the campus.

Aagam- Programmes for Advanced learners are titled as ‘Aagam’- Towards Wisdom and Success. The programmes included under this are:

Walk with a Scholar: Walk with a scholar is aimed at enhancing the academic and non-academic skills of advanced learners. Internal and external mentoring sessions focus on specific topics aimed at professional, career and personal development.

Additional Skill Acquisition Programme: Additional Skill Acquisition Programme (ASAP) functions with the objective of tackling the issue of growing unemployment in the State.

Career advancement Programmes: These programmes help students to identify the skills they possess and assist them in effectively getting across those skills to employers.

Programmes available to both groups: Programs offered to both slow learners and advanced learners are orientation programmes for newly joined students, counselling support to students to tide over difficulties regarding personal as well academic matters, collaborative research projects, internship opportunities, library resources, coaching for entry into services, placement cell activities, and language lab facilities. Moreover the Innovation and Entrepreneurship Development Centre (IEDC) operates with the aim of augmenting the opportunity for students to explore prospects of entrepreneurship.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 18:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institution ensures that the learning experience for the students in St. Paul's College are exceptional in such a way that it helps them not only for their intellectual development but also leads to the overall development. The needs of slow learners and advanced learners are considered separately, and many programs are designed exclusively for both the groups. The major student-centric methods used by the institution includes:

Experiential learning

Every programme has its own innovative ways of creating experiential learning environment for the students depending on the need of the subjects. However, institution as whole focuses on field-based experiences along with learning in classrooms to promote the experiential learning aspects. Field-based learning includes exhibitions, industry/campus visits and service learning. Classroom/campus -based experiential learning take a multitude of forms, that includes role- play, case studies, students as teachers, presentations, and various types of group work. Industry visits/campus visits help in bridging the gap between theoretical learning and practical knowledge. Social service learning is a program that help

students to apply their knowledge and skills in the service of the local community. The students get opportunities to attend skill development workshops and courses that promote access to employability in the formal and informal sector. They also engage in the making of many value-added products which enable them to appreciate the merits of entrepreneurship skills. Theatrical role-play and street play give opportunity to students for the enactment of different imaginary roles/real life heroes which help them understand the range of concerns, values, and positions held by other people. Experiment based learning methods are used by science departments through their well-equipped laboratories. Students as teachers is yet another programmes in the college that give opportunity for students to play the role as teacher.

Participatory learning

Different activities like group discussions, debates, role plays, news analysis, subject oriented quizzes, case studies, and seminar presentations are promoted by the institution to engage students in participatory learning. The group discussions help the learners to involve in effective classroom discussions and also ensures that there is a democratic participation of all students in discussions. ICT enabled teaching, e resources, power point presentations, online quizzes, online lectures, video clips, virtual labs are some technology driven strategies used in the classroom to encourage participative learning. Buddy teaching practiced in the college foster a healthy academic relationship between senior and junior students.

Problem Solving methods

Brainstorming is a strategy used in the classroom to encourage students to come up with thoughts and ideas which might lead to a creative solution to the problem raised. Case study is another problem-solving method used by the institution which involves the application of theory or concept to real life situations. Through ‘design thinking and idea pitching programs’ students are encouraged to identify the different social and business problems and to arrive at their own unique solutions. The surveys conducted as part of projects/internships also help students to learn problem solving techniques.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers of the institution use array of platforms and tools in the teaching-learning process, which has led to a transition from the traditional knowledge transaction system of lecture method to ICT enabled teaching. All the classrooms in the institution are ICT enabled with virtual platforms. Teachers depend on various online repositories like Research Gate, Academia.edu, Infilbnet, EBSCO, JSTOR, Research Papers in Economics (RePEc), Science Direct, Munich Personal RePEc Archive, Econ Paper, Open Educational Resources, Directory of Open Access Journals, Proquest, J Gate and E-PG pathshala, etc. to enrich the teaching-learning process.

E-learning platform: The institution has its own e-platforms which has enabled the teachers to share their e-resources with the students. E-book bank maintained in some departments and Pauline library also are available to teachers and students. Movie adaptations of texts, video clips, audio clips and sometimes links to different resources are also provided to students. Other than institutional e-learning platforms, teachers also use other learning management platforms like Edmodo, Gnomio moodle and Google classrooms. Online classes are carried out through google meet and Zoom platforms.

Institutional Repository: The Pauline repository developed with D Space software serves as a platform for preserving digital content. Fully networked 35 computer stations in the library provide access to various e-resources and OPAC. The library has two internet connectivity i.e., Railwire Optical Fiber Connection (200 Mbps) and BSNL Optical Fiber Connection (10 Mbps speed) under NMEICT. Institutional repository comprises of publications of teachers, lecture notes, presentations, e-books, digital rare books collection, and audiobooks.

Virtual Lab: The college is the nodal centre of the Virtual Lab Programme coordinated by Amrita Viswavidyapeedom. The students of Physics, Chemistry and Mathematics departments are encouraged to use the experiments available in the lab under the guidance of teachers.

Online Courses: Teachers and students also hone their existing skills through attending online courses offered through different platforms like Swayam, Coursera, Edx, NPTEL, Coursera etc. Some teachers also have offered courses through MHRD-SWAYAM platform and institutional e-learning site.

WiFi-enabled campus: High-speed wireless internet connectivity allows students and teachers to access unlimited internet. The classrooms, auditorium, library, office and other common areas have network coverage. E-Books and E-Journals can be accessed from anywhere using institutional id through the N-LIST programme of INFLIBNET.

Online tools, apps and software: The college has a tech-savvy community that largely depends on various online tools like Geogebra, Matlab, Latex, X-mind, VSDC free video editor, Bandicam, Presentation tube, Microsoft Edge, Canva, POD Casting, Hot Potatoes, Pixabay, Photransedit, Purdue Online Writing Lab, usingenglish.com, British Council, Voice of America, 6 Minute English, futurelearn.com, Quizlet, Screencad O Matic, Record my desktop, Goldwave, Balabolka, Mentimeter.com, slideshare.com, TedEd, Kerala State Planning Board Website, Soundcloud, Overleaf, Social bookmarking, Microsoft translator, Spectral data link, Chems sketch, Prezi, Interactive Periodic Table and YED Graph editor

Evaluation and Assessment Tools: Grammarly, Quizizz.com. exam.net, Cambridge English Write and Improve, Quizup.com are some of the tools used by teachers for evaluation and assessment.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 18:1

2.3.3.1 Number of mentors

Response: 87

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 16.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	13	12	11	13

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any 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: 5.08	
2.4.3.1 Total experience of full-time teachers	
Response: 442	
File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

<p>2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode</p> <p>Response:</p> <p>The college has an intact mechanism in place to ensure fairness in the awarding of internal marks. As per the regulations of Mahatma Gandhi University, each department calculates internal marks considering four mandatory components - seminar, assignments, attendance, and test papers. The following measures adopted by the institution guarantee that the internal assessment is transparent and robust:</p> <p>Board of Studies: The Board of Studies is constituted at the department level consisting of the department head as the chairman/person and all the other teachers as members. The BoS at department level ensures the quality and suitability of question papers before every internal examination.</p> <p>Attendance: The College ensures the publication of the attendance percentage of the students at the department level. Monthly monitoring of student attendance is done to ensure regular student participation. Each department arranges PTA meetings to brief parents about their ward's performance and attendance.</p> <p>Examination Committee: The examination committee prepares the schedule of the examination in advance and publishes it on the college noticeboard.</p>

Valuation: The teachers evaluate the answer sheets within the scheduled time and return the answer sheets to the students with feedback regarding the same. Therefore, students get a chance to clarify their doubts and concerns.

Additional Examinations: If absence in internal examination is due to genuine reasons, students are provided with an opportunity for supplementary/improvement examinations if they fail to attend or do not perform well in the scheduled exam.

Publication of Internal Marks: The students receive their internal examination scripts, and the department publishes the final internal mark on or before the date stipulated by the university. Students can approach their teachers if they have a complaint or grievance.

Seminars/Projects/ Online assignments: Apart from the mandatory components in internal assessment, students are provided with additional opportunity to earn grace marks through various other components like seminars, online assignments and PowerPoint presentations.

Student Grievance Cell: Grievance Redressal Committee is constituted to address the grievances regarding the conduct of internal exams. The primary level Grievance Redressal Committee consists of the Head of the Department, Department Secretary and the tutor and the higher levels are the College Grievance Redressal Committee and the Grievance Appeal Committee. They can also put complaints in the complaint box.

Weekly/Monthly Test: The departments also conduct weekly/monthly tests to help the students to prepare well for their forthcoming internal and external examinations.

CCTV Surveillance: The surveillance mechanism – CCTV- installed in the examination halls secures utmost transparency and minimizes the chance of malpractices.

Maintenance of A and B forms: The college maintains subject-wise internal scores in A forms and documents the consolidated internal scores in B forms. The respective departments file both A and B forms.

Internal squad: Internal invigilation squad is constituted by the college comprising of three members. For matters connected with girl students, a lady teacher joins with the squad for appraising the situation.

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

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

Response:

Examinations: The institution follows a vigorous and structured process in the conduct of the internal and external examination. The primary objective is to ensure transparency and authenticity in the whole process. The internal to external assessment ratio is 1:4. Students can get a maximum of 20 marks for the internal examination and a maximum of 80 marks for the external examination for each paper.

Conduct of internal examination: The institution follows a continuous evaluation mechanism and there are four major components to evaluate the continuous progress of each student viz. assignments, seminars, test papers and attendance. The weightage and scoring pattern of each of these are informed to the students by the respective teacher handling the course. The college also informs students about the conduct of internal exams through the college handbook at the outset of the academic year itself. The class teachers also brief students about the specificities that they must take care of during internal exams. The examination committee sets the timetable for internal examinations and publishes it on the college notice board. After the completion of exams, teachers evaluate the answer sheets and give feedback for improvement. The students may approach the concerned subject teacher to clarify any disputes or doubts regarding the valuation. If needed students can also avail the opportunity of supplementary exams or re-appearance in the exams. The class teachers publish the internal scores towards the end of each semester.

Conduct of external examination: As the college is affiliated to Mahatma Gandhi University, the college follows the regulations set by the university in the conduct of the external examinations. The examination committee ensures strict discipline in carrying out the examinations. The surveillance mechanism and the internal invigilation squad secure a fair examination free from any sort of malpractices and disturbances.

Grievance mechanism for internal examination: Students may present any grievances related to the conduct of internal examination or valuation of answer scripts to the department grievance redressal committee. If the grievance is not resolved at the departmental level the students can approach the college grievance redressal committee and if the issue is not resolved yet, they are free to approach the grievance appeal committee. The college maintains a complaint box and students can also drop in their complaints if they wish to keep it anonymous. The institution maintains an online complaint filing mechanism also.

Grievance mechanism for external examination: The college adheres to the examination grievance related norms/regulations/guidelines of University Grants Commission/parent university to settle complaints and grievances regarding the conduct of the external examination. University-related grievances are communicated through the principal directly.

Feedback Mechanism: The institution also maintains a real-time feedback mechanism at the department level to ensure time-bound settlement of disputes. If need arises, a committee consisting of the head of the department and other senior teachers will be formed to address the student grievances. The institution also collects annual feedbacks regarding the conduct and management of examination and take necessary actions.

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:

The institution follows the syllabus prescribed by the parent university. The programme and course outcomes are detailed by the university for most of the programs offered by the institution. However, the board of studies constituted within the department reviews this and wherever required relevant additions are made to suit the requirement of the learners of the institution. The Internal Quality Assurance Cell of the institution also conducts different workshops and training programs for the teachers regarding the techniques involved in the formulation of programme and course outcomes. The academic council also regularly evaluates the progress in the achievement of programme and course outcomes for all programs.

Communication regarding Pos, PSOs and COs

The different learning outcomes envisaged for each course are communicated to students, faculty, and other stakeholders at the beginning of the academic year itself. The students are informed about the programme outcomes and course outcomes in the orientation given at the beginning of the course. They are also informed about the scope of the programme and the evaluation mechanism maintained in the institution. The college calendar is prepared every year and distributed among the faculty and students. The calendar details on the courses offered, academic updates, programme outline, information regarding faculty members, student resources, clubs and cells, fee structure and scholarships and general regulations. It also includes an academic calendar. The activities planned and incorporated in the course plan also takes care of the requirements needed to achieve the formulated POs, PSOs and COs.

The college website also provides POs, PSOs and COs of every course. Details are accessible to the students, faculty members and public. The students clarify their doubts regarding the same with their tutors and other faculty of the department. Every department also makes video content for the introduction of the program and the same is uploaded in the department webpage of the institution. This video contains details about the POs and job roles for each program offered by the department.

The college also adheres to the revisions made by the university regarding the POS, COs and PSOs accordingly. During such changes, the teachers of the institution participate in syllabus revision workshops organised by the university to clarify doubts regarding the various outcomes. Department meetings: The department holds discussion over the programme outcomes and course outcomes in the regular staff meetings during the academic year. The discussions also focus on the intermittent revisions done to syllabus by the university. Teachers equip themselves adequately based on the revisions brought about and the class tutors brief about the same in the class. They also inform students regarding the frequent changes in the job market and equip the students to adapt to such changes. Bridge courses offered by the departments are instrumental in initiating the students to meet the basic requirements of a particular course. Remedial classes are also offered to needy students to help them in realizing the expected outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

Every programme offered by the institution has clearly stated the learning outcomes. The BoS of each department formulates appropriate POs and COs for each subject at the beginning of the academic year. As an affiliated college, the calculated Programme Outcomes (POs) and Course Outcomes (COs) are in alignment with the ones calculated by the parent university. Course outcomes of a course are mapped to the appropriate student outcome. The COs and POs are also reviewed at the department level during the board of studies (BoS) meetings held at regular intervals. The institution measures the attainment of POs and COs through direct and indirect methods.

Direct method: In the direct method, attainment of COs can be determined from the performances of students in all the relevant assessment instruments. End Semester Examination- External (ESA) is conducted and evaluated by the university. The teachers in the department conduct 'Continuous Internal Evaluation' or 'In Semester Assessment (ISA)'. The proportional weight of Continuous Internal Assessment to Semester End External Examination is 20:80. College initiates necessary steps to identify and evaluate whether the course outcomes, programme outcomes and programme specific outcomes are met by each department. The average percentage of students attaining the entire COs decides the CO attainment level. The following are the assessment tools used at the college level to measure the attainment of POs and COs:

1. Performance in internal/model examination conducted by the department.
2. Performance in external examination
3. Feedbacks obtained from various stakeholders.
4. Analysis of progression/placement data
5. Detailed analysis of the overall performance of students in all semesters.

In addition to all these measures, the higher council of the institution i.e. governing body, executive council, extended executive council and academic council monitors the student performance and take necessary actions to ensure the achievement of program outcomes. The Internal Quality Assurance Cell (IQAC) also take steps to implement qualitative measures to make the programme outcome suitable to the changes occurring in the job market. The institution has a mentoring system in place to closely monitor the achievement of POs and COs from a micro perspective.

Indirect Method: The institution also evaluates the attainment of POs and COs through indirect methods. For determining indirect attainment of POs and COs, the college depends on student exit surveys, student attainment/participation in co-curricular activities, extra-curricular activities, and other skill development programs. The college forwards the questionnaire designed for the purpose and collects the responses of

the outgoing students. The overall POs and COs attainment values are computed by adding direct and indirect POs and COs attainment values in the proportion of 80:20 respectively. The computed values are compared with the set target values of POs and COs.

The detailed evaluation of the achievement of POs and COs are conducted by each department and appropriate measures are taken. IQAC also conducts the overall evaluation of the attainment of outcomes and encourages the inter-departmental sharing of innovative practices that have resulted in high learning outcome.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 77.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
281	360	348	301	254

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

2019-20	2018-19	2017-18	2016-17	2015-16
401	457	407	389	337

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 64.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.055	3.36	0.38	0	36.32

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 4.6

3.1.2.1 Number of teachers recognized as research guides

Response: 4

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 33.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	2	2	0	4

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	14	14	12

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

3.2 Innovation Ecosystem

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

Response:

The college has an Innovation and Entrepreneurship Development Club (IEDC) which is actively involved in organizing various activities like seminars and workshops and conducts industry visits for students to experience real-time entrepreneurship scenarios. The main objectives of the IEDC are to inculcate entrepreneurial culture amongst youth and equip them with the skills, techniques, and confidence to act as torchbearers of enterprise for the new generation. It also aims at infusing entrepreneurship qualities among students and enables them to sensitize the industrial scenario of the nation.

Project incubation Centre: The college has a functional agreement with the Innovation and Incubation Centre of Albertian Institute of Science and Technology for sharing of resources and facilities to support the innovative projects of students. The college has signed several MoUs with industrial-academic partners for the sharing of resources and facilities for the overall academic and skill development of our students. These collaborations open experiential learning for the students.

Research Cell: The college research committee encourages and promotes innovative research ideas and gives support to perform research for both students and teachers. The college organizes seminars and workshops which provide opportunities for the students and teachers to interact with eminent scholars over the globe, which help them to understand the current trends and research scenario across the world.

Skill development Programmes: The institution organizes science exhibitions that aim to encourage and motivate students to come up with innovative ideas and the college supports them to materialize the ideas into a project. These projects are exhibited among the public and the college community. It helps in developing creativity among students and inculcating a sense of pride in their talent. It also helps to generate scientific temperament among the audience. Students are given training to make various value-added products which will also help in cultivating entrepreneurial aptitude among students. The college organizes students' stalls during Christmas celebrations where students can display and sell their products. This generates a spirit in the student community to join and come up with innovative products and also promotes experiential learning.

Extension and outreach programs: The college conducts extension and outreach programs that help to develop social values among students. These initiatives can make students aware of their responsibilities and widen their knowledge of societal issues. It will also encourage them to extend their help towards solving the problems faced by the community.

Add on/Value added programme: The teachers of the institution through the institutional online platform offers many add on/certificate programs. These courses help the students to learn advanced topics which will help them to equip with the current requirements of the job market.

Digital library/Institutional repository: The institution maintains an institutional repository accessible for students and teachers as part of the digital library. The institutional repository contains in-house publications, project reports, previous year question papers, and materials relevant to the academics. Digital Library also facilitates an online catalogue which can be used for searching books and research materials through the website.

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

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

Response: 128

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	17	13	12	14

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 2	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 8	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 4	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years				
Response: 0.08				
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.				
2019-20	2018-19	2017-18	2016-17	2015-16
3	2	0	1	0

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

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

Response: 0.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	8	9	3

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Extension activities of the college are designed to promote social participation of the students to benefit and empower the larger community and instil humanitarian values. The college, in its outreach programmes, always gives priority to the needs of the educationally, socially, and financially marginalised communities. These initiatives have helped in sensitizing students to the needs of society and promoted in them a spirit of social commitment as evidenced by their feedback. Major Extension activities conducted in the college for the last five years were under the following categories:

Village Adoption- As a part of Unnat Bharat Abhiyan scheme, the institution has adopted five villages and conducted numerous extension activities in the adopted villages. The activities included plastic awareness class, household surveys, cleaning premises at these villages and distribution of value-added products made by students of our institution.

Swachh Bharat Activities - The various departments and clubs organised Swachh Bharat activities like

cleaning the college premises, local places around the college and UBA adopted villages on the occasions like Gandhi Jayanti, Republic Day and Independence Day celebrations.

Pauline Green initiatives - St. Paul's College has a well-organised Nature club and Geen initiative club through which various environmental activities are conducted.

Scaffolding School students - One of the major extension practices that college conducted during the past 5 years is the academic outreach activities done at nearby schools. The students of the college took classes for the school students and scaffold them to achieve higher studies.

Sensitization Activities - The college organises a variety of extension activities like Pokkali farming, different fundraising programmes like food fest, kappa fest for helping the poor section in the society. The NCC and NSS units of the college organise blood donation camps, medical checkup camps for the students and the public.

Important day Celebrations- All the departments and various clubs like NCC, NSS, ENCON club and Nature Club celebrate all days of importance related to nature like environmental day, ozone day, wetland day, forest day etc. Days related to humanitarian values such as volunteer's day, AIDS day, RED cross day, energy conservation days, blood donor days are also celebrated.

Flood activity - The entire college along with NCC and NSS offered helping hands during the occurrence of flood in Kerala. The college worked as a camp for the flood-affected people.

Digital India Campaign - Digital India Campaign was done by the college. Students went house to house making people aware of the digital transactions.

Social Research Programmes- Department of Economics conducted a survey on financial awareness and usage of Financial services in Ernakulam district.

Covid - 19 - Sanitizer distribution- Department of chemistry along with NCC distributed hand sanitisers for the public at free of cost.

Help for 'Chellanam Village': The institution with the support of alumni groups had collected Rs.5,00,000 and distributed one thousand food packets to people of Chellanam village who were affected by sea attack and Covid 19 pandemic.

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

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

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	2	2	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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 121

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	25	17	19	15

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 90.12

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1564	1445	1281	605	1066

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 425

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
257	79	34	24	31

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 60

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
41	5	3	2	9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

St. Paul's College is situated in the industrial hub of Ernakulam District. The institution is spread over 15.73 acres richly endowed with lush greenery, protecting the campus from the vehicle pollution that surrounds it. The college has adequate infrastructural facilities for curricular and co-curricular activities. The physical infrastructure of the campus includes 58 spacious classrooms, 8 science laboratories, 5 computer labs, 5 ICT enabled seminar halls, 1 acoustic theatre with LCD Projector and 90 seating capacity and a solar-powered digital library. The grid-connected solar power plant installed in the college has a capacity of producing 7KW power. All these facilities provide the best environment for the staff and for imparting knowledge to the students. Auditorium, indoor play stations and open gymnasium support co-curricular activities and physical training for the students of this campus. A well-maintained college ground is another highlight of St. Paul's College.

The management of the college keeps in mind the infrastructure, development policies and plans to create the required and adequate infrastructural facilities when there is a need and demand. Along with the management fund, UGC and government funds are utilized for improving infrastructure. All classrooms are equipped with green/blackboards and enough fans and tube lights. 58 classrooms, 5 ICT enabled seminar halls and computer labs are equipped with LCD projectors to facilitate ICT enabled teaching. The college has Mechanics Lab, Electronics Lab, Optics Lab and Electricity lab for Physics department and four labs for Chemistry department. There are five computer labs with 74 systems in which 24 systems are in the Commerce computer lab, 12 systems in the Computer science lab, 17 systems in the B Voc Computer lab, 15 of them in the Physics computer lab and 6 systems in the Chemistry computer lab. A digital display board is fixed in the campus giving timely information to the students and public. CCTV cameras are installed in different areas of the campus to check the instances of ragging and indiscipline among students.

The college has adequate computation facilities. A total of 225 computers are maintained in the college in different departments and all the computers are connected to the internet. In addition, all staff rooms and offices are equipped with internet-enabled computers. There is a full-fledged digital library which offers ample opportunities to the students in accessing innumerable e-resources through INFLIBNET, Shodhganga and others. The college provides student amenity centre, well-furnished canteen, and reprographic facilities. Hostel facilities are available for girls' students. The campus has provided a ramp facility for physically disabled students through which they can reach the respective floor easily which makes our campus a disabled student-friendly campus. Rainwater harvesting is effectively managed in the college campus. The wastewater from the canteen is used in the homestead garden and the institution has an efficient waste management system. The use of the college building and infrastructure is optimized between 8.30 to 3.30 p.m. After regular class hours, classrooms and labs are used for add-on courses and certificate courses.

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

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

Response:

The institution encourages holistic development of students by facilitating the conditions for cultural activities, sports, games and arts competitions. The following are the major facilities offered by the institution:

Multi-purpose auditorium: This is used to host arts day, college day, yoga practices and other indoor sports events.

Well-equipped acoustic theatre: It was established in 2017. The theatre has a seating capacity of 90. The theatre is also used for promoting cultural and arts activities.

Open Stage Amphitheatre: This is the latest facility added by the institution to encourage student participation in various cultural programmes.

College is equipped with many outdoor and indoor games facilities for the students to take part in individual and group activities. The important outdoor sports facilities include basketball court, volleyball court, and football cum cricket field of 400-meter standard track with 8 lines.

Athletics Ground: The college has a well-equipped athletics ground of international standards. Athletic Ground was established in 1989. It consists of 400 meters 8 lane grass track with other required facilities to conduct National/State/University level athletic meets.

Cricket Stadium: College has a well-maintained cricket stadium. It includes five international standard turf pitches, three turf practice wickets and one concrete practice pitch. The cricket court hosts a range of cricketing programs for the National, State, District, University, and community level competitions. Cricket stadium has two pavilions and adequate facilities are there for dressing and toilet requirements.

Football Stadium: Football stadium of the institution was established in 1970. An automatic sprinkler irrigation system is installed in the stadium to maintain green grass.

Volleyball Court: The volleyball court is open to all students who show genuine interest in the game. Physical education classes and recreational classes are conducted in the area daily.

Basketball Court: College has a well-equipped separate basketball court with a concert floored base.

Indoor Court: The renovated Pauline indoor court cum auditorium provides a pleasant arena for shuttle Badminton, Table tennis, yoga, Judo, Kabaddi, Taekwondo, Boxing and Aerobic training.

Cycling: College owns three cycles with international standards and provides cycling coaching to students.

Open Multi Gym: College has a well-functioning Open Multi Gym. It helps the students to maintain a healthy mind and a healthy body.

St. Paul's college has signed Memorandum of Understand (MoU) with Albertian Institute of Science and Technology (AISAT) to access the facilities of Albertian Sports Complex within our campus vicinity.

1. Swimming pool (25-meter length and 12-meter width)
2. Wooden Badminton court (5 numbers)
3. Synthetic Football stadium
4. Coaching for Yoga, Judo, Taekwondo, Boxing, Karate and Aerobic training

We also have well-functioning clubs such as Cricket club, Football club, Hockey club, Basketball club, Volleyball club, Athletics club, Badminton club, Music club, Photography club, Theatre club, Yoga club, Film club, Fitness club, Martial arts club, Table tennis club, Drawing club and Dance club for offering training to the students.

File Description	Document
Upload any additional information	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: 85.71

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 54

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The College has a newly built, well-ventilated, well lighted and spacious library with a carpet area of 11,000 sq. ft. The library has a collection of 35,834 volumes of books and 56 print periodicals including journals and magazines subscription. Subscription to selected electronic resources under NLIST Programme of INLIBNET provides access to 7954441 e-books and 6,237 e-journals. Online Public Access Catalogue (OPAC) enables the members to search and locate books available in the library. Open access system in the library enables the users to browse through the books physically in the stack area.

Institutional Repository developed with DSpace software serves as a platform for preserving digital content. Fully networked 35 computer stations in the library provide access to various E-resources and OPAC. The Library has two internet connectivity i.e., Railwire Optical Fiber Connection (200 Mbps) and BSNL Optical Fiber Connection (10 Mbps speed) under NMEICT. Wi-Fi facility is available in the library and E-Books and E-Journals can be accessed from the library through the N-LIST programme of INFLIBNET.

Library Automation: Library is fully automated with Integrated Library Management software 'Koha' which enables computerized management of library operations. DSpace digital Library software is used to manage the digital contents. Bar-coding technology enables easy circulation and management of book issue.

Rare books: A good number of rare books are preserved in the library. It has a collection of 158 rare books.

Audio Books: The Library has a digital collection of audiobooks which is especially useful for differently-abled students and blind students.

Institutional repository: Institutional repository comprises of publications of teachers, lecture notes, presentations, E-Books, digital rare books collection, and audiobooks.

Digital Reference Service: Reference/Referral service is provided in a speedy manner on academic topics. It will be delivered through email or through the “Information demand form” submitted to the library by the staff and students.

e-Pathshala: It is an initiative of the MHRD under NME-ICT being executed by the UGC and this gateway is open to staff and students of the college. This provides good quality curriculum-based, interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural and mathematical sciences are available.

Shodhganga: The Shodhganga at INFLIBNET Centre is a reservoir of open access Indian theses and Dissertations available to the entire scholarly community. This facility is offered to students and staff.

NPTEL: The National Programme on Technology Enhanced Learning (NPTEL) provides web and video courses in all major branches of engineering, physical sciences at the undergraduate and postgraduate levels and management courses at the postgraduate level. This institution introduces this facility to staff and students through its digital library.

National Digital Library of India: The National Digital Library of India (NDI) integrates contents from different Indian institutional repositories and the digital library in the institution collaborates with NDLI to offer these services to staff and students.

Other knowledge resources include access to different free repositories like Z library, South Asian archives, in.seekweb.com and open.library.com.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 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
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	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: 2.8

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)

2019-20	2018-19	2017-18	2016-17	2015-16
13.13597	.00710	0.56	0.148	0.16

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	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 last completed academic year

Response: 7.03

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

Response: 116

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 frequently updates its IT facilities including Wi-Fi

Response:

The institution has witnessed tremendous improvement in ICT infrastructure over the last five years. 58 classrooms and 5 ICT enabled seminar halls are now fully equipped with ICT facilities. The institution is equipped with 225 computers, heavy-duty printers cum photocopiers and laserjet printers cum scanners. Two LCD TVs and one LED monitor are installed in the campus for information dissemination. Instructional computer labs are available in the Department of Commerce, Computer Science, Chemistry, Physics and B. Voc departments. Five computer labs are connected to high-speed internet with computer networks. N-LIST and Institutional digital repository enable the wide range of access to e-journals, e-books and other online learning materials. Structured Optical Fiber network connectivity of RAIL network and MNECT connection enable the speed of 200 MBPS connectivity without any connectivity loss and other network issues.

Internet and network connectivity are available in all staff rooms, classrooms, seminar halls, administrative offices and laboratories through LAN and Wi-Fi networks in which all internet network connectivity is secured with CYBROM internet security. 30 number of JIO Wi-Fi hotspots along with institutional Wi-Fi hotspots allow internet access to the nook and corner of the campus. 12 number of Uninterrupted Power Supplies (UPS) of 1 KV to 10 KV is available in the digital library along with an electric generator of 30 KV which ensure uninterrupted power supply in the campus. Along with that, the college owns important licensed software which includes Microsoft office and windows operating systems. The college has a well suitable public addressing systems with 50 speakers installed in various parts of the campus premises.

The college has a state of an art professional acoustic theatre with a multipurpose facility. It has 90 push back seats which is well suited for medium-scale events and performances. It is also ideal for conducting online and offline conferences, online lectures, and webinars. The theatre has a variety of devices, public addressing system (Yamaha), four-channel Mixer (Yamaha), wire-free microphones, collar microphone, laptops, Wi-Fi facility, Blue Ray player, theatre speaker (Polk audio), Audio Video receiver (Denon), high definition RGB component video inputs and auxiliary devices such as an iPod or other music devices. A fully equipped room is available for managing university examination with facilities such as internet connectivity, duplex high-speed printer cum photocopier and surveillance cameras. Seventy-five Campus surveillance cameras have been installed in the campus and connected to internet network which enables remote access.

Total Campus Solution (TCS) software was introduced in June 2017 which automated the entire administration in the campus including office, student-related affairs such as attendance, internal examination, and timetables. The college is now shifted to a new administration and learning software called 'Edupaul' from 2019-20 academic year onwards. The college has a well-equipped online admission system which enables the students to apply from remote places. The admission system is linked with the college website and the data management system enables to manage the students well from the beginning of admission itself.

File Description	Document
Upload any additional information	View 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: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 64.81

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

2019-20	2018-19	2017-18	2016-17	2015-16
108.95	82.63	55.30	52.74	116.89

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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:

Physical and Infrastructural Maintenance

The college has a well-functioning Planning Committee for making available adequate physical infrastructure and for upgrading facilities which ultimately leads to a good teaching learning environment. The committee convenes regular meetings across the academic year, to assess the infrastructural facilities and requirements. To meet the quality standards and needs, the IQAC as well as the College Council make proposals for infrastructure development to the Planning Committee chaired by the Principal. Depending on the nature of the construction, the Planning Committee presents the proposal before the staff and PTA for their concurrence. The committee provides timely advices on the construction and renovation of buildings, procurement and maintenance of equipments. The Managing Board takes the final decision on a priority basis. New infrastructure is created and existing is upgraded to enhance academic standards and to increase efficiency. Any furniture repairs needed are done immediately by the carpenter. The proper and optimal use of electric lights/fans/projectors etc are ensured. There are security personnel round the clock in the campus who ensure the safety and security of all estate and infrastructure and the roads, entry points etc. are all under CCTV surveillance for safeguarding the assets.

Classroom Maintenance

All classrooms are laid out with adequate infrastructure befitting teaching and learning. Maintenance of the classrooms including furniture, doors, windows and routine cleaning are conducted. The academic year of the College is from June to March and hence the maintenance work in the college takes place during the summer vacation for the students, which is during the month of April and May. Class rooms are opened, closed and cleaned daily by support staff. The stock register is maintained in every department and updated periodically. Details of all the items purchased under various schemes are recorded in the stock register regularly. The institution opens its doors for extension activities such as remedial classes for economically backward and academically weak children.

Library Maintenance

A well established and maintained Digital Library is another highlight of the college. The library is well maintained in tune with the changing academic needs. It is fully automated using KOHA. All books are marked, classified and advantageously placed on the racks. The positions of the books are updated with the KOHA for easy retrieval. The routine activities of the library are managed by the librarian with the help of

five lab assistants. Library provides remote access to all users for accessing on-line resources. Besides the routine services, the library extends its services to support research activities of the college, awareness programmes for accessing digital information. Library has standard infrastructure including IT, which include E-learning infrastructure, Wi-Fi connection, wooden table and chairs with proper ventilation, fan, light, etc.

Laboratory Maintenance

Laboratories are maintained by the respective department staff and attendants and supervised by the respective Head of the Department. The laboratory assistants take care of their respective laboratories. Equipments or instruments in the laboratories are repaired by professionals and if necessary, replaced and kept ready for use before the commencement of the new academic session. Purchase Committee calls for quotations of the needy materials for the laboratories. Annual stock verification of chemicals and glassware are done promptly. A stock register is kept at the concerned departments to record all the laboratory facilities.

Sports Facilities Maintenance

The institution encourages the holistic development of the students by facilitating the conditions for sports, yoga, fitness and arts competitions. College is equipped with many outdoor and indoor games facilities for the students to take part in individual and group activities. The important outdoor sports facilities include Basketball court, volleyball court, and football cum cricket field of 400 meter standard track with 8 lines. The college is also endowed with ample space for indoor games including badminton, Kabaddi, taekwondo, Judo, table tennis, caroms and chess. College owns three cycles which is used for standard level cycling competitions and also provide cycling coaching to students which in turn helped many students to participate well in the university and state level competitions. Sports and Games materials are purchased periodically according to the strength of the students. Training for sports and games are given under the guidance of the physical education instructors. All sports equipment and play areas are well maintained. Ample first aid supply always stands ready for meeting potential injuries and physical traumas. A full-fledged ground facility is another major highlight of the college and it is maintained properly for the ultimate benefit of the students. A well established and maintained open gym facility is made available in the campus for college staff and for students.

ICT Maintenance

In today's growing computer savvy environment, the need for internet has become mandatory in knowledge dissemination, information sharing and networking among the faculty, the students and the administration. Internet facility is provided to all postgraduate students, research scholars (M.Phil. & Ph.D.), faculty members and administrative staff. The computer hardware and software systems are well maintained and properly checked during regular intervals. There is a third party AMC for UPS and also for servers. Anti-virus /Anti Malware software are installed and updated at specific intervals. All systems are connected with UPS, providing uninterrupted power supply to avoid hardware and software problems. Well maintained Acoustic Theatre with latest technology also highlights the sophisticated infrastructure facilities that college possess.

Campus Maintenance

The service of an electrician cum plumber is made available in the campus. The voltage and power supply

is regularly checked by the appointed electrician. The maintenance and the cleaning of the classrooms and the laboratories are done by supporting staff. Housekeeping services are done by supporting staff and are made available during day time in all days. For ensuring cleanliness in the campus, the management has appointed 5 last grade staffs. Institution has also appointed gardeners to upkeep the vegetation and serenity of the campus.

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

NAAC

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: 73.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
1211	1138	1015	808	713

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 8.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
220	108	83	73	70

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
1564	1445	1281	1196	1066

File Description	Document
Number of students benefitted 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 has a transparent mechanism for timely 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: 38.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
155	110	164	153	170

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 (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 193.02

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 774

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	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: 90.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
96	53	36	25	23

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

2019-20	2018-19	2017-18	2016-17	2015-16
111	58	42	28	23

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	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: 94

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	17	19	8	5

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institution practices participative management and ensures student involvement in the academic and extra-curricular activities undertaken by the college every year. The college encourages student participation at all levels by electing student union members, clubs and cells coordinators, class representatives from each class and by electing coordinators for every program organized by the institution. The college has an active college union whose members are elected and sworn in investiture ceremonies after each election. The office-bearers of the college union include:

- Chairperson
- Vice-Chairperson
- General Secretary
- University Union Councillors – 2
- Magazine Editor
- Arts Club Secretary

- Nominated Member
- Sports Secretary

The college union promotes cultural activities under the leadership of the union chairperson and the Arts Club secretary. magazine editor collects articles from talented students for the annual college magazine. University union councillors, class representatives and lady representatives serve as the persons in charge for various matters related with students in the roll. Staff advisor provides guidance to the union members and coordinates all the activities. The office bearers take charge of planning and conduct of all the programs like the college arts festival, Onam celebrations, Christmas celebration, college day and other regional festivals. Every year the union makes sure that strong student participation is brought in for the parent university arts festival. NCC and NSS are the two major units where there is ample participation and representation from the student community. All its activities are aimed to make the students conscious of the importance of participation in various community development programmes. In addition to the above-mentioned roles, participative management is ensured at department levels also. Two student coordinators are selected from each department in the following heads:

- DQAC Coordinator
- Arts/Program Coordinator
- Sports Coordinator
- UBA Coordinator
- Placement Career Coordinator
- IEDC Coordinator
- Governance/Media Coordinator

These student coordinators work in liaison with departments and participate in various decision-making process. This platform provides students to express their opinions and suggestions and contribute to the management of institutional affairs. The 44 clubs and cells organize relevant programmes to train and equip students. These clubs are managed by student secretaries/ coordinators under the supervision of teacher coordinators.

Associations constituted at the department level organise and conduct various students' activities. In addition to this, these committees take in charge of observation of days of national/ international importance, celebration of various regional/national festivals and organising of programmes like fresher's day and farewell to senior students. Student participation is also ensured in the Internal Quality Assurance Cell of the institution (IQAC). There is a student representative in the IQAC constitution who takes active participation in the planning of various qualitative initiatives adopted for the benefit of students and staff. Student participation is also ensured in various statutory bodies and the institution has installed a systematic mechanism in redressing various grievances. The institution has policy documents in place for guiding the functioning of all cells and clubs.

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

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

Response: 92.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
180	117	80	51	33

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

St. Paul's College has 56 pass out batches and the college maintains a harmonious relationship with all the batches of students. The alumni association of the institution is mainly engaged in the organization of various alumni related activities and they also provide the arena to bring them back to their alma mater. Alumni meets are usually held by various departments where the ex-students share their industry experiences with the students which empower them to gear up with the competitive world. The institution also conducts regular alumni meetings during the end of the academic year. Alumni groups also take initiatives to provide suggestions concerning the functioning of the college.

A grand alumni reunion called 'Home Coming 2019' was organised by St. Paul's college, Kalamassery on 31 August 2019 which was open for all alumni since 1965. About 400 alumni and 30 retired teachers

and staff attended the function and the present students at the college presented various cultural activities. The association has different chapters abroad in places such as Dubai, USA and Canada. They also invite faculty representation in such meetings held in different foreign locations. Many of the college alumnae join the workforce after the course as teaching staff and other staff members. On many occasions, members of the alumni who are academicians visit the college and deliver lectures to the students. The alumni association of this college inspires to take vigorous steps for the progress of the institution.

The Alumni association has also instituted endowments fund to gratefully acknowledge the services of the college. They also organize many competitions like debate/ quiz competitions for motivating the students of the institution. The role of alumni in the planning and conduct of institutional social outreach programs are immense. Their representatives often join with the institution and students to organize such events in the most fruitful way for the benefit of the society. The alumnae also support the institution by rendering financial assistance. In the last five years, the total contributions received from the alumnae group is over 10 lakhs rupees which has enabled the institution to conduct extensive social outreach programs. During the occurrence of flood in Kerala, the college was a flood relief camp for more than 500 people in an around Kochi. The alumni group supported the institution during this occasion by supplying food and clothes to the victims. They also joined with our students for undertaking cleaning activities in the adopted villages under Unnat Bharat Abhiyan (UBA) program.

It is the college's culture and education which develops an optimistic and positive ambience in the college, the energy of which can be felt once someone crosses its threshold. As a result, the students at the college are miles away from any anti-social or illegal deeds during or after their college days.

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

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

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Paul's College is the brainchild of Rev. Archbishop Joseph Attipetty of the Archdiocese of Verapoly who is renowned for his academic excellence, altruism, spiritual exuberance, and insightful vision. The idealistic attributes of the progenitor are the guiding principles of the institution which practices a system of governance that is secular in nature by a supportive and proactive Management in the College, where authority and responsibility are assigned, delegated, and shared in a state of consensus and harmony.

Nature of governance

- The college is under St. Paul's College Trust which is governed by Board of Trustees and the Archbishop of Verapoly is the Managing Trustee.
- The Governing body, Executive committee, Extended Executive committee, Finance Committee and IQAC play an important role in framing policies and executing them.
- The College Council comprising of the Principal, Controller of Examinations, Heads of all departments and elected members.
- The leadership of the institution interacts with and involves all major stakeholders through meetings with the Student Council, Staff Association, PTA, Alumnae Association and Advisory Committee.

Perspective plans: St. Paul's College has always strived to be a Centre of academic excellence and an arena for societal development right from its inception in 1965. The institution has endeavoured to reinforce a culture of collaboration, integration, and tolerance for optimal progress. The management and main stakeholders have developed strategies with a vision for the future avenues to transform the institution into an autonomous institution in the future by empowering the faculty and students. Advisory Board meetings are convened to facilitate institutional growth; meetings are held with the College Council, Governing Council and Faculty to identify and channelize organizational development. IQAC strives to promote innovative/inter-disciplinary/multi-disciplinary programmes and courses for academic progression. The College is awarded A grade by the UGC NAAC accreditation in 2016 and now strive to be an autonomous College of excellence in the future. A plethora of programmes/seminars, extension activities with approved Government-aided research institutions enable the College to execute educational strategies pertinent to the present needs and long-term requirements of the institution and society.

Participation of the teachers in decision making: The management ensures the utmost participation of the teaching and non-teaching staff to develop the institution in accordance with the modern educational policies of the government and of higher education. The participatory managerial policy enables the faculty to get transformed into individuals committed to get groomed to take leadership positions. The members of the faculty are sent for leadership training programmes, encouraged to take lead roles as Principal, vice-principals, Deans, Controller of Examinations, IQAC Coordinator, Members of the Governing Council, Academic Council, Camp Officers, Coordinators of activities of various Clubs, Cells and Committees.

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

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

Response:

The pivotal role played by the management, the stakeholders and IQAC to ensure a decentralized administrative system for the assurance of quality is reflected in all the endeavours of the IQAC for maintaining the utmost quality. Meetings are convened for envisaging strategies for improving the quality of teaching and non-teaching faculty and students at the college under the leadership of the IQAC. The IQAC has taken a conscious and consistent attempt to convene academic programmes for the betterment of the students, teaching and non-teaching faculty of the college. These are outcome-based programmes which are convened annually with definite course objectives for assuring the quality of the participants. The efforts are reflected in the myriad number of programmes and extension activities over the last five years.

- Every year Orientation programmes are arranged for the newly joined students to enable them a smooth entry into the programmes they enrolled for. A briefing on the courses, future career opportunities, various clubs and student support programmes are meant to boost the confidence of beginners. An orientation class was also arranged for parents to equip them to support their children to embark on a successful academic career.
- Fr. Raphael Olattupuram Memorial Lecture Series is an annual programme organized by the IQAC, St Paul's College. The lecture series, primarily intended for the staff of the College, was instituted in memory of the late Fr. Raphael Olattupuram, former Principal and Manager. The session is a get together of the academic community (present and retired) of the institution.
- The IQAC organises career orientation talk and value- based lectures for the first, second, final year graduate and postgraduate students of the College.
- Internal Quality Assurance Cell, St. Paul's College conducts regular sessions for improving awareness on NAAC accreditation, strategies for getting financial resource for research projects on an annual basis.
- A one-day Orientation for teachers of St. Paul's is an annual programme organized for providing academic orientation for teachers at commencement of every academic year.
- The IQAC has organized programs for students, teaching and non-teaching staff for ensuring the quality of the institution.
- The IQAC has played a key role in channelizing the extension activities of the institution which have ensured the participation of the students and teachers. The activities engendered the societal awareness and commitment of the students.
- The IQAC monitors all the departmental level activities of the institution to ensure the quality at the micro-level. The regular submission of Teacher's Diary, Mentor's Diary, Teachers' Appraisal, Monthly Performance Report, AQAR submissions are means to sustain quality.
- The IQAC monitors all academic and non-academic activities of the college which are strictly aligned with the academic plan of M G University, Kottayam. The college conducts Bridge Courses, Remedial Sessions, Certificate Courses, On-the-Job Programmes,

regional/national/seminars, workshops, extension activities and club activities for the enrichment of the students.

File Description	Document
Upload any additional information	View Document
Paste 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 College has a perspective plan considering the next 10 years as a post-re accreditation step for the overall development of the college. The college envisions to create a new enlightened generation which is socially committed, academically proficient, digitally updated and spiritually refined, to enable them to face the challenging needs of the changing times. Academic council and IQAC together take various initiatives in planning and implementing the various quality improvement strategies of the college through the departments and supporting bodies.

Outcome-based Teaching and Learning Process: The institution aims at planning and implementation of outcome-based programmes ensuring high placements/progression to higher studies by inviting complete participation from all the stakeholders. Faculty of the institution regularly attends training programmes organized by the institution/other agencies. Training on innovative teaching practices and ICT enabled teaching is provided to the teachers. The research committee is formed to promote the research activities for optimizing the output from both students and the faculty. Year Plan of the department and teaching plan are prepared in advance which will lead to the smooth functioning of the department and successful completion of the syllabus. Student-centred teaching methods are adopted. Remedial coaching is arranged for those students who could not gain the expected result.

PTA meeting is conducted in each semester to report on the academic progress of the students and feedback is also collected from them. 15 to 20 students are assigned to a mentor who guides the mentee to develop both personally and professionally. The physical education department has developed the sports facilities for the students irrespective of gender difference. The existing library facilities were upgraded to open the gates for e-learning. Programmes like Student Support extends personalized additional support to students in the subjects included in the curriculum through tutorials, study materials, additional lectures, question banks and interactive sessions. Walk with the Scholar programmes organizes motivational classes which aims at personality development, career orientation, life skills training and developing soft skills. Seminars/workshops/webinars are conducted for motivating our students, faculty and research scholars. Students are given training for competitive exams like CSIR, UGC- NET, and JAM. The exam-oriented notes are prepared and shared with students. Group discussions were arranged to enhance their confidence. Value education classes are conducted with a well-prepared syllabus for the first-year students. To locate the talented youth and to improve the confidence level of the students, many clubs and associations function actively. These opportunities also help to inculcate in students a comprehensive outlook of life

and a spirit of social sensibility.

Review Process: The institution conducts regular review of the programme/course outcomes. Feedbacks are collected from all the stakeholders using qualitative and quantitative methods. Result analysis is conducted after each semester and necessary steps are taken to bring the expected outcomes. Progression and placement statistics of every outgoing batch is collected and evaluated for further actions. All these carefully planned steps help the institution in achieving excellence in its teaching-learning process.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste 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 and service rules, procedures, etc.

Response:

Visibility of policies: The governing body of the institution incorporates a strategic plan for its functioning. All academic and non-academic decisions are taken in the council meeting. IQAC ensures quality enhancement and sustenance of the college. The planning committee of the institution takes a lead role in developing the developmental plans of the institution. Purchase committee identifies and monitors the purchase required for all the academic and administrative requirements. The academic calendar is well prepared in adherence to the university calendar and communicated to students and staff.

Administrative setup: The College has a well-defined organizational structure. The Governing body includes Chairman, Vice Chairman, members from the Management, Principal, Academic Experts, Teachers and Superintendent. Principal the supreme authority of the institution deals with the academic, financial, and administrative matters. There is a management structure which includes secretaries, the coordinators of different activities and office bearers of teaching and non-teaching staff. College council consists of Principal, HODs, elected teaching faculty and a representative of administrative staff. Each Department is controlled by the Head of the Department. An examination wing works under the leadership of the Controller of Examinations. Several functional committees like research and consultancy, discipline committee, admission committee, e-Governance committee, Mentoring and counselling cell, a committee for value education, NSS, NCC units etc. are functioning well.

Appointments & service rules: The appointments and service rules are transparent and according to the procedures and processes by the University and the Government of Kerala. Admission to UG and PG programs are done on General Merit through the online Centralized Allotment Process (CAP) of MG University. Admission to Community Quota and Management Quota is done by the college.

Other statutory bodies: Grievance Redressal cell functions in the college for both students and staff. There is a 3-tier grievance redressal for student academic and non-academic issues – the departmental level, college redressal committee, and if needed the Governing Body. There is a 2-tier grievance redressal for Staff- staff redressal committee and the governing body. Sexual Harassment Cell has been set up with the purpose of effectively dealing with issues relating to sexual harassment/gender violence within the campus. Other statutory bodies are the Anti-Ragging Committee, Women Empowerment Cell, Parent Teacher Association and Equal Opportunity Cell. Many clubs like nature club, debate club, music club, quiz club, department clubs, career guidance and placement cell etc. are working under respective teacher coordinators and the student coordinators.

Procedures: The Governing body is responsible for the development operation of all aspects of the college. There is a self-appraisal system for the staff. Principal deals with the academic, financial and administrative matters of the institution. The decisions taken in the council meeting are implemented after getting approval in the general staff meeting. IQAC strives to promote innovative/interdisciplinary/multidisciplinary programs and courses. HODs conduct departmental meeting periodically and duties are assigned to faculty at the beginning of the academic year to ensure the smooth functioning of the Department activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	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
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The welfare measures of St. Paul's College Kalamassery for the teaching and non-teaching staff can be broadly classified into two categories: Government programmes and Non- Governmental Programmes. Under the Government programmes, every employee is covered under the State Life Insurance Scheme like LIC and GIS. Each employee is given a Permanent Account Number (PEN) which ensures that all amount due to each individual is calculated and payment made as per need. Each employee also has a provident fund account which is retained throughout the entire service period. Loans also can be availed from the Provident Fund Account both as refundable and non-refundable loans.

The members of the faculty are also permitted to attend refresher and orientation programmes organized by the MHRD UGC and other State Government bodies from time to time. The college management in collaboration with the IQAC organizes various talks and orientation programs each year for the teaching and non-teaching staff. All govt. employees have salary accounts through which all payments due are made. The institution ensures a seamless tax filing system for the employees. The institution also assists in procuring government-sanctioned loans towards housing, medical expense, and educational loans by providing salary certificates as and when needed. A canteen functions under the management ensuring a steady supply of clean hygienic food at affordable prices. The services of a medical doctor are available on a fortnightly basis for primary level of consultation if required. Clean drinking water facility is provided on each floor. Toilet facilities for male and female faculty are provided. Restroom and dining facility for male and female staff are provided separately to ensure gender privacy. Parking space for faculty and non-teaching staff is marked off to include separate areas for two-wheeler and four-wheeler parking. The faculty can avail duty leave for other University Duty provided academic work at the campus is not compromised. The institution has always adapted itself to the environmental and societal changes around and functioned as a shelter camp during the Kerala floods in 2018. Institution adhered to the policy of providing work from Home Facility for the employees during the Covid-19 pandemic 2020. Internet facility and wi-fi is provided across the campus to ensure smooth transaction of online classes, especially during the critical period. Training was given to office staff to equip them with skills to deal with the new software for official transactions. Monthly appraisal system allows faculty to record their work and make an evaluation of their performance to keep developing their professional skills.

File Description	Document
Upload any additional information	View Document
Paste 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: 0.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	2	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 8.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	15	5	3	1

File Description	Document
Upload any additional information	View 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
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	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: 15.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	11	9	9	3

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

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Appraisal system for Teaching Staff

- **Monthly Performance Report (MPR):** It is compulsory for every teacher to furnish the self-appraisal form in the form of “Monthly Performance Report”. This is forwarded to the HOD of the concerned Department by every faculty member. This report brings to light the involvement of the teacher in the administrative and co-curricular activities. It may be processed second day of every month. Every faculty member will have to fill up the MPR and submitted to the Head of the Department on or before the last day announced.
- **Consolidated monthly performance report (CMPR):** After collecting the Monthly Performance Report from every faculty by the HOD, a “Consolidated Monthly Performance Report” will be forwarded to the Internal Quality Assurance Cell, Fourth day of Every month. Participation in seminars and conferences; presentation of papers in seminars and publication of articles in journals and involvement in extension activities are also assessed at this juncture.
- **Teacher’s diary:** A diary has been provided to each teacher to mark the classes engaged, the topics taken, and time taken for the preparation, assignments, test papers, evaluation and other duties. This daily assessment mechanism enables the teacher to keep updated information about his/her academic performance and can assess his regularity in completing the destined portions in synchronization with the university timetable.
- **Student’s feedback form:** Various components for the appraisal of the respective faculty as denoted by the students are evaluated on the basis of certain evaluation criteria. They are Knowledge base of the teacher, Communication Skills, Sincerity/Commitment of the teacher,

Interest generated by the teacher, Ability to integrate course material with Environment/other issues, to provide a broader perspective, Ability to Integrate content with other courses, Accessibility of the teacher in and out of the class, Ability to design Quiz/Test/Assignment/Examination and Projects to evaluate students' understanding of the course, Provision of sufficient time for feedback, Extent of coverage of course on time and Punctuality.

- **Annual Performance Appraisal System:** Management conducts Annual performance appraisal every year in the month of June. The Management of the College takes special care to evaluate the Departmental activities.

Appraisal system for Non- Teaching Staff:

The performance of the non-teaching staff of the college is assessed based on the self-appraisal form and includes certain criteria like punctuality, efficiency, service-mindedness to faculty and students, timely delivery of services, percentage of assigned work completed, number of training sessions attended, etc. The duly filled in self-appraisal form is then passed over to the Principal and Manager who evaluate the performance and meet the staff in person to give feedbacks regarding the appraisal.

Data Updation in Edupaul and its constant monitoring: Edupaul is a web-based resource planning platform developed in-house by St. Paul's College, Kalamassery. All members of the college, including students, are given individual login credentials for the Edupaul portal. A faculty can update his/her daily curricular and co-curricular activities in their individual portal of Edupaul.

File Description	Document
Upload any additional information	View Document
Paste 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:

The college conducts regular audits to maintain accounts as per the regulations of the university, state government and UGC. The institution conducts both internal and external audits.

Internal Audit

The internal financial audit is carried out by a finance committee which includes senior faculty members head accountant, accounts clerk and office superintendent. The internal financial audit takes place according to the instructions from an external registered auditor and Higher Education Department, Government of Kerala. The annual meeting of Managing Board, at the end of every financial year, approves the budget estimates for the next year and analyses the actual expenditure incurred during the year under various heads. The auditing system in the college is done under two heads: Grants & Fees Sanctioned by the Government/UGC and Management Account. In both cases, there is internal audit and external audit.

External Audit

Usually, every year two types of external audit take place in the institution viz. Departmental audit by the Deputy Director of Collegiate Education and Audit by Accounts General Office. An external financial audit is carried out by an external agency, appointed by the managing board and Government auditors from Deputy Directorate of Collegiate Education, Government of Kerala. The external auditor verifies all the vouchers with reference to the cashbook and the balance sheet. Action is taken on the observations contained in the audit report and reported to the Director-General of Audit (Central Expenditure). The institution had no major audit objections during the last five years due to the perfection in recording and maintenance of various financial transactions.

Personal Deposit Account (PD account) Audit

Periodic internal audit is conducted according to the provisions laid down in KSR PD, and by the invited external auditors. Recommendations are incorporated mandatorily at the end of the financial year or before the end of the tenure of the existing principal.

Parent Teachers Account (PTA) Audit

The PTA accounts are maintained well and these accounts also subjected to internal and external audits.

UGC/ICSSR/DST Grants and Funds Audit

Fund utilization under various UGC/ICSSR/DST projects are normally conducted by the external agency and the utilization certificate is presented to the respective agency.

Other Activities involving fund: All other activities involving funds are audited by external chartered accountants based on the guidelines of that scheme.

After every audit, the audit report is examined very carefully to understand the rectifications suggested by the agency and to take necessary corrective measures if any. The reply to every audit report is submitted within the stipulated time itself. The office staffs are also given regular training to ensure appropriate accounting practices. Now the entire office staffs are equipped with ICT based recording and report generation. E-governance is successfully implemented for office administration and management. Members of the faculty are also given instructions regarding the rules to be followed while recording financial transactions and also during the submission of proof documents related to funded projects/seminars for external audit.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities and to monitor the effective and efficient use of financial resources. The College has a well-defined organization set up, headed by the Principal who has financial and administrative powers and controls the academics. Before the financial year begins, the Principal and Heads of Departments prepare the college budget which is scrutinized and approved by the Management and Governing Council. With effective planning and forecasting by the concerned stakeholders, the institution is able to utilize the allocated funds in an optimal manner. The Planning Committee, comprising of senior teaching and non-teaching staff assesses the needs of the various departments of the College and puts forward a proposal to the Finance Committee. The Finance Committee evaluates the requirements of the departments for the allocation of funds. All the purchases are approved by the Purchase Committee. Accounts are maintained by the Head Accountant and the Principal is accountable for all the financial transactions. The institution maintains a reserve corpus fund which is used as matching grants for developmental purposes.

Government Funds: The institution is vigilant in mobilizing funds from various Government schemes

and has received Central Government funds such as the UGC XII Plan, CPE fund, DST/, RUSA infrastructure grant, National Commission for Women funded projects, ICSSR grants for research. Under New Initiatives in Higher Education, State Government funds were granted to conduct the following innovative Programmes for students – ASAP (Additional Skill Acquisition Programme) to develop skills both academic and non-academic among a selected group of students., WWS (Walk with the Scholar) Fund for internal and external mentoring of bright students, SSP (Student Support Programme) Fund for internal and external mentoring of weak students.

Government/Non-Government Scholarships for Students: Almost ninety percent of the student community in the institution is awarded various scholarships and waiving of tuition fees.

Central/State Government funding for NSS and NCC: NSS and NCC units of the institution receives funds from government bodies for their functioning.

Alumni/Philanthropies contribution: Institution also receives funds from alumni, retired teachers, and other individuals for various designated purpose projects like flood relief activities. The institutional leadership and various stakeholders take initiatives to mobilize various resources as and when required for the effective functioning of the College. Funds have also been mobilized through well-wishers from the larger community, such as the MP and MLA fund for the infrastructural development.

Funds received as fees for self-financing courses: Funds generated from various programmes offered under the self-financing category are also used for various developmental activities.

Funds generated from various activities conducted by the institution: Institution also organizes and conducts various activities like food fest, consultancy works, planting of food crops to generate fund for various social extension activities like visit to orphanage, support for meeting medical expenses, and study materials for students from financially backward community and food for the needy people.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC plays a pivotal role in the enhancement and sustainability of quality in the educational services provided by the institution. The major initiatives include:

Devising quality strategies

Monitoring the extension and outreach programmes of the departments of the college

Evaluating curricular and co-curricular activities

Promoting high professional standard by integrating research in teaching

Ensuring stakeholder participation

Introducing best practices

Organizing workshops and seminars

Introducing quality initiatives like accreditation and ranking, consultancy, collaboration, e-attendance, internal promotion guidance, and research quality enhancement.

Practice 1

The IQAC plays a key role to optimize teaching-learning activity in the college. The IQAC of St. Paul's College does a dual role as a facilitating body for uplifting the students from the minority community and spearheading the remaining students by ensuring students' learning satisfaction and knowledge acquisition through a progressive and outcome-based curriculum. This is achieved through sustaining academic discipline through the academic evaluative tools such as Teaching Plan, Time Table, Monthly Performance Report, AQAR, Annual Academic Audit, Teachers' Appraisal and by stressing on initiatives such as Induction Programs for First Year students, Bridge Courses, Remedial Teaching, Value education, career-oriented programs, student quality improvement programs such as Industrial Linkages, Internships, Field Visits, cultural fests, Pauline Star etc. Every year exclusive Induction program is offered to the newly enrolled students and parents in order to prepare them through practical advice and proper guidelines to deal with the real challenges and needs of the undergraduate students. These consistent monitoring to ensure quality enables the students to achieve quality education from the teaching faculty. The IQAC has played a pivotal role in motivating the teachers to convene regional seminars, national and international seminars and workshop on topics of relevance for students' enrichment. During the current academic year, 103 seminars were conducted by various departments.

Practice 2

Streamlining and Monitoring the extension and Outreach Programs of all the departments of the College.

St. Paul's College is driven by the motto "Life nobly lived", therefore the College practices a system of education that not only imparts sound academic values but also nurtures a humanistic world view which inspires the students to become socially responsible citizens who utilize their knowledge and skills for the empowerment of the underprivileged sections of society. The IQAC takes initiatives to integrate extension activities into the curriculum for the all-round development of the personality of the students. The involvement enabled several lady teachers to take active roles by getting involved in governmental initiatives such as *Swacch Bharat*, *Unnat Bharat Abhiyan* activities to enable them to get connected with the society. The IQAC has succeeded in bringing forth outreach activities by various students' clubs such as Jesus Youth, AICUF to get involved in socially beneficial activities. The IQAC is the motivational force behind the extension programs conducted by the college which enable the students to get involved in socially relevant activities which groom them to become enlightened, empathetic and vibrant young men

and women of future India.

File Description	Document
Upload any additional information	View Document
Paste 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 constantly reviews its teaching-learning process and operational methodologies as suitable to the changing times, adapting to the emerging trends and technologies. Changes are brought about in the teaching-learning process by shifting to the student-centred ICT-enabled modes using LMS, Virtual labs, e-resources, and other tools like mind mapping, Canva for enhancing the learning experience of students.

Example 1: Outcome-based evaluation

IQAC initiates the process of setting programme outcome, programme specific outcome, course outcome and course-specific outcome. Institutional/departmental action plan is prepared at the beginning of the year and it is communicated through the academic calendar. Every activity organized by the institution/department is very well mapped to the outcome expectation. Periodic assessment of learning outcomes is conducted, and this ensures the achievement of planned outcomes. Result analysis is one such tool used for evaluation of the programme outcome. The result analysis consists of a methodical report of pass percentage of students with regard to his/her performance in each subject pertaining to the said semester. This report highlights the minimum and maximum marks secured, the average percentage of marks secured by students, the classification of marks into low, moderate and high categories. The reports also exhibit the correlation (relationship) between the students' performance in each course and ranking. The report finally presents the list of outstanding students along with pass percentage of each department. Outstanding students are provided with scholarships and endowments. As an outcome of the result analysis, each department carries out systematic analysis and identifies various shortcomings. Remedial classes are conducted to help students to cope with their studies. Special classes are provided to weaker students by their tutors.

Example 2: Participative Assessment

In order to ensure the participation of all the stakeholders in the institutional teaching-learning process, feedbacks are collected on curriculum aspects and courses from different stakeholders such as the students,

alumni, parents, employers and faculty. The data is analyzed and their suggestions are considered and placed before the academic council for discussion and for possible incorporation into the curriculum. After collecting and assessing the feedback from various stakeholders on curriculum aspects, the valuable suggestions if any, are presented to the university curriculum committee by faculty members who are members of BoS for bringing possible changes. These feedbacks are also used for designing future teaching-learning plans for the students of the institution. Individual teacher feedbacks are communicated directly to the respective teacher for further improvements. The success of this effort is seen in the form of the number of students getting university ranks, placement in organisations within and beyond state and high rate of progression along with a higher percentage of result, which is much higher than the parent university average. Apart from collecting feedbacks using a structured questionnaire, discussions/personal meetings are arranged in many occasions with different stakeholders to review the impact of institutional practices of the teaching-learning process.

File Description	Document
Upload any additional information	View Document
Paste 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, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	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:

The following are the major measures adopted by the institution based on gender sensitivity:

Safety and Security

CCTV surveillance: The College installed 24 x 7 CCTV surveillance at different locations such as college entrance, library, principal's office, parking, all corridors and in the ladies hostel.

Pedestrian paths: Pedestrians can walk safely in the campus through walk-friendly pathways. Entry of vehicles inside the campus is restricted and well-managed walk away with greenery makes it more pedestrian-friendly.

Uniform dress code and ID card: The college has introduced uniform dress code for students and identity card both for the students and staff. An identity card is made mandatory inside the campus.

Disable friendly campus: The institution provides special attention to the disabled/ differently-abled students. Classrooms are disabled friendly with enough space and lighting. There is wheelchair, accessible ramps and separate toilets for disabled students.

Discipline Committee: The discipline committee comprising of teachers from various departments keep the campus student-friendly and pro-academic.

Gatekeeper: Each department keeps a movement register and there is a single gate to the college with a guard.

Committee for prevention of sexual harassment: The committee is constituted aiming at achieving gender equality, removal of gender bias or discrimination, sexual harassment, and other acts of gender-based violence.

Grievance redressal cell: The college has online and offline grievance redress mechanism through which grievances of students and staff are redressed.

Anti-ragging Cell: The anti-ragging squad is formed by the college which comprises of the heads of all departments and all class teachers.

Gender sensitization programmes: College conducts various gender-sensitive programmes like legal awareness classes, skill development programmes, seminars and discussions on gender issues, career guidance classes, training for competitive exams, awareness campaigns on women safety and gender sensitivity through street plays, rallies and camps by NSS and NCC student volunteers to create a sense of gender equality among students.

Other facilities offered by the college include:

1. First aid facility is available in each department in case of an emergency.
2. Strict implementation of anti-smoking and mobile phone free campus.
3. A well-managed ladies hostel is situated inside the campus.
4. The counselling cell offers free counselling to students on individual or prioritized basis.
5. The college takes initiative in providing mentoring to students with the help of teachers.
6. To maintain privacy as well as to avoid unwanted incidents, the college maintains separate common room for boys and girls.
7. The college has a well-maintained health centre.
8. The women empowerment cell works to promote gender sensitivity in the college.
9. The college formed an equal opportunity cell to oversee the effective implementation of programmes for disadvantaged groups.
10. The SC/ST cell provides support and avails financial support to the students to bring them to the mainstream.
11. College makes sure to induct women-specific activities and programmes such as yoga class, cancer awareness campaign specifically for women.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for 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

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: C. 2 of the above

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

Waste management is the most important step towards sustainable development. Wastes of many types are generated in the campus. Proper waste management is done in the campus to keep the campus clean, sustainable, and safe. The strategy for waste management includes minimize the generation of wastes, and dispose of the unavoidable wastes systematically and harmlessly. The College has taken various initiatives and practices for waste management which comes under the following categories:

Solid waste management: The institution follows ‘Green Protocol’ while conducting seminars and other events. Waste bins are kept in every classroom and in the corridors. Separate dustbins for recyclable and non-recyclable wastes are available in common places. Paperless communication (e-mail/WhatsApp communication) is a regular practice. Usage of one-sided paper is encouraged. Waste papers are often used for making paper bags and paper pens. Metal and other scraps are given to agents for further processing. Food waste from the canteen is sent to the pig farm. Incinerators are installed in the washrooms for waste disposal. Non-use of flexes, disposable plates and glasses have reduced solid waste in the campus. Monthly campus cleaning drives are undertaken by students and NSS unit under the guidance of teachers. To manage the bio-degradable waste, the college has set up a biogas plant. Plastic wastes are collected separately and disposed of with the assistance of the municipality. Apart from all these measures, the college has entered an MoU with a private agency for timely waste disposal.

Liquid waste management: The college has proper drainage facility. Sewage Treatment Plant (STP) is installed and the treated water from STP is used to water the garden. Sprinklers are used in gardens to prevent water wastage. The college has rainwater harvesting mechanism – Mazhakuzhi - and also regularly conducts cleaning of water bodies in the campus.

E-waste management: The institution conducts an E-waste collection drive for the disposal of e-waste. E-waste from the departments, laboratories, library, and office are resold without causing damage to the environment. Maximum efforts are taken to utilize the existing hardware by regular servicing and employing AMC to reduce e-waste. Reusable parts are separated and used in other systems. Used batteries and electronic wastes are disposed of through outside agencies. Out-dated computers with minimum configurations not suitable for the revised regulations of the university are given to the needy school students for their usage or sold as scrap to authorized buyers.

Waste recycling system: In the College, waste recycling is done through the measures like regular waste segregation, water treatment plant, biogas plant and compost system and incinerator for burning of solid wastes including plastic and sanitary napkins.

Hazardous chemicals and radioactive waste management: Hazardous waste is minimal on campus and consists mainly of effluents from the Chemistry lab. These are channelled into soak pits near the labs. The used acids from the Chemistry lab are diluted, neutralised and disposed of without hampering nature. Fume cupboards and volatile organic solvent mechanisms are also installed.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	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: E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant 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: D. 1 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
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy 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
Link for 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. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 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
Link for 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:

The college's visionary founders have integrated democratic principles of cultural, geographical, linguistic, and communal unity into their constitutional ethos and the college takes special care to inculcate the same in its stakeholders. These values remain the college's perennial governing dictums. Towards a meaningful cultural adaptation and integration as a formative as well as a normative value, the college endorses various events that pave the way for the celebration of cultural diversities among us.

Onam being a socio-cultural linguistic celebration, it promotes to comprehend the significance of distinctiveness of Kerala Malayalees. 'Kerala Piravi' on November 1, helps to retrospect on our identity. To counter the linguistic diversity, various language departments plan language day celebrations. Readers Day celebrations are organized in an effectual manner where students are encouraged to reading habits in the form of various competitions like poster designing, book review etc. An ethnic day is celebrated by offering students from all departments the opportunity to represent India's cultural diversity and social harmony in various forms.

The devastating flood of 2018 revealed the social commitment, humaneness, and solidarity of entire stakeholders of St. Pauls College to work in unison for the wellbeing and betterment of society. Through various community awareness programmes, students and faculty realise their dream of going beyond the classrooms to make a change in the local community. The value education classes, and environment awareness classes are made mandatory to all students across disciplines. Knowledge with values is the implicit core concept of our forefathers.

Commemorating Dr. B. R. Ambedkar on 26th Nov and Dr. S. Radhakrishnan on 5th September provides an impetus on students to rise up toward the wide horizon of knowledge and wisdom. Celebration of Women's day, Yoga day, International Day against Drug Abuse, and other commemorative days,

establishes positive interaction among people and leave indelible and memorable moments for the students to cherish for a lifetime.

Farewell ceremonies are conducted every year, where exhortations are delivered to inspire and motivate the students for their future journey. Three important national festivals, Gandhi Jayanti, Republic Day and Independence Day are celebrated every year in college. All teaching, non-teaching staff and students actively contribute to the cause of the nation. The inspiring speeches are conducted to stimulate the patriotic spirit. To promote the ideals of social equality, ethnic unity and national integration, the college's NCC and NSS units periodically plan numerous programmes. Being aware of not to be plagued by the dual syndromes of intolerance and extremism, the college provides ample opportunities for its stakeholders to study and work in an atmosphere of tolerance and harmony. The institution also set efforts and promote its members to participate in the government initiatives like *Swachh Bharat Abhiyan*, pledge takings, general quizzes, awareness talks and village adoption scheme to provide an inclusive environment for everyone.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	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:

The college organizes several programs that will help the students to enrich themselves with a lot of human values and ethics, which are required in each grown-up citizen. The college also celebrates different national and international days, which will impart a lot of values, required for an Indian citizen as well as for a human being.

Mentoring Cell - Mentoring offers one to one relationship between a mentor (Teacher) and mentee (Students). It is an activity of supporting and advising students to excel in their studies and life.

Counselling Cell - The Counselling cell provides a confidential atmosphere in which the students can explore any topic or situation and discuss any concerns they may have. The students are helped to work through their problems, to develop self-awareness and to overcome problems.

College Union - The College Union is intended to promote the social and cultural life of students and to train them in the rights and duties of citizenship. It also helps in the development of their personalities and skills.

NCC - NCC helps in the development of personality, character, and leadership. 'Unity and Discipline' is the motto of the National Cadet Corps.

N.S.S - The N.S.S Unit aims at serving the community along with education. It is intended to make the students conscious of the importance of being useful to society. The volunteers are expected to work for the unit for a minimum of 120 hours a year.

Career Guidance and Placement Cell - Facilitating a smooth entry of students into various careers, the Career Guidance and Placement Cell of St. Paul's College coordinates varied activities annually including training in professional ethics, business etiquettes and moral responsibility.

Women Empowerment Cell - This Cell aims at empowering and developing the personalities of the students and conducts various gender sensitisation initiatives.

Nature Club - The main objectives of the club are to make aware the students the importance of environmental protection, sustainable use of resources and conservation of biodiversity.

Entrepreneurship Development Club - The aim of the club is to inculcate the culture of entrepreneurship among the students.

All India Catholic University Federation - AICUF is an International organisation of Catholic University students, which is a blend of catholic values and secular nature. The club aims to engender social awareness, social justice and social commitment in the youth towards the society.

Jesus Youth - The movement invites youth to follow a lifestyle based on the life of Jesus Christ.

ENCON Club - a purely voluntary non-profit group activity of students aimed at practising energy conservation and environmental protection.

Awareness programs on IPR-In order to give an idea about the Intellectual Property Rights and its importance the institution regularly organizes various seminars, and workshops on IPRs in different disciplines.

Value education classes-The classes are conducted regularly after the class hours, to inculcate value-based education among the students of the institution. The topics include leadership skills, happiness in life, civic sense among students and health & fitness for all.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for 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: B. 3 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:

College habitually celebrates national festivals and birth/death anniversaries to commemorate great Indian personalities. All students enthusiastically participate in such events. **Republic Day** and **Independence Day** are celebrated every year with patriotic fervour to commemorate the adoption of the constitution and the national struggle for freedom. The college organizes patriotic song competition, quiz competition, elocution competition and essay writing competition in connection with the freedom struggle. A standout amongst the most mainstream events in India, **Gandhi Jayanthi** is celebrated in the institution to stamp the birth commemoration of Mahatma Gandhi. On that day different departments organize programmes propagating Gandhian thoughts and principles among the students. *Swachh Bharat* mission is undertaken by students and faculty by engaging in the cleaning activities in and around the campus.

International Yoga Day is organized every year under the leadership of the physical education department. A practical yoga session and demonstration is arranged for teachers and students. **Reader's Day** - The college library along with the language departments organize "Reading Week Celebration" as a mark of respect on the death anniversary of P. N. Panicker. Book review competition and book talks are organized for students. On 5th September, the institution celebrates Dr. S. Radhakrishnan's birthday as **Teachers' Day** and the students of various departments and NSS unit organize programme for teachers. On **International Women's Day** - women cell organizes various talks and competitions aiming at women empowerment and gender equality. Programmes are initiated highlighting the achievement of women in different spans of life like 'women in science', 'women achievers in sports and games'. The day also marks a call into action for gender parity.

National Mathematics day is celebrated to honour Sreenivasa Ramanujan for his contributions to mathematics. The day is observed by conducting talks, presentations and exhibitions. Every year, St. Paul's College, Kalamassery, celebrates **World Environment Day** on 5th of June, in association with Green Initiatives Club. **World Ozone Day** is celebrated by Departments of Chemistry and Physics every year, by organizing various programs like quiz, elocution and other competitions. **National Science Day** is

celebrated by Departments of Chemistry and Physics every year, by organizing various talks and exhibitions. **World Wetland Day** - is observed by the Department of Chemistry, every year. The agenda of the program is to create awareness among students and faculty about the importance of the wetlands and its protection. They also organise field visit to the nearby locality to promote experiential learning experience among the students of the department. **The Constitution Day**, also known as Samvidhan Divas, is celebrated in the college on 26 November every year to commemorate the adoption of the Constitution of India. The college celebrated these days by organizing various campaigns and talks aimed at creating awareness among students and the local community.

National and regional festivals like Onam, Christmas, Holi, Deepavali are celebrated by the staff and students of the institution irrespective of demographic and cultural diversities.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for 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 1

1. Title of the Practice: “Nurturing Nature; Culturing Life”

2. Objectives of the Practice:

- The objective is to cultivate in students the culture of caring and living with nature.
- The green initiatives of the college are meant to create an allegiance to nature personally and socially, awareness about organic farming, vigilance to deteriorating ecological concerns, and to adopt environmental friendly alternatives.

3. The Context: St. Paul's college situated in the industrial area has the best green campus in the district. The college has more than 450 species of plants. Moreover, the college has a tradition of inculcating ecological values and love for the soil.

4. The Practice:

Vegetable and Fruit Cultivation

Using the vast land of the campus, students of various departments cultivate different crops like cowpea, ladies finger, cabbage, tapioca, yam, etc., and fruits that can be cultivated according to seasonal and climatic conditions. The students are encouraged to have hands-on-experience in cultivation. The vegetable saplings, technical advice, etc. are procured from the Vegetable and Fruit Promotion Council. Vegetable grown in the campus is used for cooking in the canteen.

Planting Trees

The college developed a culture to plant trees in the campus and outside on every special occasion. The college takes initiatives in distributing saplings to the community with the help of governmental agencies and NGOs.

Pokkali Farming and other Extension Activities

The college adopted Pizhala village to extend its agricultural activities beyond the Campus by supplying saplings, grow-bags, vegetable seeds and regularly visiting and advising them of the steps to be taken at the various stages of growth and providing physical help in the Pokkali farming fields in the village. Students extended their helping hand in building a sea wall in Chellanam harbour. Promotion of organic farming and the removal of plastic are given importance in outreach programs.

Environmental Day Celebrations

The college celebrates various days like environmental day, earth day, International Day for the Preservation of Ozone Layer, World Forestry Day, Ozone Day Celebration, National Energy Conservation Day, Wetland Day Celebration, World Water Day, International Tiger Day etc. to sensitize students on various environmental issues.

Swachh Bharath and 'No Plastic' Policy

With the *Swachh Bharath* principles, the campus is maintained litter free by regular cleaning sessions undertaken by departments and NSS. Every class has a waste bin and broom. Students take initiatives, in turn, to maintain their class neat and clean. As the plastic-free campus, environment-friendly posters and banners are used for programs conducted, and jute bags and paper files are distributed for seminars. Instead of paper, digital walls and boards are used for announcements. Green campaigns are arranged. Practical sessions are organized for eco bag and eco pen making and reusing materials.

Academic Initiatives

Departments and clubs conduct workshops, seminars, invited talks and discussions on environmental matters. Eminent persons from agricultural field environmental activists and scientists are invited as resource person.

Green Competitions

Various competitions like mime, poster making, wall painting, quiz, Short filmmaking are conducted on environmental themes.

5. Evidence of Success:

- Students and teachers of the college maintain a dedicated Herbal Garden consists of 125 medicinal plants, **Pauline Orchard** with more than 50 fruit trees and the **Miyawalki Forest** with 2500 saplings with more than 150 varieties.
- Govt. Forest department of Kerala recognized St. Paul's College with the **Vanamithra Award**
- Department of Economics of the college is the recipient of the **Sarojini-Damodaran Foundation Kerala State Akshaya Sree Award** for organic farming in the campus.
- LEAF (Lawyers Environmental Awareness Forum, High Court of Kerala) honoured the college with the **Best Green Campus Award**
- Korampadam Service & Co-operative Bank Ltd. and Kerala State Electricity Board Limited (KSEB), Govt. of Kerala recognized St. Paul's College with 'Excellent Green Campus Award' and 'Energy Conservation through Green Practices Award.'
- Reputed MNCs like Appolo Tyres and UST Global join hands with St. Paul's college in implementing afforestation in the cities.
- College's efforts in reviving traditional methods of Pokkali farming created an impact on the people in the adopted village. The reports by the leading newspapers testify to the success of this project and the impact it has created in the village.
- St. Paul's college has become a nature-friendly campus and habitat of rare fruit and medicinal plants.
- Students have compiled two handbooks on medicinal plants and saplings in the Miyawaki forest of St. Paul's College.
- The college has a biogas plant to convert the biodegradable waste into cooking gas. The gas produced from this plant is used in the college canteen for cooking purpose.
- The green initiatives in the college stimulate the responsibility of students and teachers to take care of the environment and add more greenery at home and society, thus maintaining life in tune with nature.

6. Problems Encountered and Resources Required: Financial and time constraints are the major problems encountered. The adopted village being quite distant from the College, students find it difficult to monitor the progress of their venture on a daily basis.

Best Practice 2

1. Title of the practice:- "Parivarthan - Transacting Knowledge; Transforming Lives"

2. Objectives of the Practice

- To prepare students to apply academic knowledge to real-life situations while involving in community development activities.
- To inculcate ethical responsibility, benevolence and humanitarian attitude among students by initiating them into community service.
- To create a sense of inclusiveness and cooperation between students, faculty and the wider community.

3. The Context

St. Paul's College, Kalamassery aspiring to live up to its motto 'Life Nobly Lived' is committed to

reaching out to the poor and the helpless. The college has become a pioneer in providing exemplary and quality education intertwining tradition with technology and morality with modernization. It provides a platform for students to excel in academics and nonacademic endeavours through engaged learning that focuses on education with a purpose. “**Parivarthan: Transacting Knowledge; Transforming Lives**” is a platform that aims at building a culture of stimulating intellectual challenges along with social commitment.

4. The Practice

One of the best practices of the college that aligns with the concept of Transacting Education; Transforming lives is titled as ‘**Parivarthan.**’ Ours is a dynamic campus where students and teachers keep themselves engaged in academic and non-academic activities round the year. The college is committed to strengthening the spirit of learning in students through a host of community development programmes. ‘Parivarthan’ envisages change, which is unique and distinctive in its own respect endorsing community/civic engagement as one of its pivotal aspects.

Community Development Programmes are divided into **Community Support Programmes and Community Awareness Programmes.**

Community Support Programmes include visits to orphanages, old age homes, differently-abled persons, helping hand to needy people, distribution of sanitisers for the prevention of Covid 19, flood relief programmes, providing college ground to the public for sports activities, UBA- village adoption programmes, exhibitions and teaching sessions for students of the adopted village etc.

Community Awareness Programmes include ‘digital literacy and financial awareness campaign’ aimed at equipping the public with skills needed to navigate through a techno-driven world. The college enthusiastically took part in VISAKA (*Vittiya Sakshaata Abhiyan*) launched by the Union Ministry for Human Resource Development to make people aware of cashless economy.

Environmental Awareness Programmes- The college is a facilitator of organic farming initiatives, save wetlands awareness programmes, plastic-free campaign, *Swatch Bharat campaign*, etc.

Health Awareness initiatives concentrate on five strategic areas: physical fitness, blood donation campaign, anti-drug/tobacco awareness programmes, cancer awareness programmes, and road safety measures.

Gender sensitization awareness programmes include cybersecurity, know your rights, self-defence, discussions etc. The management of the college is keen on fostering social development activities and green initiatives and always encourages the faculty and students to involve themselves in these activities.

5. Evidence of success:

Meaningful Service Opportunities: Students get experiential opportunities to learn in real-world contexts and develop skills of community engagement. The students display ethical responsibility, benevolence, and humanitarian attitude in the event of a crisis or disaster. The college distributed 2000 bottles of sanitisers in the nearby locality for prevention of Covid 19, provided accommodation to 300 flood-affected refugees, filled sandbags to 1 kilometre to prevent coastal erosion in Chellanam, and distributed 1000 food kits to the flood-affected families in Chellanam. Under Unnat Bharat Abhiyan (UBA), the village adoption scheme,

the college has successfully conducted village survey in five adopted villages and submitted the report with the active participation of students and teachers. The college has distributed hand sanitisers in the adopted villages during the Covid 19 pandemic and also conducted few awareness campaigns among the village community to fight against the pandemic.

Awards and Recognitions – The college was honoured by various offices and institutions for its meritorious work in community development like the Office of the District Collector, Reserve Bank of India, Kerala Cricket Association, HDFC Bank, Mahatma Gandhi University, HMT Educational Society KSEB, etc.

Inclusive community and Teamwork: The college has a rich culture of teamwork where students and faculty involve themselves in a collaborative learning environment. The social outreach initiatives also provide a platform to share innovative ideas and welcome inclusive environment in the campus. It also kindles a spirit of enquiry from a multi-cultural perspective.

6. Problems Encountered and Resources required:

Time constraint is a major obstacle that slackens the progress of the various programmes to the desired level. The pressure of workload may sometimes lead to flagged energy levels in students. The lack of proper funds has also bogged down the pace of academic and non-academic activities. The absence of any facility to transfer the credits earned through various extension activities often discourage wider participation from the student community.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	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:

I. The title of the practice: *Sanskriti*- Educating Priceless Values for the Welfare of Minorities and Women

II. The objectives of the practice:

St. Paul's College strives for the overall development of the students. The institution specifically aims at:

1. Enhancing the opportunities of education of marginalized communities
2. Improving the access of marginalized communities to higher education

3. Maximizing the scholarship facilities for students from marginalized communities
4. Offering the best educational infrastructure to the students from marginalized communities
5. Helping the students from marginalized communities in gaining equitable share in economic activities and employment
6. Providing training/opportunities for self-employment to students from marginalized communities.

III. The context

The college exists to impart excellence in higher education to all, especially the educationally, socially, and financially marginalized communities, and to develop an integrated personality in students. The college has value-based education as one of its goals in view of achieving holistic education. The college envisages inclusiveness in all aspects of education to address the challenges of access, equity, quality, and excellence in higher education giving utmost importance to the development of women and other minorities.

IV. Practice

Women Empowerment: Women's Cell and the different departments arrange workshops seminars and other activities to bring about a positive outlook towards women and empower them for facing greater challenges in life. The primary aim of all the programmes is to educate, sensitize both male and female members and produce a harmonious atmosphere in the campus. Girl students form the majority of the pupils in the college. Every year institution organizes legal awareness classes and sessions on 'Protection of Human Rights' and 'Right to Information.'

Welfare of Minorities: Equal opportunity Cell and departments take initiatives to drive home the point of looking into the welfare of minorities. The college takes a special interest in giving educational opportunities for students from minority communities and presently most students belong to different minority communities. The college has set up cells like OBC Cell, Minority Cell, SC/ST Cell, Equal Opportunity Cell, Entrepreneurship Development Club etc. for specifically looking into the needs of students from these communities. The admission procedure enables leverage for students from the reserved community. The college supports the underprivileged students with various scholarships and endowments instituted by the governmental and non-governmental agencies. Apart from these, the institution has offers scholarships to those students who are from financially backward communities.

The following are the major actions taken by the institution to achieve its mission of higher education to all:

Academic/Curricular: The stakeholders at the college pay particular attention to bring the best out in the students from marginalized communities through various carefully planned programmes.

Non- academic/Extracurricular, Co-curricular: The college arranges co-curricular and extra-curricular activities to incorporate values that benefit students. These activities along with value-added courses offered complement academic learning.

Value-added programmes: Various value-added programmes offered in the college are of advantage to students as they learn different skills enabling them to become future entrepreneurs. The college arranges skill development programmes like making bags, pen, sanitisers, soaps and other value-added products. Women empowerment cell, Equal opportunity Cell, Prevention of Sexual Harassment Committee, and clubs like Dance club, Music club, Debate club also arrange various programmes in this regard.

Holistic development of the students through:

1. **Yoga, Sports and Games:** The college arranges training programmes in yoga to enhance focus, precision of students and to develop objective thinking. Sports and games help in building physical fitness, recreation, national unity, strength of character and a cheerful mental outlook.
2. **Programmes fostering global outlook, communal harmony, and national integration:** National and international days are celebrated in view of promoting a sense of integration, harmony and nonviolence, unity in diversity etc. The college celebrates national days like Independence Day, Republic Day, Gandhi Jayanthi, Women's Day etc.
3. **Sugam-** "Learning made easy" and **Aagam-** "Towards Wisdom and Success":

Sugam with the theme "learning made easy" included different programmes aiming at the progress of slow learners. Slow learners get ample opportunities to tide over their difficulties in learning through bridge courses, orientation programme, remedial classes, Scholar Support Programme, teacher support through mentoring and tutorials. Programmes to advanced learners benefit from Aagam programmes which include WWS, ASAP, Interaction with eminent personalities, Competitive exam coaching, Career Advancement programs and Online/ SWAYAM courses.

1. **Outreach, Extension and Green activities:** These programmes aim at bringing about civic responsibility among students. Compassion for the underprivileged, community service, sustainable life practices, enhancement of greenery are some of the highlights of these activities.
2. **Cultural programmes:** Annual celebrations like youth festival, college day, inter-collegiate fests like 'Meshuggah' and interdepartmental competitions promote the vitality of cultural values and sense of inclusiveness. Cultural trips help to bring cultural immersion among students.

V. Evidence of success

- **Inclusive Environment:** The students of the institution took leadership in organizing various outreach/ extension activities and also came forward in many situational contexts like flood relief initiatives, distribution of sanitisers for prevention of Covid 19, helping hands to needy people, blood donation etc.
- **Participation of Women:** The college ensures active participation of women in sports and has Women Cycling Team, Women kabaddi team, women Kho-Kho team, Women Taekwondo Team and Women Cricket Team.
- Meritorious performance of students from marginalized communities in academics.
- Excellence in Co-curricular/Extra-curricular activities especially by winning many inter-collegiate, university and national championships.
- Funded research projects from various agencies like UGC, ICSSR, DST, RBI and National Commission for Women aiming at community welfare and development.
- Participation in Unnat Bharat Abhiyan (UBA) project
- 100 percent of UG students and 82 percent of students from marginalized communities are covered by various scholarships offered by governmental/non-governmental/college.

The institution is seriously engaged in the development of students from marginalized communities. This unique mission of the institution and the model adopted to achieve this noble mission distinguishes it from other institutions in the state. The remarkable progress the institution had made during the last 64 years is the clear evidence of success in this journey.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

St. Paul's College lives up to its motto "Life nobly lived," which serves as the engine to produce the best in the field of higher education. Paulian journey is one that produces knowledgeable individuals, skilled professionals, effective leaders, and compassionate citizens who leave a positive imprint in the building of an equitable and democratic society. The college stands tall as a model to other colleges and society in its green initiative programmes, social outreach and community development programmes.

The college has initiated excellent support services like washrooms, ramps and railings with facilities for differently abled to streamline their campus life to an optimum level. Smart classrooms have made an overhaul of the educational system in the campus, which is evident in the sustained progress in university examination results. The high profile footfalls in the campus and the prizes garnered in various sports events at the state and national level underpins the niche the college has carved in sports. Paulians form a legion in themselves committed to the cause of the upliftment of the underprivileged, marginalised and poor through a host of programmes like 'Unnat Bharat Abhiyan', 'Chellanthinoru Kaithangu'- a helping hand for the flood affected people of Chellanam, 'Refugee Camp for Flood Affected,' 'My Book Challenge,' 'Food Fest' and 'Food for Thought.' The college is proud of its alumni that stretch to every corner of the world. The growth of the institution is evidenced through the number of new courses sanctioned during the last five years. The institution was sanctioned with eight skill-oriented programmes and one professional degree course. Many add-on/certificate programs were introduced and four such programmes were funded by UGC and MHRD. It has clearly underlined ICT based teaching-learning process and extended the process to the fullest by developing its own e-learning platforms. The college spearheads various academic and non-academic initiatives to equip the young and vibrant students waiting in the wings to a bright future.

Concluding Remarks :

St. Paul's College, Kalamassery looks to the future with confidence distinguishing itself with consistent and progressive performance in all educational endeavours. It is keen on deliverability and realization of the various commitments set in the strategic plan. The beauty of the college lies in the fact that precept and practice come together when it embarks on various commitments. All the stakeholders together are committed towards taking the institution to greater heights. The college celebrating the 55th anniversary, the timeline boasts of several achievements and milestones.

The hallmark of the college is the ability to defeat a hostile environment like that of the current pandemic and march forward with newfound confidence. The strength of the institution is its educational model established over the years to bring holistic development among the students from the marginalized community. The college is constantly augmenting its infrastructure facilities to adapt to the changing landscape of higher education in the country. Its propensity for hard work and a never-ending quest for excellence are sure to take the college to greater heights. The team dynamics among the staff and the students makes the college push the envelope in education innovation. The march forward is ebullient with sustainable development goals, empowerment of the marginalized and the downtrodden, renewable energy efforts, and green practices. Life nobly lived is also a life meaningfully lived which involves transformation of students to engaged and committed citizens working for an equitable society.

The college never ceases to dream it big – achieve autonomy and a deemed university status in the near future. When unsurpassed opportunities await, the wise stand of the college is to catch the wave and bring the best in the present and the future.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>1635</td><td>66</td><td>155</td><td>121</td><td>160</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>1355</td><td>33</td><td>140</td><td>52</td><td>28</td></tr></tbody></table> <p>Remark : DVV has excluded Diploma in Computer Application UGC-CSIR Net Coaching Professional Tour Guide Candle Making An Introduction To GST Phonetics and Spoken English Essential Communication Skills In English Mathematicians- Their Life And Works Chronicles Of Cricket Mathematics for Physics</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1635	66	155	121	160	2019-20	2018-19	2017-18	2016-17	2015-16	1355	33	140	52	28
2019-20	2018-19	2017-18	2016-17	2015-16																	
1635	66	155	121	160																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1355	33	140	52	28																	
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students</p> <p>2) Teachers</p> <p>3) Employers</p> <p>4) Alumni</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Provided feedback report for the year 2018-19 has not considered.</p>																				
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

7	4	3	6	1
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	0	1	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	6	8	11	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	8	9	3

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
40	20	21	12	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	2	2	0

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

3.4.3.1. **Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/**

YRC etc., year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
51	27	23	32	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	25	17	19	15

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1564	1445	1281	1196	1066

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1564	1445	1281	605	1066

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
519	163	59	32	73

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
257	79	34	24	31

Remark : Provided mail letter has not considered.

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)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 63

Answer after DVV Verification: 54

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
40.47	59.94	44.42	29.60	42.19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Shared audited are in the name of Trust which has not considered by DVV.

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)**

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)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13.13597	.00710	1.20343	0.015700	0.62544

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13.13597	.00710	0.56	0.148	0.16

Remark : DVV has made the changes as per expense on Library Books and Periodicals duly signed by CA.

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

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

Answer before DVV Verification : 137

Answer after DVV Verification: 116

Remark : DVV has made the changes as per average of logbook entries using library per day on

3-feb-2020 to 8-feb-2020).

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
203	125	86	56	41

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
180	117	80	51	33

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
87	15	2	68	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	2	0

Remark : DVV has made the changes as per financial receipt provided by HEI. Provided certificates has not considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1505193	2691194	3086818	825002	5200976

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has not considered grant received from own institution's management.

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per provided supporting bill for LED and Sensor light by HEI.

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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: E. None of the above

Remark : Provided photos has not reflect college name.

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**

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has select D. 1 of the above as per report of landscaping with trees and plants provided by HEI. Provided circulars for other than current year has not considered.

7.1.7 **The Institution has disabled-friendly, barrier free environment**

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per photos of ramp, disabled washroom and wheel chair provided by HEI. Provided bills for the year 2018-19 has not considered.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per report of code of conduct, awareness report and minutes of committee members provided by HEI. Provided report of professional ethics has not signed by authority.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>492</td> <td>457</td> <td>407</td> <td>389</td> <td>337</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>457</td> <td>407</td> <td>389</td> <td>337</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	492	457	407	389	337	2019-20	2018-19	2017-18	2016-17	2015-16	401	457	407	389	337
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2.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>149.42</td> <td>142.72</td> <td>99.72</td> <td>82.34</td> <td>159.09</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	149.42	142.72	99.72	82.34	159.09										
2019-20	2018-19	2017-18	2016-17	2015-16																	
149.42	142.72	99.72	82.34	159.09																	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
149	143	100	82	159

NAAC