



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST.STEPHEN'S COLLEGE, UZHAVOOR

**ST. STEPHENS COLLEGE UZHAVOOR-686634 KOTTAYAM, KERALA
686634**

www.ststephens.net.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Stephen's College, Uzhavoor, established in 1964 as a Christian minority institution under the Diocese of Kottayam, is affiliated to the Mahatma Gandhi University, Kottayam. Ever since its establishment, the College has been a beacon of knowledge and skill development for the people of this small village, which is home to the former President of India, Dr K.R Narayanan. The Institution has moulded generations of citizens who are conscious of their duty to serve the society and nation.

The Institution now has four postgraduate programmes, nine undergraduate programmes and one research programme. Realizing the potential of digital learning, the Institution provides platforms for imparting digital skills to the students. The College has 35 ICT-enabled classrooms, two air-conditioned conference halls, Digital Theatre, Media Centre, eight well-equipped laboratories, Language Lab, two computer labs, a fully automated central library and a multi-purpose Indoor Stadium, among others. The College caters to the holistic development of students by providing opportunities for enhancing their talents and skills through curricular and extracurricular activities.

The College has always been at the forefront in its commitment to society, especially to the underprivileged. The College has initiated and internalized several healthy and best practices like '*Grama Mithra Campus*' and '*Snehanidhi*' that have contributed to academic excellence coupled with the concern for society which has, invariably, resulted in the sterling performance of the Institution

Vision

The vision of the college is to reach out to the star of human excellence based on the love of God and service to mankind as modelled in Jesus Christ, in a background of Indian heritage so as to produce intellectually trained, morally upright, socially committed and spiritually inspired citizens.

Mission

To attain holistic development of the individual through academic excellence coupled with a strong commitment to man and nature.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Envisioned and effective leadership
- Competent and committed faculty
- Strong rapport between the faculty and management
- Wi-fi enabled campus with 200 MBPS Internet Bandwidth
- Excellent infrastructure facilities

- State of the art Digital Theatre, Air-conditioned Conference Halls and multi-purpose Indoor Stadium.
- Strong ICT facilities with sufficient Smart Class Rooms
- DST – FIST Supported Science Departments
- Hostel facility for girl students
- Strong Commitment to Environmental Education and awareness.
- More than a decade history of *Paristhithi Mithra* Award conferred on environmental activists.
- Fully automated and spacious central library with a strong base in e-resources.
- Vibrant and proactive Alumni Association
- Good track record in community-oriented programmes
- A strong culture of good practices

Institutional Weakness

- Undue delay in filling vacant teaching posts for want of Government Concurrence.
- Prolonged Centralized Admission Process causes late commencement of the programmes resulting in a lack of time for effective teaching-learning.
- Declining enrolment ratio
- Inadequate number of PG programmes.
- Less number of research centres and Ph D guides.
- Time constraints in organizing more activities and programmes.
- Inadequate transportation facilities
- Poor socio-economic background of students.

Institutional Opportunity

- Greater support from Alumni Association
- Scope for greater collaboration with non-governmental organisations for community development.
- Scope for an autonomous institution
- Scope for gainful collaborations with nearby national institutions like Srinivasa Ramanujan Institute for Basic Science at Pampady, Science City at Kuravilangadu and IIIT at Valavoor.
- Placement drives on the campus
- Fully solar-powered campus

Institutional Challenge

- Inordinate delay in the conduct of end semester examinations and declaration of results
- Financial constraints
- Delay in the admission procedure.
- Paucity of time to complete the syllabus on time.
- Poor socio-economic background of students
- Delay in the appointment of support and technical staff for want of Government concurrence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Stephen's College, Uzhavoor, affiliated to Mahatma Gandhi University, Kottayam, strictly adheres to the guidelines and framework prescribed by the university in all its curricular aspects. However, the institution works to maximize the given space to customize the content and to ensure the use of appropriate pedagogical strategies conducive to the special requirements of the college. An Academic Calendar and an Action Plan are prepared at the onset of the academic year.

- The college offers 9 UG and 4 PG programmes, all following the CBCS/ elective course system and one PhD programme. In addition, the college offered 67 Add on/Certificate/Diploma or Advanced Diploma courses during the assessment period.
- Teachers of the institution proactively participate in the academic activities of the university as members of Boards of Studies, resource persons in question bank preparation, members in the design and development of curriculum for Add On/Certificate/Diploma Courses and in the Assessment/ Evaluation process of the affiliating university.
- Effective implementation of mentoring, peer teaching, bridge course, remedial teaching, value enrichment courses, programmes like Additional Skill Acquisition Programme, Scholar Support Programme, Walk with a Scholar enhance the cognitive domain of the students.
- Experiential learning methods like field work/visits, internships, industrial visits, on-the-job projects and literary projects are mandatory for final year students depending on the nature of the discipline of study.
- The enrichment of the curriculum is ensured through the integration of cross cutting issues like professional ethics, gender, human values and environment and sustainability into the curriculum. The same is also ensured through seminars/workshops on various skill development programmes organized by the Women's Cell, Centre for Environmental Education and Rural Development (CEERD), and other clubs.
- Interdepartmental and intercollegiate programmes and competitions are organized to sensitize the students and to make them responsible and responsive to social issues which form the broader part of the curriculum.
- To improve the transaction of the curriculum, feedback on curriculum is taken at regular intervals from all students, faculty and representatives of alumni and employers. Feedback thus collected is analysed, evaluated and appropriate corrective actions for improvement are taken. Feedback analysis and action taken report are duly published on college website for public scrutiny.

Teaching-learning and Evaluation

St. Stephen's College adheres to the admission policies of Government of Kerala and Mahatma Gandhi University. It follows a transparent admission process through **Centralised Allotment Process (CAP)** catering to students from diverse backgrounds and learning abilities.

Academic Calendar incorporates dates of examinations, academic, co-curricular and extra-curricular activities. It is made known to students through Students Handbook, notice boards and website. IQAC carefully monitors semester-wise course and action plans prepared at the beginning of the academic year.

The average enrolment percentage for the assessment period is 82.1 and average percentage of seats filled against reserved categories during the period is 75.51%.

The student-Teacher ratio for academic year 2020-21 is 17 :1 and Mentee-Mentor ratio is 18:1. Average pass percentage for UG is 74 and for PG is 68.82. Number of faculty with Ph D during assessment period is 11.

Post Admission Test helps identify slow and advanced learners. Special programmes organized include Bridge

Courses, Satellite Study Groups, Remedial Coaching, Walk with a Scholar, Scholar Support Programme, Add-On Courses, workshops, seminars, peer teaching, mentoring, etc.

Student-centric methods ensure experiential, participatory and interactive learning through group discussions, field visits, etc. Modern teaching aids cater to diverse learning needs. The college is well-equipped with ICT tools. ICT enabled teaching is complemented with expert talks, e-learning resources, library, etc.

Seminars/workshops help teachers adopt innovative measures for effective curriculum delivery through online platforms like Google Meet and Google classrooms.

Transparent evaluation procedures are followed in the Continuous Internal Evaluation (CIE) and University examinations. Internal Assessment components include attendance, assignments, seminars and test papers.

The Principal monitors student performance through result analysis done at department and college levels and gives feedback to concerned faculty in the review meetings.

Parents are given clear information about the performance and conduct of their wards in the PTA meetings

Three-tier Grievance Redressal mechanism is followed to deal with examination related grievances, with the Department and Principal at the college level and University at the third level.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly stated and displayed on institutional website and communicated to all stakeholders.

Research, Innovations and Extension

The Institution has received **Rs 39.5 lakhs** under the DST-FIST scheme. It has the unique distinction of having **two academic chairs: K. R. Narayanan-Chair for Social Justice and Joseph Chazhikadan-Chair for Regional Development Studies.**

It is also known for its strong **Campus-Community Linkage**. The '*Grama Mithra Campus*' initiative takes the services of the College to the surrounding villages. Environment-friendly awareness and action-oriented-programmes of the CEERD and the Pandemic induced '*Koodeyundu St. Stephen's*' are widely acclaimed. The distribution of the '*Paristhithi Mithra Award*' annually ever since 2009 is the first of its kind in Kerala.

There are four research guides, twelve Ph.D. holders, and another twelve pursue Ph. D. The Research Cell publishes a research journal, '*Aureole*' and instituted the Best Project Award and conducted National Paper Presentation Competition for College Students associated with seminar series on Research Methodology in various disciplines: '*Quaesitio*'. The College has organised **34 seminars** on Research Methodology and Entrepreneurship development. There are **57 published research papers and 39 chapters** in edited volumes.

The Institution has created a **Business Incubation Centre** to promote self-reliance, experimentation, innovations and entrepreneurship skills. *The Health Infonet* is a platform for collaboration to disseminate

health literacy. **Extension services and activities** like Bio-diversity Display, K.M Mathew Astro View Centre, Microbiological and Physio-Chemical Analysis of drinking water samples, GST Awareness Campaign among the merchants of Uzhavoor and Kuravilangadu Panchayath, Financial Literacy Programme during demonetisation, LPG Safety Clinic, and LED Bulb-Making Training for *kudumbasree* members, Soap/Sanitiser/Detergent Making and Mushroom cultivation training for the public are highly merited by the local people.

The NSS unit secured the **Certificate of Merit for the Best NSS Unit** of M G University. The College bagged a **Certificate of Appreciation** in 2018 for providing an innovative solution for the 'One MP-One Idea' Competition. Students served the community **during the floods** and made a great effort to achieve Uzhavoor Panchayath, the first one in Kerala that **digitalised the details of all the farmers**.

The College has **17 collaborations or MoUs** for on-the-job project training, field trips, research and internship.

Infrastructure and Learning Resources

The college is located on a hilltop in a typical rural setting. The campus is spread over **11.5 acres** of land. The College has a **spacious Indoor Stadium** with a multi-games facility and a **state-of-the-art educational theatre** with a seating capacity of **127**. It has a **big auditorium that can house nearly 1000 people**, a **fully furnished Conference Hall, Seminar Hall, and Business Incubation Centre**.

The college has **35 ICT-enabled classrooms** equipped with **interactive panel /smartboard and projector** with **Moodle** access, **eight science laboratories** with the latest instrumentation and computational facilities, and **six computer labs**. The campus is **Wi-Fi enabled**. All departments have different computers and laptops made available for student use. There are **123 computers and 11 laptops** available for teaching-learning and research.

The College has a **Campus Radio Station** with acoustic facilities, a centralised public address system, technology-enabled learning spaces like Media Centre and Language Lab. **Language Lab** enriches the language skills of students. **Media Centre and Recording Room** facilitate recording and e-content development.

The Departments of Chemistry, Mathematics, Physics, and Zoology are funded by **DST-FIST**. A spacious and fully automated library offers access to more than 2 lakhs e-books and 6000+ e-journals. The prestigious **K. R. Narayanan Study Centre** and **Prof. K. M. Mathew Astroview Centre** provide advanced knowledge for multidisciplinary learning. **K.R. Narayanan Chair for Social Justice and Adv. Joseph Chazhikadan Chair of Regional Development Studies** commemorates the legendary leaders who shaped the college and the region.

The **water and soil testing facilities** of the college are accessible to the public. **Solar panels** and **two rainwater harvesting units** are installed on the campus. Incinerators, food waste compost unit, vermicompost unit, and segregated waste collection system ensures sustainable waste management. **Green House** for

vegetable cultivation encourages organic farming culture.

Centralised CCTV surveillance and 24-hour security service are available on campus. **Hostel facility** is available for girl students and college staff. The college also provides the facilities like a parking area, toilets, **common room for ladies**, dining-cum-resting places, **canteen**, activity hall cum meditation centre, and prayer hall.

Student Support and Progression

The College has been catering to the needs and requirements of the students from diverse sections of society and with different abilities by offering scholarships, financial support and freships. As much as Rs.1,39,95,493/- has been given to 3214 students as government scholarships and Rs. 6,75,670/- as institutional scholarships for 660 students during the assessment period. *Snehanidhi* is a distinct institutional scheme that extends financial assistance to needy students. The activities of NSS, NCC, departmental associations, clubs and forums provide ample scope for students to participate in different curricular, co-curricular and extra-curricular activities and help them to develop their skills and talents. The students of the College are known for their glittering performance in sports/cultural events at university/state/national levels. There were 582 sports/cultural events in which 1360 students participated during the assessment period. 117 students received awards and recognitions from various institutions for sports/cultural events at different levels.

The College offers Student support programmes such as Scholar Support Programme (SSP), Walk With a Scholar (WWS), Additional Skill Acquisition Programme (ASAP), NET and PSC coaching and various certificate Courses. Capacity building and skill enhancement initiatives had been conducted through the Language and Audio-Visual lab, the Health and Fitness Centre, Entrepreneurship Development Club, soft skill programmes, Yoga training, Drama Club, Debate Club, Dance and Music Club. With the support of Career guidance and placement cell, 250 students got placement in various firms, and 500 students got admission to higher studies. Students are free to voice their grievances through Grievance Redressal Cell, Internal Complaints Committee, Anti-Ragging Committee, Anti-Sexual Harassment Cell, and they are addressed within the stipulated period. The institution ensures the active participation of students in the effective governance of the College through the Students' Union, and students get representation in IQAC and statutory committees. The College has a registered Alumni association (ALMASS) which contributed Rs. 30,93,097/- for the infrastructural development of the institution by establishing ICT enabled classrooms, Educational Theatre and Golden Jubilee Building Block during the assessment period. The Association initiates scholarships, endowments and lectures for the students of the College.

Governance, Leadership and Management

The institution is blessed with **effective leadership** which adopts **decentralized decision-making** process at all levels.

The college administration is guided by the **principle of subsidiarity**, which allows independent functioning at subsidiary levels.

The **Governing Body** which is the apex body with regard to college administration, takes all policy decisions. The **Principal** is the **administrative head** of the institution and **functions in consultation** with the Vice Principal, the College Council and IQAC. **Participatory management** is ensured with the involvement of all

stakeholders.

Teachers are given charge of various responsibilities. The **HoD** coordinates the activities of the department and **represents the department** in the College Council. The **IQAC** works for the **enhancement of quality** in the teaching learning process in the institution. The IQAC has **representatives from** the management, teaching and non-teaching staff, parents, alumni and college union.

The IQAC prepared '**Institutional Development Plan 2017-2022**'. The Bursar is in charge of all infrastructure augmentation and maintenance activities.

The College has an effective welfare mechanism for its stakeholders. **13.12 %** of the faculty were provided with **financial support** to attend conferences, workshops, seminars and to obtain memberships in professional bodies. **22.88 %** of the faculty **attended FDP** during the assessment period. The college has **conducted** on an average **9 administrative and professional development programmes** over the last five years for the teaching and non-teaching staff. The institution has **effective performance appraisal system** for teaching and non-teaching staff.

The college has clearcut policy on mobilising financial resources and the resources are optimally utilised. The college mobilised **40.98 lakh** as **grants from non-government bodies, philanthropists and individuals**. The college conducts regular **financial audits**.

The major achievements of the institution during the period include the construction of a **multi-purpose indoor stadium**, a well-furnished **digital theatre**, air-conditioned **conference hall**, installation of **interactive smart classrooms**, **Learning Management Systems-MOODLE**, **ERP software** to implement e-governance, **OBE** implementation, **greater campus-community connectivity programmes**, **collaborative activities** with other institutions and **participation in NIRF**.

Institutional Values and Best Practices

The institution is committed to promoting gender equity, human values and professional ethics and has always been keen to uphold its institutional values and social responsibilities. Gender sensitivity is imparted through the activities of the various clubs and cells. Care and safety measures include CCTV surveillance and round the clock security personnel. A well functioning Women's Cell, Grievance Redressal Cell, Anti-Ragging & Anti Sexual Harassment Cell, Counselling Cell and common rooms for girls are in place. The campus ensures barrier free environment with ramps, signage, tactile path etc which caters the needs of the Divyangjan.

Clubs and cells take active interest in organizing activities to sensitize students on values, rights, duties and responsibilities of citizens and to inculcate environmental consciousness, cultural, regional and communal harmony. Important regional/ national / international days are observed. Green campus initiatives include the maintenance of a plastic free campus, Butterfly Garden, and Medicinal garden and promotion of Green House Vegetable cultivation in the campus. Eco-friendly practices include use of solar panels, Rain water harvesting, vermicomposting, segregation and proper management of solid, liquid & e-waste.

The institution has few good practices, prominent among these are thr '*Grama Mithra Campus* and the '*Snehanidhi Project*'. The *Grama Mithra Campus*– College-Community Friendship, is a different initiative of St. Stephen's College whereby various units of the college conducts extension activities to promote all round growth of the region and to foster environmental and social consciousness among students. The *Snehanidhi*-

Caring the Uncared is a support mechanism of the college by which the pressing financial concerns of the students are addressed. The teachers and students voluntarily contribute to the corpus fund.

The distinctive feature of the college is its '*Concern for the society*'. The college acts as a socio-cultural and intellectual focal point and continues to contribute positively to the up-liftment of society, without any discrimination on the basis of caste or creed. Through the activities of diverse clubs and forum, the management and staff of St. Stephen's College, are committed to mould the present generation into responsible citizens of our motherland.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST.STEPHEN'S COLLEGE, UZHAVOOR
Address	ST. STEPHENS COLLEGE UZHAVOOR-686634 KOTTAYAM, KERALA
City	KOTTAYAM
State	Kerala
Pin	686634
Website	www.ststephens.net.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Lally K Cyriac	04822-240127	9446343419	04822-240709	info@ststephens.net.in
IQAC / CIQA coordinator	Jais Kurian	4822-240127	9349802181	4822-240709	jaiskurian1981@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes A1- minority certificate.pdf
If Yes, Specify minority status	
Religious	yes
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	06-07-1964			
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	30-06-1996	View Document		
12B of UGC	30-06-1996	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_1646071593.pdf
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ST. STEPHENS COLLEGE UZHAVOOR-686634 KOTTAYAM, KERALA	Rural	11.5	1115.28

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Mathematics	36	Plus Two	English	40	11
UG	BSc,Physics	36	Plus Two	English	40	8
UG	BSc,Chemistry	36	Plus Two	English	40	14
UG	BSc,Zoology	36	Plus Two	English	40	33
UG	BA,Economics	36	Plus Two	English	50	49
UG	BA,English	36	Plus Two	English	24	16
UG	BA,English	36	Plus Two	English	50	47
UG	BCom,Commerce	36	Plus Two	English	50	44
UG	BCom,Commerce	36	Plus Two	English	50	22
PG	MSc,Physics	24	Degree	English	13	13
PG	MSc,Chemistry	24	Degree	English	15	15
PG	MCom,Commerce	24	Degree	English	19	19
PG	MSc,Computer Science	24	Degree	English	30	8

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				45			
Recruited	0	0	0	0	1	1	0	2	19	26	0	45
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	3	5	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	8	4	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	5	0	9
M.Phil.	0	0	0	1	1	0	2	1	0	5
PG	0	0	0	0	0	0	8	12	0	20

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	5	12	0	17

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

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	399	0	0	0	399
	Female	321	0	0	0	321
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	91	0	0	0	91
	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	21	24	13
	Female	17	26	19	31
	Others	0	0	0	0
ST	Male	1	1	2	0
	Female	2	2	1	1
	Others	0	0	0	0
OBC	Male	46	50	38	16
	Female	63	66	75	28
	Others	0	0	0	0
General	Male	130	127	111	144
	Female	113	101	115	123
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		396	394	385	356

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	This institution aims at integrating education into a comprehensive unit, empowering students to identify tangible correlations across subjects. With this aim, the College has opted for a variety of Open Courses under the stipulations of the university for the final year students to help them combine knowledge of various disciplines as they graduate. These courses offer the students a chance to gain a holistic understanding of other disciplines. Various Add on courses are initiated by the departments and units like K.R. Narayan study centre, to enhance the scope and depth of learning. Social Welfare and Justice, Organic Farming, Communication, Presentation and Organization, Environmental awareness, sociological and political mindfulness are the different disciplines that are considered for study.
2. Academic bank of credits (ABC):	Our institution aims to foster the use of this student-oriented system and is eagerly waiting for a positive response from the higher authorities for favourable decisions that will provide better scope for the implementing of such progressive measures.
3. Skill development:	The College relentlessly pursues innovative and sustaining measures that enable students to identify their inherent talent, project their potential, and channelize them into developing a skill that will help them to secure a safe and progressive future for themselves and for society at large. By actively implementing programmes like SSP, ASAP, and WWS, the College makes it possible that every student is given fair and varied opportunities to develop themselves. Units like the NSS, NCC, CEERD etc. conduct skill-based training workshops to help students excel in their areas of expertise that will help initiate them as entrepreneurs into new areas. Along with a prescribed syllabus, the College has created a flexible curriculum that grants the student a broader space and a wider scope for realizing his objectives.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	It is with pride that our institution acknowledges and promotes our Indian heritage and traditions with the sole aim to inspire in-depth spiritual and intellectual inquiry. The College strives on a daily basis to create a youth who upholds the Indian culture by inculcating sound values and an understanding for humanity. Units like NSS, NCC and various clubs organize programmes and ensure the active

	<p>participation of students in all activities like - Yoga. Significant stress is given on promoting the use of Indian Languages through competitions and activities that are specifically conducted in this regard. Value enrichment programmes are conducted regularly to instil our youth with morals that will bring glory to our Nation.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our institution always resolves to practice clear standards that focus on observable and measurable outcomes which help to analyze the academic progress of the students. The curriculum framework is created specifically to encourage students to not only present facts but to also make complex analysis and interpretations. This approach helps to identify a student's strengths and weaknesses. The institution makes use of these processes to recognize the positive, concrete, and individual improvements of a student prioritizing their individual needs and giving opportunities to realize their full potential.</p>
<p>6. Distance education/online education:</p>	<p>The institution has worked to stay afloat amidst all the changes that the challenging times has thrown our way. Given the pandemic scenario, education evolved from normal classrooms to google classrooms, and this was efficiently handled and implemented by the institution. The faculty was trained intensively and equipped with necessary technical skills to adapt to the changing scenario. The students were encouraged to interact in virtual classrooms. Amidst the chaos created by the pandemic, the institution urged its faculty to render all educational and academic support for all the students by working on a full-time basis arranging classes on a flexible mode that was scheduled based on the connectivity and availability of the students. Video and audio lectures came into vogue and was a very convenient and efficient means of knowledge dissemination with the added benefit of retrieval and availability as per the needs of the students. Virtual and live classrooms coexisted and apart from this the institution took special care to implement blended classroom learning to ensure that all students benefited simultaneously despite their circumstances. The College stepped forward by providing many deserving students with the necessary technological facilities in cash and kind so as to reduce the digital divide. The College has renovated all the classrooms and upgraded them to high-tech classrooms with interactive boards that</p>

facilitate an efficient, interactive and progressive teaching learning experience.

NAAC

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
442	442	439	441	447
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
954	1046	1070	1076	1052
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

2020-21	2019-20	2018-19	2017-18	2016-17
97	91	83	91	92

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
359	375	361	352	339

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	60	60	60	60

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
55	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 37

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
35.14	68.50	134.30	206.85	176.97

4.3**Number of Computers****Response: 123**

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:

Affiliated to Mahatma Gandhi University, St. Stephen's College, Uzhavoor follows the syllabi of the University. However, effort is taken to deliver the curriculum in the most effective and systematic manner.

An academic calendar is prepared at the beginning of every academic year with all the details of the academic activities of the college, including programme structure, evaluation criteria, internal assessment dates, redressal mechanisms of Continuous Internal Evaluation etc. Students are also given directions regarding curricular and co-curricular activities. The same is published on the College website and is incorporated into the Students' Handbook and Calendar. Each department prepares a department action plan in tune with the academic calendar to structure its activities for the year.

The HoDs in consultation with all teachers prepare the time table and divide the syllabus and allots classes to each faculty according to their respective areas of specialization. The effective completion of the departmental action plan and semester wise teaching plan is ensured by the respective HoDs.

An orientation programme is offered to the newly admitted students and their parents on the opening day itself. A Post Admission Test (PAT) is conducted by the Departments to get better insights in terms of knowledge and skills of the students. Remedial and bridge classes are then offered to the needy students.

The Scholar Support Programme (SSP) and Walk with a Scholar (WWS) help cater to the academic needs of the students. Additional support for the development of academic, communication and soft skills is extended through Additional Skill Acquisition Programme (ASAP). Add on and Certificate courses are also offered to help the students acquire additional skills and enhance their employability.

In addition to the internal examinations, formative evaluation is done through assignments, seminars, projects and field work. The calculation of internal marks is done in an objective and transparent manner, and the scores are displayed on the notice board before it is uploaded on the University portal. The performance of the student is analysed through discussion of evaluated answer scripts and the progress is briefed to the parents through PTA meetings conducted periodically.

The College Central library with OPAC facility and access to INFLIBNET, books, journals, e-resources, periodicals and online question bank of previous University examinations further ensure the effective delivery of the curriculum.

Lecturing is supplemented by the ICT enabled curriculum delivery through power point presentations, syllabus related film shows, e- notes sharing and discussions and through apt social media platforms employed to enhance the ease and reach of learning. To complement the curriculum and keep abreast with the current trends, initiatives at the department level include subject related seminars / workshops/ quizzes,

invited lectures, interaction with experts, assignments and projects.

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:

As per the curriculum, the College prepares an academic calendar every year in tandem with the University norms. The academic calendar is provided to the students as a part of the student handbook. The departments prepare an action plan for the year which is then incorporated into the general academic calendar. Care is also taken to ensure that the co-curricular and extracurricular activities are scheduled in such a way as not to affect the academic activities of the college. The academic calendar includes the schedule of the PTA meetings, where the academic progress of the students is shared with their parents. Thus, the calendar serves as a road map to all the stakeholders regarding the academic activities of the college.

The academic calendar clearly specifies the composition of the Examination Cell which is in charge of the Internal Examinations and Internal Assessment. The Cell also deals with grievances regarding the conduct of examinations and related matters in the college. The Grievance Redressal System follows a three-tier system, at the department, the college and the University levels. The internal examination schedule comprises of announcement of dates of examination, question paper submission, return of valued answer sheets, verification and display of consolidated mark sheets on the notice board and verification by students before uploading it on the university portal. Measures are taken to ensure that the time allotted for the academic activities do not suffer due to any unforeseen circumstances. The concerned department ensures this by arranging additional classes to compensate for the deviations from the calendar. Such classes are scheduled as additional class hours in the morning and evening of regular working days or on holidays. The IQAC ensures the conduct of the programmes stipulated by each department in the academic calendar by periodical review and monitoring. Academic Audit is done every year to ensure the effective functioning of all the departments and other bodies in the college.

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: D. Any 1 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: 13

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: 67

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	18	14	10	11

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: 39.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
641	526	420	287	128

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:

Many courses in the programmes are linked directly or indirectly with the cross cutting issues. Elective courses are chosen in the relevant areas wherever possible. A total of 74 courses offered in the five year period are related to gender, environment, human values and professional ethics. The college, in addition, offers certificate programmes, skill enhancement courses and value added courses to add skills and orient students towards professional ethics.

Gender: Courses in Feminism and Women's Literature are included in the curriculum of BA English and in modules of Common Course Malayalam and Hindi, which are taught to all the students. These lessons

find a real life expression in the activities of the Women's Cell of the college.

Environment and Sustainability: In tune with the vision of the college that gives prime importance to nature, the Centre for Environmental Education and Rural Development (CEERD) has instituted the *Paristhithi Mithra Award* and conducts activities and Add on course on Environment Sustainability Training and Practices to help develop a feeling of ecological belonging and collective identity in socio-ecological systems. Besides, as per the new UGC regulations, a subject- based course on Environment Studies and Human Rights has been incorporated into the fifth semester UG syllabus. A module is demarcated for environment in common course English textbook '*Issues that Matter*' for all UG students. The Departments of Zoology and Botany offer various courses on environment and sustainability. Green Initiatives on campus include an in house Herbal Garden, Butterfly and Star gardens, green house, rain water harvesting, bio-compost units and vermi-composting units and training in manufacture of paper pens and paper bags. Nature Club organizes nature camps, field visits, study tours to places of ecological importance etc. Birds Club of the college, in association with the Birds Club International, aims at promoting interest in birds, conservation of nature and the environment. The college has an effective waste management system and landscaped the campus to control water drainage and soil erosion. These initiatives in environment consciousness add to the academic attempts to inculcate such values in students.

Human Values & Professional Ethics: Sessions by external experts on discipline specific professional ethics, soft skills, workshops on personality development and life skills etc. are offered by various departments. English for Careers - the Open Course offered by the Department of English for Semester V students deal with professional ethics, professional values etc. English for Business Communication-The Complementary Course for Model 2 English Semester 1 and 2 has course content dealing with this area. The NSS, NCC and various clubs of the college work outside the classrooms to incorporate these values among the students of the college. The institution offers value enrichment classes to all the students through classes and training programmes. Projects with special focus on cross cutting issues have been completed by various departments. Teachers and students have published articles and papers on crosscutting issues in journals and popular magazines. Life Guidance Seminar for final semester students is conducted on a regular basis.

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: 2.94

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

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

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: 31.34

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 299

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: A. All 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:

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: 82.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
313	358	390	405	405

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
461	461	429	461	467

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: 87.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
71	68	82	91	84

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 caters to students with diverse learning capacities. At the initial stage, to assess the learning levels of students the institution considers two parameters viz.

- **Marks of qualifying examination**
- **PAT (Post Admission Test)**-Departmental level entry test conducted after admission to gauge the academic level of students and identify advanced or slow learners. Departments frame the test on different parameters to analyse students. Literature students are assessed for language skills; science for reasoning capacity and commerce for fundamental accounting. Those securing below 50% are identified as slow learners and those above 50% are identified as advanced learners

Programs for Slow learners

Bridge Course conducted at department level helps bridge the knowledge gap between the syllabus of the qualifying course and the programme to which they have sought admission. It is conducted in Semester 1 before the commencement of regular classes.

Remedial sessions provide academic support to slow learners through simplified notes, reinforcement and personalized attention.

Satellite Study Groups help students with diverse learning abilities. It involves the division of the class into small groups of four or five students who take upon themselves discussion under the supervision of a teacher. Groups are formed with an advanced learner as leader of the satellite group to conduct discussions and ensure active participation of members.

Peer teaching is a practice where a teacher assigns a student, who has grasped the topic under discussion, to reinforce the same to the rest of the class.

Scholar Support Programme (SSP)- A Government of Kerala initiative to uplift under-achievers through external and internal mentoring, remedial classes and training in life skills

Archive of question papers available

Student Counselling Cell helps students deal with issues of depression and stress. An in-house counsellor in addition to the service of an external professional counsellor caters to the emotional well-being of students.

Mentoring-Students are assigned a teacher-mentor who is responsible for their academic guidance and personal counselling

Programs for Advanced learners

Best Student Project Award-Annual award initiated by PTA to students for their research attempts.

Advanced learners are guided to undertake **projects,paper presentation/publications etc and also to participate in seminars , workshops, seminars, invited talks, etc.** They are also motivated for for online courses and MOOC.

College Library facilitates access to **N-LISTe**-resources. **Magzster** provides access to 5000+ international/national magazines and periodicals.

University/Intercollegiate/Department level **programmes** etc help boost self-confidence,knowledge and skills.

Merit Day is organized annually to honour the academic, curricular and extra curricular achievements of students.

NET/PSC Coaching The PG Departments initiated UGC- NET coaching to prepare students aspiring NET and PSC examinations. Students are motivated to pursue certificate course in Tally Ace

Career Guidance is held at department/college levels to help students identify diverse career options.

Walk with a Scholar (WWS), funded by Government of Kerala, motivate students through internal and external mentoring, expert and TED talks, motivational videos etc

Cross teaching is inter-disciplinary dissemination of knowledge where teachers collaborate with other departments to help advanced learners go beyond his/her programme.

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: 17:1

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 focuses on student-centric methods to cater to the diverse learning needs of the students and make learning an experiential participative process.

◦ **EXPERIENTIAL LEARNING**

Projects/Internships/On-the-job training - All the PG and UG courses have project work as a part of the syllabus, in Semester 6. On the Job Training and internships expose students to the actual demands in the work field.

Field trips/Industrial visits/nature camps provide opportunities to understand and apply the concepts learnt in the class to real life. It helps to develop life skills and environmental awareness.

Add On courses impart experiential learning and prepare students for diverse career options.

Entrepreneurship Development Club aims at learning by doing. It imparts practical business knowledge through the setting up of stalls during fests, conduct of the college store etc.

Prof. K M Mathew Astro View Centre arranges night sky and moon watch, star gazing etc to augment the astronomical interest of students.

Well-equipped laboratories facilitate experiential learning.

Radio SSC is completely operated by students and serves as a platform for developing their confidence, content creation, technical production and communication skills.

Seminar presentations and assignments on topics in and out of the syllabus boost student confidence and inquisitiveness.

Short films by students on topics in the syllabus and social issues provide hands-on experience.

Drama performances and role-plays enable them to experiment with situations and characters and enhance the art of creative writing, performance skills and teamwork ethics.

Students are encouraged to **organize quizzes, group discussions, debates, interactions** etc among themselves.

Voluntary Community service during floods, Covid 19 etc provide exposure to real life situations and develop empathy

CEERD and Clubs focus on student participation in green initiatives and the maintenance of an eco-friendly campus.

◦ **PARTICIPATIVE LEARNING**

Face-a-Book-Challenge focusses on inculcating a reading habit in students and offers a platform for

student discussion on books and issues.

University/College/Department level programmes ensure student involvement in talks, workshops, paper presentation etc invited talks by experts from the industry and academia

Satellite Study Groups, peer teaching, debates, subject quizzes, wall magazines, paintings and graffiti etc.ensures participative learning.

◦ **ICT ENABLED LEARNING**

35 ICT enabled smart class rooms, Language and Audio-Visual Lab, Educational Theatre etc. facilitate technology assisted teaching-learning through virtual platforms like **Google Classrooms** and **MOODLE**.

Designing of online magazines, brochures, posters, invite for programmes etc. using digital knowledge allows students the scope to explore and apply their ICT skills.

Students are guided to develop e-content and present seminars using PowerPoint. They are encouraged to participate in online courses like SWAYAM, NPTEL etc

◦ **SKILL ENRICHMENT**

Cloth bag manufacturing, jewellery-making,etc provide a hands-on experience to students

Departmental manuscript magazines act as a platform for student creativity.

Additional Skill Acquisition Programme (ASAP) is a skill development initiative of the Govt of Kerala aiming to improve the employability quotient

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:

The college adopts the most effective educational tools in ICT to enrich teaching-learning experience.It ensures that its faculty adapt themselves to the changing digital needs of society.

The professional skills of teachers are honed through programmes which help them make an optimum use of ICT enabled tools. Faculty and students are encouraged to take up **MOOC Courses** and attend **training programmes, workshops** and **seminars** related to the use of ICT and thus make teaching-learning experience more effective, interactive and enjoyable

Wi-Fi enabled campus provides an atmosphere conducive to virtual learning. The college has 35 ICT enabled **classrooms** equipped with internet-enabled interactive smart board panels, LCD projectors and laptop.

The computer lab, with a total of 25 computers, acts as the browsing center for students. DST- FIST lab caters to the ICT needs of the science department and the computer labs of the Department of Commerce and the Department of Computer Science provide internet facilities for projects, experiment assessment, submission of assignments etc.

ICT amenities have also been provided in the Digital Lecture Hall, Conference Hall and Media Centre for the smooth conduct of invited talks, workshops and seminars

Language Lab with 16 computers and a smart interactive panel enables self-paced learning and helps to nurture the communication skills of students. Teachers make use of the lab to share audio-visual materials and enhance communication and soft skills, with special focus on Listening, Speaking, Reading, and Writing skills.

Faculty use Google classrooms and Moodle (<http://moodle.ststephens.net.in>) for sharing study materials and recorded lectures. You Tube videos, movies, film strips, Power Point Presentations (PPTs) and video recordings are used for effective course delivery. Learning platforms like Quizzes, Google forms etc are used for online assessments. Online submission of assignments and ICT based seminar presentation by students are also encouraged.

The College Library has been automated with library management software using KOHA. It facilitates access to N-LIST, online publications and e-resources. **Magzster** provides access to more than 5000 international/national magazines and periodicals. Information Literacy Training Programmes is available online for students –www.ststephenslibrary.com Faculty and students have open access to educational data through <http://openaccessindia.org/about-us/working-group/>

The library has also installed software to assist visually challenged students.

Students are guided towards e-content development. They have taken up creation of web-magazine, vlogs, direction, script writing and acting in short films and documentaries on social issues and topics in the syllabus.

Radio SSC, completely operated by students, serves as a platform for developing their content creation, broadcasting and communication skills.

Students are entrusted to **prepare brochures/invites/posters** of intercollegiate/collegiate/department level debates and fests, like the Quaesito - Powerpoint Presentation Competition, Prof. Celine K. Joseph Memorial All Kerala Intercollegiate Physics Quiz, LIT FEST etc.

ERP has been implemented to aid academic management through attendance recording, timetable, College Calendar, College website, teacher and student data.

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: 53

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: 12.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	6	6

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: 6.56

2.4.3.1 Total experience of full-time teachers

Response: 361

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**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The college has framed significant reforms in Continuous Internal Evaluation System (CIE) at the institute level to improve the academic performance of students by frequent and consistent analytical processes. Appropriate measures are adopted by the institution to ensure that the students are never deprived of their privileges. The faculty, students and all the other staff members are made aware of the various grading processes and to help them achieve more, dates for their seminars, assignments, internal exams and projects are announced in **CIE calendars** prepared by the college well in advance which gives the students ample time to prepare and evaluate their progress.

The students are provided with a **College Handbook** which makes sure that all the components of the Continuous Internal Evaluation process and related documents which includes the distribution of marks,

schedule for internal and external evaluation and registering of grievances are described in detail. The **Scheme and Schedule** are also given in the handbook for further information. Basic requirements and eligibility for evaluation process is made known to the students through **university website, notice boards, orientation, and class counselling**.

Staff Review meetings are conducted periodically on a departmental and college level to appraise the evaluation procedure. Great care is taken to set questions from the **Question Archive**, to help students prepare for their university exams. Every Academic year the College institutes an **Examination Cell, Invigilation Squad** and puts up **Invigilation duty list for teachers** and **seating arrangement list for students** to facilitate the smooth conduct of exams. **CCTVs** are instituted to ensure fair conduct of exams.

Valued answer scripts are distributed in a time bound manner to the students. Great care is given by the teachers to personally distribute the papers to the students thereby making it possible to give necessary corrections and valuable suggestions for their benefit. The marks of the exams and all the components for CIE assessment are **signed and verified in the A and B forms by students, class teachers, HoD and Principal** before the final marks are uploaded. After every exam a **result analysis** done at the departmental level helps to monitor a student's progress.

To help the students keep track of their attendance as to qualify for the University exams, the college has instituted a specific software with the help of **ERP by TCS Meshillogic to keep a daily and hourly record of the attendance**. Students are encouraged to make genuine and original **Assignments, Seminars and Projects**.

All **CIE related Grievances are redressed** with efficient student-oriented mechanisms with the help of specific **redressal applications** for various requirements instituted by the college based on the **Three-tier mechanism** where redressal is available at the departmental, college and university level ensuring total justice for the students.

Regular **PTA meetings** are conducted to inform the parents of the performance of their wards. Whenever necessary, the tutor recommends the visit of parents to the college for discussions about their ward.

File Description	Document
Any additional information	View Document

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

Response:

performance and evaluation are an essential element of the teaching-learning process. The College mandatorily follows a time bound and transparent system to ensure the rights of the students giving them ample opportunities to redress their grievances with efficient justifiable measures.

The institution ensures that every student enjoys the right to apply for re-tests, re-valuation, scrutiny and improvement at the college and university level. The internal marks are allotted based on defined

strategies. The marks for the individual components are distributed as A forms and the same are codified as B forms with marks of all courses. The A and B forms are **signed and verified** by the students before they are uploaded to the university site.

In case of any grievances about the CIE processes, the **Three-tier** hierarchical procedures are followed by the college as stated in the **College Handbook**. Grievances regarding the Continuous Internal Evaluation procedures (CIE) are taken up very seriously and the redressal measures are initiated from the concerned department of the student. Grievances are registered at the departments in **two different redressal application forms** that are **separately instituted** for grievances and requests. After deliberation, the HoD forwards the complaint to the principal if not resolved. The complaint is then deliberated over by the **CIE Grievance Redressal Committee** chaired by the Principal. If satisfactory measures cannot be implemented, then the complaint can be taken to the University for proper action.

The **Examination Cell** and the **Invigilation Squad** constituted every academic year, play an active role in the smooth conduct of all the internal examinations. Every semester has two internal exams. The Cell deals with the conduct of the exams and the Squad keeps track of any unfair practices during the exams. The Cell publishes a **seating arrangement list** for students on the notice board and in the respective classrooms. It also circulates an **Invigilation duty list** for teachers which is signed and verified in advance to make necessary arrangements if absence is noted. In addition to this, the **CCTVs** are regularly checked and maintained, as they work as proof and help to record any malpractices or other difficulties faced by the students. The Cell sorts out the answer scripts and distribute it department wise for evaluation. The departments then evaluate the answer scripts, and the teachers distribute them personally to the students with proper suggestions and corrections.

Complaints, letters, and requests related to university examinations are intimated to the Controller of Examinations at the University level immediately by the Cell. Such diligent interventions help to efficiently manage redressal of the students in a time bound frame. Once the University results are announced, the Examination Cell members cautiously cross-check them to assure that the grievance redressal has been carried out effectively. Withholding or delay of results, payment of fees /fine, out of syllabus questions, requirement of scribes etc are given due importance and dealt with by the Cell and the Principal urgently.

File Description	Document
Any 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 takes care to communicate the POs (Programme Outcomes), PSOs (Programme Specific

Outcomes) and COs (Course Outcomes) to the faculty and students. The POs and COs for all the UG and PG programmes are designed carefully after discussions at department level.

College Website: The POs, PSOs and COs for the programmes offered by the institution based on the syllabus framed by the Mahatma Gandhi University, are uploaded on the **college website** in simple and clear language so that students easily understand the outcome expected of them as they finish the programme and also attain on course completion. Students seeking admission to a particular programme can find details of the same on the college website.

Print version of the POs, PSOs and Cos are available in the departments, the IQAC and the Principal's office.

◦ COMMUNICATION TO TEACHERS

Department Meetings held at the beginning of the academic year ensure the communication of POs, PSOs and COs to the faculty. New faculty are acquainted of the outcomes and queries regarding the same are clarified during the meetings so as to ensure clarity before communication to students.

Staff Meetings: The POs, PSOs and COs consolidated by the departments are discussed at the staff meetings conducted at the beginning of every academic year.

The IQAC organizes **workshops and sessions** for faculty on POs, PSOs and COs, *Outcome Based Education, Bloom's Taxonomy* etc.

Faculty participation in the **syllabus revision workshops** conducted by the University is ensured. This helps the departments to keep abreast of the changes and thus put effort accordingly to help students attain the maximum benefit out of each programme and course.

Faculty members in the Board of Studies for different programmes are responsible for periodically revising the POs, PSOs and COs. Changes in the syllabus, if any, are immediately communicated to the faculty and students. Any problem in the prescribed syllabus is communicated to the Board of Studies with suggestions for rectification.

◦ COMMUNICATION TO STUDENTS

POs, PSOs and COs are well-**displayed on the website and on the Department Notice Boards.**

Orientation Programmes are organized before the commencement of the course, at **college and department** levels, to communicate to students the details of POs, PSOs and COs.

Students Handbook and Calendar contains comprehensive information regarding all aspects of the institution including the syllabus and the different programme outlines.

Faculty: Class teachers periodically discuss the outcomes during the tutorial hours to keep students informed of the scope and extent of the discipline and future opportunities. They make sure that all the students have a clear idea about the POs, PSOs and COs of their programmes. Faculty handling a particular course also explain the COs of the same in detail during class.

Bridge courses, remedial sessions and reinforcement strategies help students realize the outcomes of the programmes.

The objectives of the programme are measured through satisfaction surveys of stake holders and academic/administrative audits. The IQAC evaluates these feedbacks and necessary steps are taken to rectify the drawbacks in POs, PSOs and COs.

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:

The institution follows the assessment strategies directed by the University to analyse attainment of the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). POs and PSOs for all programmes and COs for each course are clearly outlined by the institution and assessed through internal and external methods.

INTERNAL METHODS

Continuous Internal Evaluation used to assess attainment of POs and COs. COs are kept as the core, based on which the questions for the internal examinations and topics for assignments are framed, and the attainment is assessed from the answer scripts.

Marks obtained by the student in the components of CIE viz. **class test papers, assignments and seminars**, are a part of the matrix to help map the extent to which learning outcomes have been attained. Continuous assessment through seminars, assignments and projects helps evaluate learning outcome.

Student **participation in curricular, co-curricular and extra-curricular activities** also help assess the attainment of POs and COs.

Exit survey taken from students at the end of the semester, especially from batches that pass out each year helps attain a comprehensive feedback regarding POs and COs attainment

IQAC discusses the feedback with concerned departments and corrective measures, if needed, are taken.

EXTERNAL METHOD

University Examination evaluate attainment of POs and COs. IQAC analyses programme and course wise examination results with suggestions for improvement

Projects undertaken by PG and UG students as part of syllabus is another method for assessing the COs of students.

Viva-voce conducted at the end of the programme by the University is marked as a part of project assessment

Internships and **On-the-job training** done individually or in groups help assess learning outcomes.

Pass percentage, progression of students to higher studies and **placement** are analysed to evaluate attainment of learning outcomes.

Feedback is collected from stakeholders to analyze student performance and PSO through written feedback, email and phone. They give valuable feedback regarding learning outcomes as they are direct beneficiaries of POs, PSOs and COs of their respective programmes

IQAC monitors efficiency of teaching-learning and assessment strategies and ensures attainment of POs, PSOs and COs of all programmes. The assessment is brought to the attention of College Council and Governing Body who give valuable suggestions for improvement on the basis of academic audits, stakeholders satisfaction surveys and changes in syllabus.

ATTAINMENT

Programme Outcomes and Programme Specific Outcomes are accomplished through curriculum.

Question papers are prepared based on Bloom's Taxonomy to assess attainment of COs. Each question satisfies a CO and evaluation is based on these COs.

Department Board of Studies decide the cut-off percentage for CO attainment. To analyse the CO-PSO mapping, IQAC formulates a matrix to decide the extend of correlation on which CO-PSO mapping is analyzed. The average correlation level is calculated for all POs and PSOs for each course at the end of the programme.

PSOs are measured using the weighted average method with grade points on a scale of 10. Using this weighted average the percentage for attainment level for each discipline is obtained.

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: 77.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
275	285	269	282	237

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

2020-21	2019-20	2018-19	2017-18	2016-17
358	353	356	351	320

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 49.54

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)

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	1.24	0	43.3

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: 7.27

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: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	3	0	4

3.1.3.2 Number of departments offering academic programmes

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

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 institution promotes ideas that envisages its vision and mission. **Business Incubation Centre (BIC)** fosters students' first-hand experience and encourages self-reliance, experimentations, innovations, and entrepreneurship skills by providing infrastructure, mentoring space, and learning ecosystems. Its objective is **to coordinate department-wise- innovative practices and inculcate entrepreneurship** awareness among students under the **ED club**.

Through this platform, students and teachers can interact with various stakeholders like local communities, industries, and other academic institutions, and they get **empowered through quality training and workshops**. Expert trainers help produce product-ideas and develop them as market-oriented and commercial. The teachers disseminate their scientific and experimental knowledge through invited talks and books or article publications.

The BIC motivates and facilitates students' participation in **young innovators' programmes**. Departments

& Clubs organise **innovative subject-wise practices sponsored by PTA** that help develop students' scientific and creative spirit.

One of the unique activities of the BIC is the **organic farming** of vegetable saplings by the students on campus. They distribute these farm products among staff and students at reasonable prices. **Jewellery making, paper pens, bags and cloth-mat making; soap and detergent making; mask and sanitiser making; mushroom cultivation; herbal garden maintenance; aquarium management; apiculture; vermicompost and biofertilizer preparation** are other activities that led to the students earning or special appreciation. The BIC's **food fest** also aids to develop students' entrepreneurial ability. Students take pride in distributing their handmade crafts that can be used as home décor and gifts. **LED bulb making** is yet another activity the BIC undertakes. The BIC helps the students explore the **world of mass media**, and get ample chances for scriptwriting, direction and acting via supplementing Radio SSC and financing short films. The BIC's training also boosted the IT skills and specific hidden talents in some students who engage in creative and money generating activities.

The young dedicated band of college entrepreneurs could tackle the challenge of unemployment led by the Covid pandemic by using **innovative start-ups** to generate jobs. The training given to them by the BIC helped to begin start-ups such as a cafeteria, fitness training centre, web designing and service centre, cattle farm, fish farm and baking crests. The students started earning through various enterprises- embroidery business; handmade crafts; stitching and logos, posters and brochures designing.

The institution always **supported students to channelise their passion into a successful business**. Anju Antony, M. Com, 2019-21 Batch student, who has her passion for drawing, colouring and handcrafts, was identified by their teachers and was allowed to develop and exercise her skills by taking classes for other students in association with the BIC. Faculty and students were amazed by her embroidery works and approached her for handicraft products; as a result; she gained monetary benefits. During the lockdown, she created a **web page @hilo_hoops**, showcasing her embroidery skill. The talents she acquired as part of her training here ensured lucrative benefits and fame for her.

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: 32

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	5	3	6

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: 1.25

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 5

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: 0.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	11	14	6	5

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: 0.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	3	3	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:

In consonance with the mission of the institution, the units like **NSS, NCC and CEERD** focus on sensitising students about social issues to mould them socially responsible citizens with a solid commitment to man and nature.

The NSS unit of the college adopts at least one village every year. As part of the '**Jaivam -2017**' the **Organic Farming Campaign**, the NSS unit of the college adopted 13 wards of Uzhavoor Grama Panchayath, and the volunteers visited 3688 households and conducted awareness programmes. Our **NSS unit received a Certificate of Appreciation from Mahathma Gandhi University, Kottayam** for outstanding performance in 2019 and a **Certificate of Merit** in 2018.

The NCC Unit of the college undertook various extension activities like **cleaning nearby water bodies and the K. R. Narayanan hospital, Uzhavoor**. They helped **shift the Public Health Centre to the New Building**.

The CEERD aims at environment protection awareness and rural development through student participation. Under the coordination of the CEERD, the college offered a **Covid Helpdesk, 'Koodeyundu St. Stephens'**, to cater to the needs of the residents of Uzhavoor and Veliyannoor Panchayats. The college offered various services to the community as part of this scheme.

The students of NSS, NCC, and CEERD came together during the devastating floods in 2018 to provide **relief to the flood-affected areas** by providing physical labour, financial assistance, food, study materials, clothing, sanitary materials, and other essential items. After the floods, students came forward with great compassion to clean up the flood-affected areas. This institution collected 2423 notebooks and handed them to the Tehsildar, Meenachil Taluk, for the scheme "*Kuttikku Oru Kutti*" (A Child for A Child), declared by the esteemed Collector of Kottayam as part of flood relief.

The **Health-Infonet** is a platform for collaboration of more than 50 institutional and health care organisations aiming to disseminate health literacy, especially during the covid- pandemic. The students were able to reach out to the grassroots of society to understand their health-related ignorance and create awareness regarding different health issues and the methods to adopt to experience better health and well-being through its web portal, <https://healthinfonet.teachable.com>. Health-Infonet received the appreciation of the Health Minister of Kerala in 2018, and the One MP- One Idea programme of Kottayam District selected it as one of the eight best projects.

The NSS and the CEERD members helped farmers of Uzhavoor Panchayat to register in AIMS (Agriculture Information Management System) App, and they **could ensure 100% registration of the farmers of Uzhavoor Panchayath** through the application in which their details were uploaded and saved.

Microbiological Analysis of Water Samples of the neighbourhood, GST Awareness Campaign to the merchants of Uzhavoor and Kuravilangadu Panchayaths; Financial Literacy Programme during demonetisation; LPG Safety Clinic and LED Bulb-making; Soap, Sanitiser & Detergent Making and Mushroom Cultivation Training for the public are some other community engagement services offered by the college.

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:** 20**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.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	8	4	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, Government and Government recognised bodies during the last five years**Response:** 105**3.4.3.1 Number of extension and outreached 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**

2020-21	2019-20	2018-19	2017-18	2016-17
29	17	28	12	19

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:** 100**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**

2020-21	2019-20	2018-19	2017-18	2016-17
954	1046	1070	1076	1052

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:** 17**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	4	2	6

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:** 18**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**

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

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:

Crowning a hillock in majestic splendour and set against a lush verdant backdrop, the college has an ambient atmosphere that spans an area of **11.5 acres with a built-in area of 11153.28 sq. metres**. In line with the goals of the Kothari Commission on Education, the college serves as a beacon of hope and upliftment for a largely socio-economically backward student group. The college provides adequate infrastructure to nurture the academic interest of students and ensures optimum facilities for the curricular, co-curricular, and extracurricular activities.

The **Main Block** houses the offices of the Principal, Bursar, IQAC, Examination Centre, the Guest room, Record Room, Educational Theatre, Conference Hall, Media Centre, K. R. Narayanan Museum, SSC Radio, Heritage Museum, Activity Hall, Seminar Hall, System Administrator's Office, Language Lab, College Library, Science Laboratories, Prayer Hall and Departments. The **Golden Jubilee Block** accommodates Self-financing Departments, Computer Labs, office spaces of NSS, NCC, CEERD, DSS (Director of Student Services), Business Incubation Centre, K. R. Narayanan Study Centre. The **Chazhikattu Hall**, the college auditorium with **1000 seats** is in a separate block that also houses a student's cooperative store.

The college has **35 ICT-enabled classrooms with LMS (Moodle)** access, eight adequately ventilated **science laboratories** equipped with sophisticated infrastructure, and **six computer labs**. **Wi-Fi connection of 200 Mbps** bandwidth offers continuous Internet connectivity. The **Language Lab** offers a structured language learning experience and serves to fine-tune the linguistic skills of the students of our college. All departments have computers and laptops with direct LAN connectivity. **A total of 123 computers and 11 laptops cater to the student community.**

A well-stocked and spacious **College Library** with a built-in area of **348.48 sqm** together with the post-graduate and research sections has an ample collection of books and online databases. The **Smartphone Digital Library Initiative** assists visually challenged students to avail academic documents in an accessible format.

The College takes pride in **Bishop Tharayil Memorial Education Theatre** (127 seats) lauded as one of the **largest facilities of its kind, in aided sector colleges of Kerala**. It offers a venue to host conferences, seminars, film screenings, and opens up the possibilities for edutainment. The **State-of-the-art Archbishop Mar Kuriakose Kunnachery Memorial Conference Hall** supports video conferencing, webinars, and administrative meetings.

In reverence to the legacy of the former President of India, the college has instituted a **K. R. Narayanan Chair for Social Justice**. **K. R. Narayanan Study Centre and Museum** established with the assistance of UGC aim to generate intellectual curiosity and multidisciplinary learning. The **Adv. Joseph Chazhikadan Chair for Regional Development Studies** commemorates the visionary architect behind the inception of our institution. **Prof. K. M. Mathew Astroview Centre** helps promote interest in astronomy and general

scientific awareness.

The college offers **parking spaces** for faculty, students, and guests. Hygienically maintained washrooms and regularly serviced water coolers are made available to students. The **canteen** offers hygienic food at subsidised rates. **Hostel facility** is available for girl students and college staff. **Surveillance Cameras** installed in the campus help monitor discipline.

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:

St. Stephen's College takes pride in its exceptional infrastructural facilities for sports and cultural activities.

The college has been one of the forerunners in the sports and games arena in the state of Kerala with its excellence in sports training for Volleyball, Judo, Cricket, Football, and Badminton. **Sr. Goretti Memorial All Kerala Volleyball Tournament for Women, Bishop Tharayil Memorial Volleyball Tournament for Men, Bishop Kuriakose Kunnachery Sacerdotal Golden Jubilee Memorial All-Kerala Football Tournament, and Golden Jubilee Memorial Shuttle Tournament hosted by the College are some of the earliest intercollegiate tournaments in the University.**

The College has inherited the **rich athletic legacy of our former faculty Prof. Sunny Thomas, India's celebrated shooting coach, and Dronacharya awardee.** The college has contributed many excellent sportspersons like **International Volleyball Player Mr. S. A. Madhu, National Athlete Mr. Binu Peter, and National Shooting Champion Ms. Sruthy Gopinath.**

The **UGC-funded Multipurpose Indoor Stadium, with a built-in area of 6889 Sq. ft** contains one court each for basketball, volleyball, ball badminton, and three badminton courts. The facility offers quality sports infrastructure for the conduct of tournaments and fosters the development of sports at the grassroots level. The **Health and Fitness Centre**, established with grants from **UGC and the Ministry of Sports and Youth Affairs**, is furnished with advanced facilities. This facility focuses on developing physical fitness and is open to staff, students, alumni, and the general public.

The **spacious sports ground** with a verdant backdrop that spans an area of **5382 sq. ft.** is used for athletics and football. The **multipurpose playground** that spans **2356 sq. ft.** has a volleyball court, basketball courts, a ball badminton court, a lawn tennis court, and a Kho-Kho ground. The college maintains **high-quality sporting equipment** like Judo Mats which are also lent to the University for competitions. Specialized coaching for Football and Volleyball is made available for students.

The spacious Chazhikattu Auditorium with 1000 seats is the **venue for cultural programs** like Arts Fest, College Day, Onam, and Christmas Celebrations. It offers **space for indoor games** like Chess, Carroms, Table tennis, Taekwondo, and Yoga training. **Media Centre** is a multipurpose space that hosts films shows, documentary screenings, cultural talks, etc. The **Seminar hall** is used for the conduct of cultural events and workshops. The **Activity Hall/ Meditation Centre** is an ideal space for the practice of cultural events and the conduct of yoga classes.

The Celebration Committee, cultural clubs like Music and Dance Club, Drama Club, Quiz Club, Oratory and Debate Club, Photography Club, Folklore Club, etc. along with department wise associations frequently organize meetings, training, activities, and workshops to **ensure the optimal utilisation of all infrastructure and thus promote the cultural talents of students.**

The **Front yard of the College** and the **College Sports Ground** is also used for cultural programs like Onam Rallies and Street Plays. The **Prayer Hall** is a welcoming abode catering to spiritual and mental development of our students and venue for meditation.

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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 37

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: 20.74

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five

years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	138.4	65.13

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 Central Library with a total area of **348.48 sq meter** and a **seating capacity of 150** has attained the position of a **1st Grade Library** with **34,054 books**, **65 print periodicals**, **6000+ e-journals(N-LIST)**, **5000+ online magazines (MAGZTER)** and a subscription of **10 newspapers**. Its holdings in terms of books, journals, learning materials, and technology-aided learning mechanisms are organized in a way that optimises teaching-learning activities and research.

Purchase proposals are invited from departments and students at the beginning of each academic year. **The Principal** in consultation with the **Library Advisory Committee** and the **Librarian** sanctions the purchase utilising the Management and Government funds.

Library Automation

Since 2013 the library has been fully automated using 'KOHA', a user-friendly open-source **Integrated Library Management Software** which has a number of advanced features with regard to resources and its availability. It helps provide a handful of attractive interfaces, like quick search and access, Web-OPAC, and the feasibility of integrating new technologies like RFID. Using the Koha software, the institution has made the **Online Public Access Catalogue (OPAC)** available to enable author-based, subject-based, title-based, and publisher-based search facilities.

Name of ILMS Software : **KOHA**

Nature of Automation : **Fully**

Version : **20.11.03**

Year of Automation : 2013

Library Website

- The Library website link is: <http://www.ststephenslibrary.com/>
- The Website lists the services offered by the library for users and provides links to other information resources. A digital reference page is also included on the website where users can post their academic queries.
- Request for hosting digital versions of previous year's question papers through the library website was approved by Mahatma Gandhi University and simultaneously a university order was issued instructing the University examination wing to do the same in the coming years.

Library Support Services

- Electronic Resource Management Package for E-journals /E-books.
- Subscription to UGC (INFLIBNET) E-books and E-journals via N-LIST.
- Anti-plagiarism software URKUND is available.
- Offers a user orientation programme on library services, and an add-on course in Information Literacy / Research and Publication ethics.
- **Dr. APJ Abdul Kalam Memorial “Kalam Corner” is instituted.**
- **Reference assistance** to students to help search books and journals required for projects and assignments.
- **New books** are purchased on request from staff and students.
- The service of a **qualified and competent college librarian**, who has been invited as a resource person to various seminars and workshops in reputed institutions including UGC-HRDCs helps to motivate both faculty and students.

The General Library and its Facilities

- The library functions on all working days from 9.00 A.M to 5.00 P.M.
- Books are bar-coded with accession numbers
- **Open Access System** is followed in the college library.
- Special arrangements for Divyangjan and **Smartphone Digital Library Initiative** powered with the necessary software to assist visually challenged students.

- Repository of print and digital publications.
- Access to e-books and e-journals through INFLIBNET and N-LIST.
- Collection of 34054 books and 10 online databases.
- Resources catering to competitive examinations, NET Coaching, Civil Service etc.
- Library Advisory Committee initiates policy decisions.
- Reprographic facility.
- CCTV surveillance.

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: 1.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.308	2.136	2.54	1.86	2.12

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 latest completed academic year

Response: 9.22

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

Response: 93

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 academic and administrative spaces of the college have been modified by integrating information and communication technologies to meet the novel demands and challenges of the post-pandemic higher education sector.

The College has a leased line of **Optical Fiber Cable (OFC) internet connection**, the bandwidth of which was systematically updated from 50 Mbps to 200 Mbps. **All classrooms and staffrooms have LAN ports through internal networking** which ensures best-in-class network speed without interruptions. **Enterprise Resource Planning Software** (Meshilogic software) installed in February 2017 is maintained by TCS. The college has a **well-maintained website** with facilities for online admission and online fee

payment. The traditional attendance marking system of staff was replaced with the **technologically advanced Biometric attendance system** in 2020.

The **well-equipped and fully automated library** follows the **Open Access System** where students and teachers have access to digital resources, e-books, and e-journals through **INFLIBNET- N-LIST**. Using the latest version of **KOHA software**, the institution has made the **Online Public Access Catalogue (OPAC)** available to enable author-based, subject-based, title-based, and publisher-based search facilities. The library has computers for students and staff for consulting previous question papers, thesis, e-books, and e-journals available in the INFLIBNET portal. **The Library Management Software** helps in stock keeping, ease of issue, and return of books. **Anti-plagiarism software URKUND** is made available to research scholars. Specialized training and hands-on expertise are offered to research scholars in **Reference Management Software**.

All departments have ICT-enabled classrooms equipped with interactive panels/ smart board and projector. The Departments of Chemistry, Commerce, Zoology, Physics, and Computer Science have their own computer labs with 90 computers designated for their lab and project works. **The DST- FIST computer lab offers a virtual lab facility** to science students that enables practical laboratory learning in a safe and interactive environment. **The Language Lab** with fifteen computers and an interactive panel is a technologically enriched language learning platform. The lab has regularly updated inbuilt resources to train students in various International Languages thus improving their communication skills and employability.

Request forms are forwarded by Heads of the Departments to the Bursar through the Principal when upgradation or maintenance requirements arise. The **System Administrator** looks into the concern and offers resolution. When specialised support is required, external authorised service providers are brought. System Administrator ensures **regular software updates and antivirus installment** in all computers and networking systems.

The state-of-the-art **Bishop Tharayil Memorial Educational Theatre** is an educational innovation that helps translate the goals of **edutainment** (education through entertainment) which has gained popularity in a post-pandemic world. Our fully air-conditioned **Archbishop Mar Kuriakose Kunnachery Memorial Conference Hall** is equipped with the latest audio-visual facilities to support live video conferencing, webinars, and private administrative meetings.

The **Central Public Address System**, reprographic tools like printers, photocopiers, and scanners are regularly serviced and upgraded. **Recording room** with digital cameras for audio-video content production is available. The **surveillance camera facility** was newly upgraded to ensure centralised and uniform coverage of the entire campus.

File Description	Document
Upload any additional information	View Document

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

Response: 8:1

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: 68.68

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)

2020-21	2019-20	2018-19	2017-18	2016-17
32.75	59.03	118.75	56.08	85.85

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:

The Management of St. Stephen's College through frequent monitoring by several committees strives to

satisfy modern standards and assures a systematic procedure for the preservation and maintenance of infrastructural facilities. **The Purchase Committee and the office of the Bursar in cooperation with Management plan the budgetary provisions for the various requirements** linked with the maintenance and care of the infrastructure at the start of each financial year.

The **Maintenance and Repair Committee** under the leadership of the Bursar is in charge of all maintenance and strives to fill any gaps in infrastructural, academic, and support facilities. Additionally, the **Purchase Committee, Building Committee, UGC Planning Board, Campus Beautification Committee, Canteen Committee, NEP Implementation Committee, and Library Advisory Committee** constantly monitor and evaluate the requirements of the college. All policies ensure the optimal utilisation of the provisions and facilities of the college to ensure a balanced academic environment for the students.

A **regular cleaning crew** efficiently takes care of the general upkeep and hygiene of the campus. Dedicated **trash cans** are set up across the college for **biodegradable and non-biodegradable wastes** to ensure responsible waste management. A **full-time mechanic** ensures the maintenance of the physical infrastructure of the campus. During the summer break, the college **Management coordinates the routine maintenance and repair works** borne out of wear and tear by delegating it to contract personnel. **Periodic painting and beautification of buildings and labs**, upkeep of gardens, and overall landscaping are also undertaken with zeal to enhance the ambience of the college.

Additional and miscellaneous maintenance works, if any, are taken up around the year as and when required to ensure the effective utilisation of facilities. As per requirements and needs, **Request Forms** for repair and maintenance of college facilities are filed by the heads of various Departments. **These are received and scrutinised by the Principal and forwarded to the Bursar who then initiates the processes for maintenance.** ICT facility maintenance is redirected to the **system administrator** and for specialised support, external authorised service providers are brought in. The **maintenance stock register** helps keep a track of maintenance/ upgradation required, which are resolved at the earliest.

CLASSROOMS

The college has **spacious and well-ventilated classrooms** in compliance with the university norms. All the classrooms are **numbered and regularly maintained.** Classroom utilities like benches, desks, lecture stands, and chairs are numbered for ease of maintenance. All the classroom infrastructure is routinely cleaned. Out of the 35 classrooms, **thirteen classrooms are equipped with interactive panels, nine classrooms with smart boards with projectors, and the remaining with provision for mounted projectors.** All classrooms have ports for direct LAN connection which ensures best-in-class network speed without interruptions.

Aside from academic purposes, the state-of-the-art ICT-enabled classrooms are a huge asset to the community as well. These are occasionally made use as **private and government examinations venues**, for webinars, art competitions, and film festivals conducted as part of various co-curricular and extracurricular activities of the college.

COMPUTERS AND ICT FACILITIES

Computer Labs, College Office, Language Lab, and the Central Library are supplied with UPS for regular

power backup. **Campus Wi-Fi facility with a bandwidth of 200 Mbps** is maintained by BSNL and KeralaVision. Computers, projectors, printers, photocopiers etc are regularly serviced and efficiently reused in an attempt to reduce e-waste.

The College has appointed a **System Administrator** to provide regular support services and maintenance for ICT equipment and UPS systems. **Timely software updates and installation of anti-virus packages** are done to ensure proper network security and privacy of all Computers and laptops. Enterprise Resource Planning Software (ERP) is maintained by TCS (Total Campus Solution). **The College's website** is managed by AXMOR Technologies. KM Technologies maintains the **smart boards and projectors** and BenQ maintains the **interactive panels** installed in the classrooms

LABORATORY

At the end of every academic year, HoDs submit a report on the working status of the equipment used in the department laboratories. **Chemicals and glassware are inspected annually, and a stock book keeps track of all laboratory equipment.** The Purchase Committee invites quotations of the materials in the laboratory and maintains their stock as per needs. Repairs, upkeep, and upgradation of laboratory and specific types of equipment, are completed by utilising PD account funds/ management fund/ department funds/ funds obtained from UGC and State/ Central Projects

Regular maintenance and periodical inspections ensure the safety, performance, and accuracy, of electrical and chemical equipment. **The assistance of qualified external technicians is sought if necessary.** Proper orientation is given to students regarding the use of laboratory equipment, dress code, disposal of waste, safety measures, first aid tips, etc on a regular basis. Management of laboratory waste is as per green protocol.

LIBRARY

With a collection of over **34,054** books, our library was recognized as a **1st Grade Library**. The Librarian supported by the **Library Advisory Committee** supervises the requirements and maintenance of the central library. The library is well-maintained and updated to meet the changing needs of the academic community. The library is **automated using 'KOHA'**, a well-known Integrated Library Management Software that has advanced features, enabling the College library to become more user-friendly. Books, manuscripts, and reports are maintained with special care by the library assistants and all books are marked, classified, and systematically placed on the racks for easy retrieval. **Annual stock verification** is done and missing books are replaced by the concerned person or compensated with a fine. Books that are less damaged are re-bound. The **facility for research reference** is offered to scholars from other institutions and the local public, at request.

SPORTS FACILITIES

The college maintains a **multi-purpose indoor stadium** comprising 3 badminton, 1 ball-badminton, 1 basketball, and 1 volleyball court. The well-maintained, multipurpose college grounds are made available for the conduct of sports activities. The Health and Fitness Center is maintained in working condition and the equipments are regularly serviced and new equipment is purchased as the need arises. Ground leveling and repairs for courts and other sports grounds are done annually during the midsummer vacation in the months of April-May.

File Description	Document
Upload any 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: 60.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
476	713	656	648	686

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: 13.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
155	168	151	105	116

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships 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: 17.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
134	188	186	194	204

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

5.1.5 The Institution 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: 13.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	24	51	50	95

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: 180.22

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

Response: 647

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: 24.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	22	39	52

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	83	113	87	147

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: 117

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.

2020-21	2019-20	2018-19	2017-18	2016-17
28	27	19	14	29

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:

Students are the major stakeholders of the institution and care is taken to ensure their representation and participation in the administrative, academic, co-curricular and extra-curricular activities.

The College has an active **Student Council** elected by the parliamentary mode of election as per the stipulations of the university. The Student Council consists of a Chairperson, Vice Chairperson (reserved for female students), General Secretary, two University Union Councillors, College Magazine Editor, Arts Club Secretary, Sports secretary, two lady representatives and both girl and boy representatives from every class.

The Student Council on behalf of the students puts forward suggestions and grievances before the Principal and the College Council after which necessary steps are taken for redressal by the same. Periodical formal meetings of the Council members, class representatives and departmental association secretaries are convened to chalk out the co-curricular and extra-curricular activities.

The College ensures student participation in core decision making and implementation procedures by including them as members of the **College IQAC**. This enables the management to understand the problems faced by them with regard to infrastructure, teaching- learning processes etc. Two student representatives are included in the **Grievance Redressal Committee** where complaints lodged by the students are redressed and resolved. Their presence ensures an objective redressal mechanism that is student-centred.

The **Library Advisory Committee** consists of a student representative to posit their concerns and recommendations on library facilities. Student participation is made mandatory in other cells such as **Mobile Inspection Squad, Anti-Ragging Committee, Anti- Narcotic Cell, Anti-Sexual Harassment Cell, Discipline Committee, Canteen Committee, Grievance Redressal Committee, and Women's Cell**.

Walk With a Scholar (WWS) and Scholar Support Programme (SSP) have student representatives in the college level monitoring committee. Students Council in unison with the **Celebration Committee** organizes institution level programmes and encourages student participation. **Inter-collegiate, University/ State/ National level sports and cultural events, Onam and Christmas celebrations, College day, Food fests, Arts festival, invited talks, debates, competitions, exhibitions etc** are carried out under the effective leadership of the Student Council for the benefit of students.

The elected **Sports Secretary** coordinates college level sports activities and thereby encourages a spirit of sportsmanship among students. **Department Associations** with student executive committees help to provide appropriate arenas for showcasing their talents. **Drama Club, Debate and Oratory Club, Nature and Birds Club, Entrepreneurship Development Club, Folklore Club, Dance and Music Club, Quiz Club etc** function for students under the supervision and guidance of teachers.

The effective participation in **NSS** helps to inculcate in the students a sense of dynamic involvement in society that instils in them a sense of responsibility. The **NCC** helps to mould patriotic, disciplined as well as socially oriented student communities. All the students are compulsory members of **CEERD**, with representation of two students from each class to the executive body. The College Magazine spearheaded by the Magazine Editor mirrors the literary and aesthetic talents of students. **SSC Radio**, a student initiative, acts as a medium for voicing their issues and to enable them to get training in broadcasting skills.

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: 116.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
116	117	120	101	128

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:

The Alumni Association of St. Stephen's College, ALMASS, strives to promote an endearing relationship between its former students and the Alma-Mater. The association instills in its members a spirit of loyalty to the college in which they studied. It is officially registered under the Travancore- Cochin Cultural, Literary, Scientific and Charitable Societies Act 1955 (Reg. No. KTM/505/02) on 24th October 2002.

ALMASS, the association of illustrious galaxy of alumni, expands beyond its physical campus with Alumni Chapters in UAE, Kuwait, Qatar, Dubai, U.K and state wise chapters in USA. Every year, the Alumni are convened at the college on the Sunday that precedes Christmas. Such gatherings witness the active participation of not only the Alumni members but also the current and former faculty of the college. The achievements of alumni members are acknowledged and appreciated on such occasions. Vivid cultural programmes are conducted in connection with the annual meetings. However, even during the Pandemic period, the alumni met through the virtual platform and this reflects their bonding with the parental institution.

In addition to the college alumni get-togethers, departmental Alumni gatherings help to establish a strong alumni network. Some of the present faculty are members of the alumni association and they have a significant role in maintaining a strong relationship of the alumni with the Alma Mater.

Since its inception, the Alumni association has provided ardent support, both financial and non- financial, to the institution in fulfilling its goals. It organizes academic as well as student beneficial programmes conducts student welfare activities.

FINANCIAL CONTRIBUTIONS

- **Infrastructural development-** The alumni contributed a considerable amount for the Installation of ICT Enabled Interactive Smart boards in the classrooms.
- For **the Golden Jubilee Celebrations**, the alumni contributed an ample amount.
- **Sponsoring** events like department fests and competitions.
- The alumni **institute awards, initiate endowments and cash prizes and provide financial support** to the deserved students.

NON-FINANCIAL CONTRIBUTIONS:

- **Dr. K. R. Narayanan Memorial Lecture Series** has been conducted since 2006, with invited talks by renowned and eminent scholars.
- **Academic Interaction:** Prominent alumni as resource persons share their expertise by interacting with the students of the college.
- Every year **Dr. K.R. Narayanan Memorial Intercollegiate Elocution Competition** is conducted with the help of ALMASS. This event witness's active student participation from various colleges in Kerala.
- **IQAC:** Alumni ensures active involvement in IQAC's quality enhancement initiatives.
- ALMASS has always been at the forefront to organize expert talks and media debates.
- **Guidance and Support:** Distinguished alumni such as Members of Parliament (MPs) Members of Legislative Assembly (MLAs) and members of local bodies work hard for the upliftment of the college.
- **Department Alumni** mark their gratitude by honoring the former faculty. They take initiatives for conducting Lecture Series and panel discussions.
- **Alumni feed-backs** collected immensely valuable for the institutional assessment and progress.
- **Foreign Chapters** organize programmes and competitions for the students.

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. Stephen's College, Uzhavoor, is a **minority co-educational institution** run by the Catholic Archdiocese of **Kottayam**. The institution is an academic fraternity dedicated to its vision and mission on which its quality policies are framed.

VISION

The vision of the college is to **reach out to the star of human excellence based on the love of God and service to mankind as modelled in Jesus Christ, in a background of Indian heritage so as to produce intellectually trained, morally upright, socially committed and spiritually inspired citizens.**

MISSION

To fulfill our vision, we aim:

To attain holistic development of the individual through academic excellence coupled with a strong commitment to man and nature.

Vision and Mission are **communicated** to different Stakeholders via college '**handbook and calendar**', **website, notice boards, etc.**

Governance Mechanism

Manager is the ex-officio president of the Governing Body and has the power of appointment. He provides guidance and support to the Principal in all administrative, academic and financial matters. He is the ultimate authority on policy matters. **Governing Body** is the apex body for governance and management with the Auxiliary Bishop, the Manager, Education Secretary, Academic Director, the Principal, eminent academicians and administrators as members. The Governing Body gives timely directions to IQAC to give inputs for the preparation of strategic plan as per the vision and mission of the institution.

Academic Director advises and motivates the Principal and the faculty on the need and means to attain and sustain certain benchmarks of quality in the educational services of the institution.

Principal is the academic and administrative head of the institution. Principal decides internal matters and takes important decisions in consultation with the College Council and IQAC. The

Principal imparts timely instructions to the heads of departments through council meetings and staff

meetings.

Vice Principal assists the Principal in administration and discharges duties in the absence of the Principal. **Bursar** is in charge of the infrastructure development and supervises construction, maintenance and installations of infrastructural requirements.

Internal Quality Assurance Cell (IQAC) is the pivot of quality sustenance in the College. It advises on matters related to strategic planning, quality initiatives and infrastructure development. IQAC is in charge of framing various policies.

College Council discusses all the major programmes and issues in the College and supports the Principal in the administration of the institution.

Heads of Departments are vested with authority concerning matters within the department. He / She communicates the operational policies of the college to the faculty and students. HoDs convene regular department meetings to ensure quality in the teaching-learning process.

Class teachers are responsible for their assigned classes. **Faculty** interact with students and handle sessions as per work allocation, executes responsibilities regarding clubs, committees, curricular, co-curricular and extra-curricular activities.

The college runs in harmony with the **vision and mission ascribed by the founders**. The tenements of **effective leadership, committed teaching** and **congenial fraternity** are certainly visible. Prudently planned activities concentrate on the **holistic development of the students**.

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 institution ensures **decentralised governance** through **delegation of authority** at various levels. **Faculty** members are **encouraged to make suggestions** on academic/administrative/co-curricular and extra-curricular activities. The students are also allowed to make their opinions and suggestions as they have sufficient representation in all important decision making bodies and committees.

Case Study

The practice of decentralization and participative management is **clearly manifested in the construction of the Golden Jubilee Block**.

The **desire to augment** the institutional infrastructure was put forward by the stakeholders. **Infrastructural requirements** were framed in a participative manner with due regards to the **opinions of the staff and students**. The requirements included additional **class rooms, separate rooms** for co-curricular activities /clubs, **computer labs** and **wash rooms**.

The **Building Proposal** formulated after careful scrutiny of the proposed requirements, was presented to the Governing Body for approval. **Approval** for the same was granted after due deliberations. The **plan** and **estimate** were drawn up considering the various requirements proposed by the different stakeholders.

The responsibility of executing the plan was vested with the '**Building Committee**' which consisted of the Vice- Principal as convener, Governing Body Representative, Principal, faculty representative, alumni representative and external expert as members.

The '**Building Committee**' met frequently and discussed the progress and challenges with regards to the building construction. The finance committee was given the **responsibility to mobilise funds**. The cooperation of the teaching and non-teaching staff, alumni and other well-wishers was sought.

Staff members on roll during the academic year contributed **Rs 44,60,300/-** to the fund with **Rs 1 lakh per teaching faculty** and **Rs 50,000 per non-teaching staff**. The retired faculty also contributed generously including sponsorship of class rooms in the new block. **Fund raising campaigns** under the flagship of the Alumni Association took place in different parts of the world. **The support of parents and students** through coupons was sought. The **PTA sponsored** the **public addressing system** for the new block. The Golden Jubilee Block was **blessed in May, 2016**. The building houses **9 Classrooms, 2 Computer Labs, 1 Staff Room** and **separate rooms** for NSS, NCC, CEERD, K R Narayanan Study Centre and additional wash room facilities.

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 develops strategic plans with the involvement of all stakeholders. All such initiatives are firmly rooted in the institutional vision and mission. IQAC formulated '**The Institutional Development Plan**' (IDP) for the period 2017-2022. As stated in the IDP, measures were taken to strengthen the relationship between the campus and the community.

Activity implemented: "GRAMA-MITHRA CAMPUS"- College-Community Friendship

In order to provide holistic education through character formation, concern for fellow beings and nature is essential. It will help the students to become citizens with a sense of social responsibility. To actively participate in community life and create eco-rural consciousness among students, '**The Centre for Environmental Education and Rural Development**' (CEERD) is in existence since 2001. **Koodeyundu St. Stephen's** (*St. Stephen's is with you*) is a novel venture of the college that comprises community driven schemes to assist the people in the local area. **Snehanidhi**, was initiated as a helping-hand for needy students and incorporates initiatives like **Lend a Hand** that has voluntary student contributions. **Health Infonet** – an online health information dissemination portal, attempts to **end confusion on health-related matters among the public**. All these initiatives together constitute **Grama-Mithra Campus** – the college's attempts to befriend the local community.

Deployment Process

Koodeyundu St. Stephen's, was an initiative to offer COVID-19 help-desk support services such as Vaccination, Doctor, Blood donation and Emergency. Aid is also offered to local hospitals, based on requirements, including donating a water heater to the Domiciliary Care Centre under Uzhavoor Panchayat and chairs to the KR Narayanan Hospital. The college also worked as a COVID testing center as and when required.

Under the initiative of CEERD, there are various community outreach projects such as helping digitalize farmers' details (Uzhavoor Panchayat), conducting three-weeks coaching classes in Grammar and Mathematics for OLLHSS students, distributing grow bags to the public, conducting flood relief operations with the help of NCC, NSS, etc., The 'Paristhithi Mithra Award' is given for the best innovative practice in environmental management to individuals and organizations every year since 2009.

'Snehanidhi' is a scheme promoted by the faculty to help the student population with financial assistance to have meals, purchase text books and other study material, support them and their parents in medical treatment, etc.

Lend a Hand is a student initiative to meet academic/ medical expenses, pursue higher studies, help on the demise of parents, assist with flood relief programmes, etc.

Health Infonet is an initiative for transforming academic libraries into health literacy dissemination centers for the public. This platform provides free access to users and allows them to raise their queries through the comment box which is answered by health professionals.

The strong social orientation imparted to students was strongly revealed during the floods and Covid-19 pandemic. 224 students and majority of the faculty members volunteered to help in diverse ways through Koodeyundu St. Stephen's whereby 476 people benefited.

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, service rules and procedures, etc.

Response:

The college has a **well-defined and decentralized organizational structure** for implementation of academic, administrative and financial policies.

Institutional Governance

The Governing Body: The college has a well-functioning organisational structure managed and administered by the Archdiocese of Kottayam. The highest authority in the organogram of the institution is the Bishop who is designated as the Patron. The Governing Body is the apex body with regard to the matters in policy making. It also sets a framework for the implementation of the proposed plans. The ex-officio president of the Governing Body is the Manager who is assisted by the Corporate Educational Secretary. It recommends strategic plans that can be adopted in matters like infrastructural development, enhancement of quality in teaching-learning process, promotion of research and healthy practices.

Principal: The Principal who is the executive head of the institution is entrusted with the responsibility of managing the day-to-day affairs of the college. He/she implements the directives of the governing body in accordance with the norms and guidelines stipulated by the government and other regulatory agencies.

College Council discusses all the major programmes and issues in the College and supports the Principal in the administration of the institution.

Committees and Cells: The administration of the college is supported by a number of committees and cells like the IQAC, Purchase Committee, UGC Committee, Building Committee, Library Advisory Committee, Research Advisory Committee, Anti- Ragging Committee, Anti- sexual Harassment Cell, SC/ST monitoring Cell, Grievance Redressal Cell, Internal Complaints Committee, Discipline Committee, Women's Cell, etc.

GRIEVANCE REDRESSAL MECHANISM

There is a Grievance Redressal mechanism in the college headed by the Principal. The members of the committee consist of IQAC coordinator, staff secretary, a senior lady teacher, Students Council President and Students Council Secretary.

POLICIES & PROCEDURES

The college has well-articulated 'Policy Document' in place, with regards to different academic and administrative domains to ensure smooth functioning.

Appointment Procedures

The institution adheres to the Acts and Regulations of the UGC, the affiliating University and the State Government for recruitment and promotion.

Vacancies are reported to the DCE, Government of Kerala and on receipt of concurrence; it is advertised as per the regulations prescribed. The interview is conducted by a duly constituted panel as per UGC regulations and University directives.

Guest faculties are recruited as per Government rules and on the basis of merit.

Promotional Policies

The college follows an impartial and transparent promotional policy based on the Career Advancement Scheme (CAS) of the UGC for the promotion of the teachers.

Service Rules

The institution complies with the UGC regulations, Kerala Service Rules (KSR) and the Mahatma Gandhi University Statutes as in vogue from time to time.

File Description	Document
Upload any 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 progress of an institution depends on the welfare measures for its staff. The institution has effective welfare schemes for the benefit of its teaching and non-teaching staff as it believes that one can give their best when he/she is happy at work. This in turn has a positive impact on the student community.

Welfare measures for teaching and non-teaching staff include the following.

Statutory Welfare Measures:

- 15 days casual leave for the teaching and 20 days to non-teaching staff.
- 20 half pay leave or 10 days leave can be commuted every year.
- Gratuities, Pension and all other Government welfare schemes.
- State Life Insurance, GIS and GPAIS
- Provident Fund facilities.
- Maternity and Paternity leave as per the provision.
- Regular increments and periodic revision of salary of staff.
- Festival Allowances
- Duty leaves to attend Training Programmes/ Orientation/ Refresher/ Workshop/ Seminar/ Examinations

Non- Statutory Welfare Measures:

- Financial assistance to attend seminars, workshops and FDPs
- Day care facility is available for taking care of the children of staff members, during working hours. For this purpose, an MoU has been signed with St. Stephen's English Medium Nursery School.
- Hostel facilities are provided to lady teachers, on request.
- The staff are members of the Uzhavoor Adhyapaka Co-operative society which provides Emergency loans and other financial products without much hassle.
- Advance salary for guest lecturers.
- Access to academic databases and software like N-LIST, Grammarly, Quillbot, Proquest etc.
- Canteen facility is offered to both staff and students.
- Separate four-wheeler / two-wheeler parking facility for staff

- Full-fledged indoor stadium with shuttle badminton and volleyball court which staff make use during evenings.
- Separate staff associations for teaching and non-teaching staff. Regular meetings to discuss common issues and concerns.
- Separate association for the lady teachers.
- Teaching staff are motivated to take up research and other extension activities.
- Management encourages staff members to take up Career Advancement schemes
- Felicitating teaching and non-teaching staff on their achievements.
- Department wise as well as institutional get togethers.
- Retirement meetings to honor the dedicated services of the staff with management representatives and family members of the retiring staff as special invitees.
- Staff tours (institutional and departmental level)
- Celebration of important festivals and days in the college campus with participation of staff and students.
- Preference is given to wards of staff at admission time.

File Description	Document
Upload any 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: 13.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	12	7	8	8

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:** 9**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
19	3	11	6	6

File Description	Document
Upload any additional information	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:** 22.88**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**

2020-21	2019-20	2018-19	2017-18	2016-17
29	16	13	4	4

File Description	Document
Upload any additional information	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:**

The college follows a **multi-tiered systematic appraisal system** for both the teaching and the non-teaching staff, in order to assess the Performance of the staff. It helps to motivate the staff to do their best

and aims at professional learning, growth and teamwork which will in turn lead to holistic development.

There are **different parameters** to assess the performance of the teaching and the non-teaching staff. For the **teaching staff**, performance is evaluated mainly on **teaching-learning, research and extension and co-curricular activities**. The **non-teaching staff** are evaluated on **punctuality, efficiency, service-mindedness** etc. The performance evaluation system **includes evaluation forms and personal feedback** with clear outline of the expectations for improvement.

APPRAISAL OF TEACHING STAFF

MULTI STAGE APPRAISAL MECHANISM

All teaching staff have to fill a **self-appraisal record (Teacher Performance Record)** for every academic year. It **covers all the details** of the teacher with regard to the time table, courses engaged, assignments, remedial classes, leave taken, self-appraisal form and other details. It also covers the curricular, co-curricular, extra-curricular and research activities undertaken by the teacher.

The '**Teacher Performance Record**' is scrutinized and periodically **verified by** the concerned **Head of the Department**. At the end of the academic year, the record is **submitted to the Principal** for assessment.

The Principal submits a **Confidential Report** about teachers to the Manager on an annual basis. The **Manager makes detailed evaluation** of those reports and provide **encouragement, suggestions** for improvement and corrective measures confidentially.

The faculty members also **prepare PBAS** forms and other documents required for the Career Advancement. At the time of promotion, the above documents are produced before the Manager also.

STUDENT APPRAISAL OF FACULTY

Student's feedback through an evaluation questionnaire on the teaching performance of the faculty plays a vital role. The **IQAC monitors** this evaluation which is done at the **end of every academic year (course wise, teacher wise)** using **online mode**. The feedback is then **analysed and reviewed** by the **Principal** and the same is **discussed** with the **concerned faculty in person**. **Corrective measures** if any needed are also **suggested**. This evaluation not only **ensures extensive correction** but also acts as an **appreciation mechanism**.

FEEDBACK FROM ALUMNI / PARENTS

Feedback from alumni and parents serves as an external assessment tool. Feedback about the college as well as the department collected from parents **during open house/ PTA meetings** also helps appraisal. Feedback is also taken in the **online mode** through the **college website**.

APPRAISAL OF NON-TEACHING STAFF

The performance of the non-teaching staff of the college is assessed on the basis of the **self-appraisal form** they prepare **annually** under the guidance of the superintendent. The duly filled in appraisal form is **evaluated by the Manager and the Principal** and suggestions are made to the staff on an individual

basis.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution conducts a **systematic internal and external financial audit regularly.**

EXTERNAL AUDIT

The audit of the accounts maintained by the college is **done annually** by a practicing Chartered Accountant. The Management has appointed **Thomas Chazhikadan & Associates** as the **external auditor** of the college. At the **end of every financial year**, they prepare consolidated **financial statements and audit reports**. The audit report is submitted to the Principal.

Audit of the Grants and Projects sanctioned by the Government agencies

The income and expenditure details of the projects sanctioned by UGC and other government bodies are **submitted to a certified Chartered Accountant** for verification and utilisation certificate. After due verification '**Audit Report**' and '**Utilisation Certificate**' are issued by the Chartered Accountant. The Utilization Certificates and statements of account are **sent to the sanctioning authorities** for the **settlement of accounts**.

Audit by Directorate of Collegiate Education

The **audit wing** of the **Department of Higher Education** inspects the receipts and payment related to the **schemes that the college has availed.**

After the close of every financial year, the **annual financial statement** which is inclusive of all the receipts and payments is **prepared and sent to the Accountant General** and to the authorities in the Department of Higher Education. **Reconciliation of accounts with the bank** is also done to keep the accuracy of cash and bank accounts with our banks.

ACCOUNTANT'S GENERAL'S OFFICE, TRIVANDRUM

The **Accountant General, Kerala** also **conducts verification** and **suggests directions** by way of audit report.

MECHANISM FOR SETTLING AUDIT OBJECTIONS

If an objection is raised in the audits, the concerned person(s) are notified and the corrections mentioned in the audits are suitably rectified and action is taken. Thus audit objections are settled.

INTERNAL AUDIT

The initial stage of the internal audit is carried out by the office staff comprising the Superintendent, the head accountant and the staff in charge of that accounts.

The Head Accountant scrutinizes and verifies the financial data which is again scrutinized by the Office Superintendent and the Principal for financial accuracy.

The directions from the Higher Education Department and external Chartered Accountant are followed during the internal audit process.

FINANCIAL AUDITS OF GRANTS AND FUNDS SANCTIONED BY MANAGEMENT

On behalf of the Management, daily transactions and accounts pertaining to the college are verified and audited by the Internal Audit Team of the Diocese of Kottayam.

The internal audit of Management accounts is done periodically. The Internal Audit Team verifies all financial transactions and submit a detailed report of observations to the Management.

File Description	Document
Upload any 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: 39.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.05	1.06	5	7.47	24.4

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 **well-defined 'Financial Management and Resource Mobilization Policy' and time-tested mechanism** for the mobilization of funds and its optimal utilization. The college has a mechanism to **forecast** its financial requirements through **annual budgeting**. **Budgetary allocations** are developed based on Institutional Development Plan, requirements of the departments, cells and clubs. The institution entrusts responsibilities to the teachers on mobilizing resources from as many government and non-government agencies as possible by submitting proposals to the concerned agencies as and when the time demands.

In addition, the Management has appointed a fulltime **Bursar** to take care of the **financial security** of the institution. He devises the appropriate **strategies for mobilizing funds** from as many sources as possible.

The major sources of non-government funding are contributions from **parents, Alumni, philanthropists, Endowments and Scholarships** instituted by retired teachers, **interest free loans** from teachers, funds **raised by departments/ cells/ associations**, etc. **Rent** for sharing the utilities of the institution for the conduct of various **competitive exams** like PSC Exams, Bank Exams etc. is also a source of income.

The institution takes due care in ensuring **transparency and accountability** in the utilization of financial resources. The implementing departments and units **maintain proper accounts** and documents regarding income and expenditure. Accounts staff ensures that **sufficient and appropriate supporting evidence** is made available before passing of financial entry. UGC funds are deposited in separate PFMS bank accounts and **utilized as per the sanctioned titles**. Students' scholarships from Government and private agencies are distributed only through bank accounts. Care is also taken to ensure optimal utilization of funds through **transparent tendering** process depending up on the nature of utilization.

File Description	Document
Upload any 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 strives hard to channelize all efforts of the institution towards achieving academic excellence and to ensure quality enhancement on a continuous basis.

Following are two practices institutionalized by IQAC for enhancing and assuring quality culture in the organisation:

I. Teacher's Performance Record (TPR)

This IQAC initiative requires each teacher to maintain a **Teacher's Performance Record** to document their daily activities. It is a continuous self-appraisal system to keep track of both the academic and administrative activities of the faculty.

The record is thus a **clear picture of all the activities a teacher** has engaged in during the semester/ academic year. The book is a **record of all the duties undertaken** by the teacher such as classes engaged, topics taken, assignments, valuation and other duties. There are also provisions in the book to note down the **curricular, co-curricular and extra-curricular** activities undertaken by the teacher in the department as well as the college. It also evaluates their research contributions, publications, paper presentations, involvement in extension activities faculty development programmes attended etc.

The details duly furnished by the teacher in the TPR are **verified** by the **respective HoDs** and then submitted to the Principal. It is then **forwarded to the IQAC** for further assessment and feedback. Such a detailed assessment helps the faculty identify their strengths and weaknesses in addition to facilitating **documentation of the academic process** and providing a **platform** where **suggestions for quality improvement** can be made.

II. INTRODUCTION OF OUTCOME BASED EDUCATION

IQAC decided to introduce 'Outcome Based Education' in line with NAAC and UGC Manual and policy. This initiative was resorted when the university introduced new curriculum for graduate programmes. As the first step toward implementation of OBE, the IQAC organised a 2 day workshop on 17th and 18th April, 2019 to familiarise teachers with the philosophy of OBE.

The IQAC **articulated** the '**Graduate Outcomes**' and instructed every department to frame their 'Course Outcomes' and 'Programme Outcomes' after due discussions. The departments prepared **Course Outcomes (COs) Programme Outcomes (POs) and Program Specific Outcomes (PSOs)** on the basis of learning objectives mentioned in the University Syllabus and Vision & Mission of the college. IQAC ensured that the COs, POs and PSOs are correlated and stated in simple and clear terms. IQAC also took care to communicate the outcomes to the faculty and students.

Further to this the IQAC organized seminar on Program Specific Outcomes on 15th September 2020 and another webinar on CO PO Mapping on 21st December 2020. Faculty members were also encouraged to participate in **workshops and short-term courses**. Faculty participation in the **syllabus revision workshops** conducted by the University was also ensured by IQAC.

IQAC monitors the efficiency and effectiveness of the teaching-learning and assessment strategies and ensures the attainment of the outcomes. Exit feedbacks taken from the students at the end of the course, gives an effective feedback regarding attainment of POs and COs. **IQAC discusses the feedback** with the concerned departments and corrective measures, if needed, are taken.

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 IQAC motivates, monitors, sustains and also enhances the quality and performance of the faculty and the administrative staff through initiatives in research and developmental activities, directs and monitors activities of the institution.

I. QUAESITIO (IN QUEST OF THE FUTURE SCIENTIST)

The IQAC, in association with the Research Cell of the college, has taken a number of initiatives to augment a research culture among the staff and students. The IQAC introduced **‘Quaesitio’(paper presentation competition) in 2019** for the benefit of the staff and students. The programme focused on **providing opportunities to students and faculty** to present their research outcome with the intention of scaling greater heights in the domain of research. The discussion with the panel of judges was followed by a peer group discussion **to enhance research culture**.

Initially, ‘Quaesitio’ was meant for the students and faculty of the college alone. The success of the event encouraged IQAC to organize the program at a **national-level** in the coming years. During the time of the Covid-19 pandemic, the programme was **hosted online**. In ‘Quaesitio 2020’, abstracts were invited from students who had completed/ would be completing their courses, from colleges and universities **across the country**. Participants from the length and breadth of the nation were shortlisted and invited to present their work online. The **publication of ‘Quaesitio’'s proceedings** further enriched the research ambience.

To further the research ambience in the college, IQAC established [1] **Dr. K R Narayanan Chair for Social Justice** and [2] **Joseph Chazhikadan Chair for Regional Development Studies**.

II. FACULTY AND STAFF DEVELOPMENT PROGRAMMES:

A major step by the IQAC in ensuring academic quality has been the **organization of professional**

development and administrative training programmes for the faculty and administrative staff of the college. The IQAC has planned and completed **52** such training programmes on varied subjects in the last five years. The programmes had a significant impact on the development of subject knowledge, teaching skills and technical expertise.

To foster the spirit of **research**, programmes are offered focusing on topics like methodology, paper writing, protocol and plagiarism, benefitting both faculty and students alike. Almost **32** programmes were conducted within this institution on topics ranging from Data Analysis to Mathematical Research. Sessions were held on topics of interest to researchers such as **Academic Publishing, SPSS and Plagiarism via the Internet**, based on current trends in academics.

An **FDP series on E-Teaching** has been highly successful in the scenario of the Covid -19 pandemic. This is a series of programmes conducted under the initiative of IQAC to cover basics like hosting a Google Meet and creating a Google Classroom, to advanced topics like Flip Classrooms, and Modelling Software for e-Teaching. The NAAC reaccreditation process – criterion-wise questions and their philosophy, documentation processes and benchmarking - were also part of the programmes offered. The IQAC, knowing the significance of these quality initiatives, has institutionalized the practice of offering FDPs every year.

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: B. 3 of the above

File Description	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:

St. Stephen's College was established at a time when gender inequality was ingrained in all sections of the society. Since then, the college has been promoting various initiatives for the upliftment of women, in tune with its vision and mission. It is noteworthy that a majority of the student community, 58% of the teaching staff and a majority of Principals during the assessment period were from the women folk.

Safety and Security

The college is situated in a rural area and the students from faraway places can stay safely in the college hostel. CCTV surveillance of the college and the hostel with a full time security staff posted in the campus ensure a safe and secure environment for women. The college keeps in touch with the Pink Police for supporting the students in times of need. The Women's Cell motivates the girl students to participate in programmes and competitions in and outside the campus to make them competent and efficient. Mock drills, fire extinguisher-training, self-defense classes for staff and students are organized periodically. Important emergency helpline numbers are displayed around the campus for easy access.

Counselling

Effective counselling is ensured through class teachers and mentors. The Counselling Cell has a MoU with Jeeva Counselling Center from where a counsellor regularly visits the college and strives to resolve issues regarding sexual harassment or gender conflict and render psychological support. 'Sthree Padh' a Women's Cell project focuses on the academic and emotional integrity of every girl student through the constant monitoring by a specific tutor assigned to them.

Clubs and Cells

Women's Cell, Anti-Ragging Cell, Grievance Redressal Cell, CIE complaints Committee, Discipline Committee, Anti-Sexual Harassment Cell, Anti-Narcotic Cell, Counselling Cell and Value Enrichment Cell ensure the welfare of students. Women's Cell in association with the Department of Women & Child Development, Government of Kerala has organized talks on women empowerment, gender sensitization, women's rights, healthy relationships, stress management, success stories of women entrepreneurs; street play on women's rights; yoga classes and life guidance classes for the upliftment of students, staff and local women. Competitions such as *Miss. St. Stephen's* (Personality Contest) and *Vanambadi* (Best Female Singer) are conducted to empower and enlighten the women community. A new initiative titled '*Sambadhya Sheelam*' was launched by the Women's Cell, by distributing piggy banks to girl students in order to promote money saving habits. The Skill Development scheme for Girl Students, with the help of PTA conducts programmes such as cooking, Jewellery making, embroidery, driving lessons etc. with a futuristic approach to enhance the overall development of girl students.

Common Facilities

A well-furnished common room for ladies and a sickroom with two wheel chairs, a bed, attached washroom and the provision of basic first aid facilities are ensured through a teacher-in-charge. Daycare facility is arranged for staff with young children in collaboration with St. Stephen's English Medium Nursery School, Uzhavoor. Incinerators are installed in the girls' toilet and sanitary napkins are available in the rest room and the college store.

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: B. 3 of the above

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

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

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

Response:

The college is committed to its policy of green protocol and 'zero waste' and follows eco-friendly waste

management mechanism. Students and staff are encouraged to follow the 5R's policy '**Refuse-Reduce-Reuse- Repurpose-Recycle**' in order to reduce individual waste generation and the environmental impact of their activities. It is specifically ensured that electronic equipments purchased are energy efficient.

SOLID WASTE MANAGEMENT

Dustbins are provided in all the classrooms, departments and key areas for the disposal of waste and the segregation of biodegradable and non degradable waste are monitored by CEERD unit. Plastic, Styrofoam glasses and plates are banned in the campus and CEERD has taken initiatives to replace them with steel utensils. Use of disposable/plastic lunch packets have been discouraged and an increasing number of staff and students have shifted to the use of steel lunch boxes and lunch packets in plantain leaves. Paper and plastic waste generated is given for recycling through 'Haritha Karma Sena'. All public display systems abide by the rules of Green Protocol. Flex boards are banned and notices are printed on cloth and other reusable materials. Vermicompost pits are maintained for converting organic matter to manure. Medicinal plants are nurtured with the vermicompost generated from bio waste. Installation of sanitary napkin incinerators in the girls' toilets facilitate the disposal of sanitary napkins in an environment-friendly way. The NSS unit conducts campus-cleaning drives and also helps segregate waste after events. Food waste from the college canteen is used for biogas generation. Innovative ideas like paper bag and paper pen creation, bottle art competitions, plants cultivation in used plastic and glass bottles, etc. are initiated in the campus. Recycling of bottles, plastics, cans, broken glass wares, tins etc. helps deal with non-biodegradable waste. Glass waste generated in the lab is collected separately. Separate receptacles are kept for soda glass and Pyrex glass waste, which is then sold to local traders/manufacturing units for recycling.

LIQUID WASTE MANAGEMENT

Our college adheres to the protocol of liquid waste disposal in its laboratories. Glassware in the laboratory is rinsed with minimum water and placed in the liquid waste container. Liquid waste is segregated into organic and inorganic waste. Inorganic waste such as concentrated acidic or alkaline solutions is neutralized before disposal to remove harmful substances. Plumbing arrangements are made to utilize the waste water from wash basins to water the vegetable garden.

E- WASTE MANAGEMENT

The college optimizes the inventory of computers and hardware resources through reassembling, modification and up gradation under the supervision of the System Administrator. A collaboration with M.S.H. Traders with regard to solid and E-waste management, ensures that discarded computers or printers are not lying idle in the campus. Use of non- toxic refillable inkjet cartridges and laser toners in printers reduces environmental pollution. Selection of systems with longer warranty periods, up gradation of monitors from CRT to power efficient LCD and proper use and timely maintenance of electronic devices help to reduce e-waste.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT

The College does not generate radioactive chemicals and biomedical waste

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any 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: A. Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
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.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

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

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

Response:

The college has always been at the forefront in creating an inclusive campus environment- embodying students from diverse backgrounds and also catering to the needs of the marginalized groups.

REGIONAL CULTURAL INCLUSION

Various religious festivals of cultural and regional importance like Onam, Christmas, Keralapiravi and Bakrid are harmoniously observed with maximum student participation. Competitions like Malayali Manka (Traditional Keralite Woman), Purashakesari (Traditional Keralite Man) and Maveli (Kerala King who is a Myth Character) bring to the campus the best of tradition and culture. Folklore Day, Arts Day, College Day and Association-wise cultural events also allow students to interact with the group.

LINGUISTIC INCLUSION

Observance of Mathrubhasha Dinam, Rashtrabhasha Day and Reading Day addresses the linguistic diversity of our society. Remembrance of renowned litterateurs focus on regional representation and highlight the local colour of our society. A well functioning Language and Audio Visual Lab helps the students enhance their linguistic abilities.

COMMUNITY INCLUSION

Flood Relief activities under the guidance of NSS, NCC and CEERD, gave students opportunities to enthusiastically participate in cleaning drives, collection and distribution of needy items and fund raising in the flood affected areas. NSS extension activities aimed at developing social, environmental and legal consciousness include classes on micro-farming and bio-farming techniques, distribution of seeds, legal aid clinic etc. for the community. Blood donation camps, sanitary unit constructions etc. helped to reach out to the needy in society. The Departments of Chemistry and Zoology carry out soil and bacteriological analysis of drinking water sources of Uzhavoor Grama Panchayath. Women's Cell organized various awareness programmes for the benefit of women from different walks of life. Student interaction with the inmates of old age homes and orphanages in the vicinity like Akashaparavakal, Balabhavan, Jail visits and interaction with the inmates arranged by the Jesus Youth etc. have helped inculcate social and humanitarian values and develop an empathetic attitude among students. Collection of mid-day meals by Students Council and its contribution to the inmates of Akashaparavakal / needy at the Medical College has helped infuse humanitarian values in students. College playgrounds are open from 5 PM to 6 PM to local public.

SOCIO-ECONOMIC INCLUSION

Majority of the students are from economically weak backgrounds and one-third of the students are from backward communities. *Snehanidhi* and *Lend-a-hand* schemes are institutional mechanisms instituted by the faculty and students respectively to provide financial assistance to students, parents and staff. Economically challenged students are provided free mid-day meal and financial support for study materials. Students are informed about the scholarships they can avail from Central/State governments and other agencies.

ACADEMIC INCLUSION

Academic-socio-emotional support systems like bridge courses, remedial coaching, Scholar Support Scheme, satellite study groups, tutoring, mentoring and counselling help students to blend in the community. The College conducts grammar classes, communicative english and public speaking classes for the school going inmates of the orphanage *Balabhavan*. Sports facilities are offered to all the nearby schools. Faculty participation in academic extension activities and their contributions to society have inspired students to strive for profound and lasting effects for the development of the society.

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 provides students opportunities to develop their constitutional obligations including values, rights, duties and responsibilities as citizens. The Preamble of the Constitution, fundamental rights and duties are displayed in the campus at prominent places. Student's Council election held in the parliamentary mode and the oath taking ceremony for the office bearers gives students a foretaste of the process of democracy. The College working day starts with an all religion prayer and ends with the National Anthem.

The 'K.R.Narayanan Study Centre', 'K.R.Narayanan Chair for Social Justice' and 'Adv. Joseph Chazhikadan Chair for Regional Development Studies' focus on making students aware of the Indian Constitution, secularism, Gandhian philosophy, policy making etc. The Electoral Club has organized drill sessions on the working of VVPAT and has provided assistance to students for availing Voter's Id, to generate electoral awareness among students. Model Parliament organized by the college, in association with the Institute of Parliamentary Affairs helped create awareness about the process and proceedings of the Indian Parliament. Student participation was ensured in the UN Model session held at Labour India School, Marangattupally. Ek Bharat Shreshtha Bharat Club has organized varied programs to promote national integration. NCC promotes student involvement in various national level leadership and integration camps. NSS arranged anti-drug campaigns through a one-day mass run and screening of the short film *Viramam* that portrays the negative effects of drug use in the society. Women's Cell organized fundamental civil-rights classes to create awareness among students about their legal rights, gender equality, anti-ragging and anti-harassment. Certificate Course on 'Human Rights, Duties and Education' and courses pertinent to the Constitution of India is included in the syllabi of the different programmes offered by the college.

On Armed Forces Flag Day, students sell flags for the dependents of patriotic martyrs. The Value

Enrichment Cell of our college offers value education classes to nurture moral values. Blood Donation camps have motivated students as well as teachers to willingly donate blood, in case of emergencies. Session on KSR rules was organized to instruct the teaching and non-teaching staff of their rights and duties. Swacch Bharat Abhiyaan helps inculcate values and ethics of service to society. Observation of Republic Day, Independence Day, Human Rights Day and National Unity Day; K.R.Narayanan Memorial Lecture Series; and interactions with eminent personalities like the Tibetan activist Tenzin Tsundue helps uphold constitutional values focusing on human rights, gender sensitization, justice, equality etc. In the Covid-19 pandemic scenario students and staff of the college were actively involved in community service through activities in a new venture named 'Koodeyundu St. Stephen's'. In addition to this, our college was a Covid-19 testing center and the staff served Covid-19 duty at K.R.Narayanan first line treatment center.

To instill the spirit of Nationalism, among the students, a statue of Mahatma Gandhi is installed in a prominent place in the campus. Similarly, a portion of the library is named as 'Kalam Corner', to get the students inspired by the legendary scientist and humanist, Dr. APJ Abdul Kalam.

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: A. All of the above

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

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

Response:

The college celebrates important international, national and regional festivals; and commemorates important dates in order to create an awareness of the nationalist, democratic, secular and patriotic values envisioned in the constitution of India.

International Women's Day is observed with motivational talks and competitions to exhibit the talents of students, especially girls. On International Yoga Day, NCC cadets and NSS volunteers carry out Yoga demonstration for staff and students. UN Day is observed with essay writing competitions and photo exhibitions. International Human Rights Day is celebrated with a Human Rights Literacy Survey and awareness campaigns with oath taking, flash mobs and poster competitions.

NATIONAL OBSERVANCES

Flag hoisting and the customary parade by NCC unit mark Independence Day and Republic Day celebrations. Cleanliness drives of the institution, nearby hospitals and roads are the activities for Gandhi Jayanthi. Pledges are taken to make students aware about their duties and encourage unity and peace on National Integrity Day, Peace Day and Martyrs' Day

OBSERVANCES TO ADVOCATE SOCIAL COMMITMENT

NSS and NCC organize Blood donation camps on World Blood Donor Day and National Blood Donation Day. Talks, essay writing competitions, street plays, awareness talks, rallies, distribution of badges, programmes and dramas are the events for Anti-Narcotics Day, World AIDS Day, National Youth Day, Social Media Day, Anti-Dowry Day, Women's Entrepreneurship Day and World Population Day. The NSS unit observed two weeks as 'Clean Week' for Swachh Bharath Pakwada. NSS and NCC days are observed with rallies, awareness programmes and visits to old age and destitute homes. Road Suraksha Varacharnam had rallies aimed at creating an awareness of the importance of road-safety. Blood donation campaign associated with the Rotary club and Kottayam Medical College was conducted on Rotary Day.

ACADEMIC RELATED OBSERVANCES

Students take initiative to celebrate Teachers' Day by organizing cake cutting, gift exchange and gratitude dedications. Vayana Dinam (Reading Day), Mathrubhasha Day (Mother Language Day) and Folklore Day were celebrated with Face-a-Book Challenge, talks, book exhibitions talks and traditional art performances to create awareness about the protection of the mother tongue Malayalam. On National Science Day and National Mathematics Day, quiz and paper presentation competitions were conducted in collaboration with KSCSTE Trivandrum. During International Literacy Week computer literacy classes were conducted for ordinary citizens.

ENVIRONMENTAL RELATED OBSERVANCES

Rallies, seminars, painting competitions and signature campaigns for college and school students in order to propagate green messages and to affirm the green ethics of the college were conducted on Ozone Day. World Environment Day is observed by *ParisthithiMithra* Awards distribution, pledges, education

trips and tree planting. World Wild life Week and Van Maholsavam is observed by planting fruit trees in the campus and various competitions. Karashaka Dinam is marked by honouring the 'Best Farmer' of Uzhavoor Grama Panchayat.

FESTIVALS

Festivals like Onam, Christmas and Bakrid are observed by festive messages and various competitions upholding the cultural heritage of the state in all its symbolic diversity. Kerala Piravi Day (Statehood day) gives importance to cultural inclusion of the campus by encouraging traditional attire for the day.

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

GRAMA-MITHRA CAMPUS: College-Community Friendship

St. Stephen's College was envisioned as an institution that would **mould, enlighten, and empower** generations of individuals and provide holistic education that would enable them to **actively participate in community life** and thus **act as a companion** to the region. In line with this vision and to foster eco-rural consciousness among students, *The Centre for Environmental Education and Rural Development (CEERD)* and *Koodeyundu St. Stephen's (St. Stephen's is with you)* has been established. Furthermore, **all the departments and clubs** of the college have equally contributed to the same.

Objectives

- To transform Uzhavoor Panchayath into a self-sufficient region through sustainable development and enhance the socio-economic progress of the rural community.
- To create a citizenry who are environment-conscious, socially committed and culturally rooted in the rich traditions of the village.
- To link the college with public and voluntary institutions in a mutualistic manner.

The Context

The college, sparked by its motto, *Intendens in Caelum* (Looking Up to Heaven) paved the way for higher education for the people of the region, who received only limited education. Recognizing the college's role in the overall development of the region is immense, it is incumbent to formulate initiatives like *CEERD*, *Koodeyundu St. Stephen's*, etc in the interest of the general public.

CEERD, the brainchild of Prof. V. P. Thomaskutty and Prof. Joy Pallattumadam, was established in 2001 when the area lagged far behind in terms of basic amenities corresponding to rural development; and environment consciousness. Apart from offering support during natural disasters, *Koodeyundu St. Stephen's* evolved as an extension activity during the pandemic to offer support.

The Practice

The uniqueness of St. Stephen's College lies in its organisation of programmes which uphold social responsibility and environment consciousness for staff, students and community. This is done under the initiative of CEERD, *Koodeyundu St. Stephen's*, departments and clubs/cells.

- One of CEERD's significant initiatives include **Paristhithi Mithra**, an award instituted in 2009 for the best innovative practice for environmental management. The list of winners is mentioned below:
 - 2010 –Dr . C.P Roy, MES College Nedumkandam
 - 2011 – Shreyas Social Service Centre, Sulthan Bathery
 - 2012 – *Bodhana*, Thiruvalla Social Service Society
 - 2013 – MACFAST, Thiruvalla
 - 2014 – Kottayam Social Service Society
 - 2015 – Wayanad Social Service Society, Mananthavady
 - 2016- St. Teresa's College, Ernakulam
 - 2016- Dr. K.P Joy, Chairman, Kerala State Environmental Impact Assessment Authority
 - 2016 - Welfare Services, Ernakulam
 - 2017- S.H College, Thevara
 - 2017- Mr. C.D Adarsh Kumar, Poonjar
 - 2018- Marthoma College, Thiruvalla
 - 2018- Mrs. Ruby Thomas, Pala
 - 2019- Tropical Institute of Ecological Sciences
 - 2019- Sri. Sukumaran Nair, Secretary of Pampa Parirakshana Samithy
 - 2020- Malabar Social Service Society, Kannur
 - 2020- Sri. K Binu, Vazhoor
 - 2021- St. Teresa's College, Ernakulam
 - 2021- Sri. Bulbendran, Adimali
- The unit also arranges various competitions including a **department-wise grow-bag cultivation competition**.
- **Vermicompost units** have been maintained for converting organic matter to manure since 2018.
- Dustbins are provided in all the classrooms, departments and key areas for the safe disposal of solid wastes and also ensures separate collection and **segregation of biodegradable and non-degradable waste** from 2020.
- Styrofoam glasses and plates are banned in the campus. The CEERD has taken initiatives to replace disposable cups/plates with steel utensils.

- Activities associated with World Environment Day include plantation of saplings in the campus & distribution of the same to plant in houses.
- **Environment educational trips** are organised to make students more eco-sensitive.
- When demonetisation was announced in India, the students of the college **assisted the common public in the process of exchanging currencies** on 15 November 2016.
- As part of water harvesting, a “**Mazhakuzhi**” (**Rain-water harvesting pit**) was dug on 5 June 2017.
- Introduction of a Certificate course in ‘**Environment and Sustainable development–Training & Practices**’ in association with Kottayam Social Service Society (KSS) in 2018-19.
- State-level and national **seminars and workshops** to encourage **students, teachers and even the public** are organised. These include:
 - *Seminar On Sustainable Development* by Dr. MG Sanilkumar, S.N. College Maliankara on 8 September, 2018;
 - *Seminar On Waste Management* by Sri. Thomas KC, St. Stephen’s College, Uzhavoor on 13 October, 2018;
 - *Workshop On Mushroom Cultivation* by Dr. Sincy Joseph, St. Stephen’s College, Uzhavoor on 13 October, 2018;
 - *Seminar On Climate Change* by Dr. Pratheesh C. Mamman, from ICC, Kottayam on 5 January, 2019;
 - *Invited Lecture On Environment Sustainability* By Dr. Jomy Augustine, St. Thomas College, Pala on 08 February, 2020.
 - *Cancer Awareness class* by Dr. Amritha TS, Community Oncology Officer, Caritas Cancer Institute on 14 December, 2020.
 - A free mammogram and cancer care camp for the local women of age above 40 years from 7th-9th March, 2021.
- World **food day** was observed on **16th October 2018**. Food stalls were set up with the sale of traditional food items to promote healthy eating.
- **Energy conservation campaigns** were undertaken and **diverse workshops and skill-development programmes** were offered in the making of paper-bag, paper-pen, cloth mat and other eco-friendly products on 20 September 2018 and 04 January 2020; training to produce green products with paper-craft and coconut leaves on 2nd October 2019; as well as jewellery-making, glass-painting on 31st August, 2019.
- **Field visits arranged like the visit to Chaithanya on 9 Feb 2019; Iravikulam National Park on 17-01-2020, etc** included sessions on green audit, organic farming, soap & detergent preparation, animal husbandry, bio-compost preparation, etc.
- **Roof-top vegetable cultivation** has been practised since 16 September, 2019 and the **harvested fruits and vegetables were distributed** to the students and staff .
- Inauguration of ‘**Onathinorumuram Pachakkary Challenge**’(A *Vegetable Challenge Programme for Onam*) was conducted on **22nd August 2019** to promote organic farming. Furthermore, **100 steel glasses** were handed over to the college canteen as an eco-friendly initiative. Seeds & grow bags were distributed to students, staff and the public.
- **A three-week English grammar and Maths coaching class for school students** was conducted for OLLHSS students from 6 May to 31 May 2019.
- **Complete digitalization of the details of farmers of Uzhavoor Panchayat** was conducted on 05 December 2021 and 13 December 2021.
- **Flood relief operations** including book donations and cleaning flood-affected areas were organised in the years 2018-19 and 2019-20, through individual and combined efforts by the CEERD, NCC, NSS and departments/clubs.

- **Blood donation camps** are conducted regularly.
- A novel initiative of CEERD includes *Koodeyundu St. Stephen's*, a collective venture of the college that comprises community-driven schemes/activities to assist the nearby local area and help in its overall development. These include:
 - A COVID-19 help-desk, which offers following services:
 - Vaccination support
 - Doctor's Support
 - Blood donation
 - Transportation support
 - Emergency Support
 - Counselling Support
 - Support to Health workers
 - Support to Migrant Workers
 - webinars and workshops on relevant topics:
 - *Vaccine Registration workshop* on 8th May 2021
 - *Webinar on COVID-19 & the Role of student volunteers* by Dr. Purushothaman K.K, Retd., Govt. Medical College, Thrissur on 17th May 2021
 - *Webinar on Covid And Mental Health* by Dr. Krishnan Sivasubramoney, Department of Psychiatry, Government T.D. Medical College, Alappuzha on 1 June 2021
 - the college worked as a COVID testing centre
 - offering aids to nearby hospitals based on requirements including donating a water heater to the Domiciliary Care centre run by Uzhavoor Panchayat on 24th June 2021; chairs to KR Narayanan Hospital, among many.
- Apart from the above-mentioned programmes, activities by diverse departments/clubs include:
 - construction of sanitary-unit and durable assets
 - book-donations to village libraries
 - *Swachh Bharat Pakwada* (a two-week cleaning drive)
 - *Love Kottayam Project*
 - cleaning of public places
 - financial-literacy programmes
 - cloth-bag making workshops for Kudumbasree
 - planting trees in public places
 - visits to orphanages/destitute homes
 - hair-donation campaigns
 - *Orange the World Campaign*
 - free eye-test camps for the public
 - offering diverse public services, among many.

Evidence of Success

St. Stephen's College has carried out numerous extension activities under the umbrella of *Gramamithra Campus*. This has taken students outside classrooms giving them a diverse learning experience. It has made them more conscious of the requirements of society and the environment and progressed a spirit of social obligation. The strong social orientation imparted to students was strongly revealed during the floods that ravaged Kerala and specifically during the COVID-19 pandemic, when 224 students and majority faculty members volunteered to offer their help in diverse ways through *Koodeyundu St. Stephen's*. Specifically, **476 people** benefitted from the same.

Distribution of plant saplings/seeds, Paristhithi mithra Award, environment education trips, among other activities has enlightened and inspired students to be guardians of the environment. In addition, other eco-rural activities conducted have also imparted a profound social responsibility among students.

Problems Encountered and Resources Required

One limitation of the programme is that even though the system needs a lot to be done by the younger generation for their surroundings, the education strategy does not allow a full swing mode of action on this type of extracurricular activities. Another significant issue experienced is absence of time to lead extension activities in view of their scholastic obligations. Though students can spread consciousness and concern, the dimension tends to be limited except if the program is connected to significant government plans or other NGOs.

Best Practice 2

SNEHANIDHI- Caring the Uncared

Rural colleges have more potential to help students that face financial constraints. The funding scheme, *Snehanidhi*, was initiated with an **aim to address the pressing financial concerns** of the students and also includes an initiative like *Lend a Hand* which includes **voluntary contributions** by students, supported by teachers, **during emergencies**.

Objectives

The main objectives of this practice are:-

- To inculcate ethical responsibility, philanthropism and a humanitarian attitude among the students towards the less privileged in society.
- To cater to the financial requirements of the students.
- To help students overcome the challenges that pose a threat to their academic life, well-being and progress.
- To foster inter-connectedness, civic consciousness, kinship and eco-justice among students.

The Context

This institution has for its asset a diverse group of students who hail from a variety of backgrounds from various parts of Kerala. A majority of students come from socially and economically backward situations that compel them to abandon their aspirations of a higher education.

Coming from economically unsound backgrounds, they often give up on their dreams due to the lack of financial support. Students who are academically brilliant, and admitted solely on their merit, are forced to drop out without completing their course as they succumb to the multiple physical and psychosocial factors that affect their financial stability.

Snehanidhi was instituted to lend a helping-hand to all the well-deserving students to achieve academic growth and also overcome their financial constraints. Furthermore, *Snehanidhi* encourages/promotes an initiative *Lend a Hand* which is a students' collective to help their fellow mates during any

crisis/emergencies.

The Practice

The college felt that to ensure a consistent and reliable growth in the students' educational output, it would be beneficial to institute some measures that will address such grievances of students and even the community in general.

- With this in mind, the teaching fraternity reached a consensus to provide financial aid to students, on a regular basis, for their necessities which if not provided, would hamper their education.
- This was what led to the initiation of *Snehanidhi* which comprised of a voluntary contribution of the staff to raise a fund that could cater to the growing needs of the students.
- Every year a fixed amount is collected and the financial assistance extended to the students by *Snehanidhi* includes:
 - Help to students suffering financial crisis
 - Provision of meals to needy students
 - Funds for the remittance of fees, purchase of textbooks and stationeries, etc
 - Aid in treatment of self and parents
- This unique scheme is in addition to the existing scholarships availed by the students.
- The beneficiaries include students, their parents and staff.
- Any staff member (teaching and non-teaching) of the college who wishes to contribute a sum of Rs. 25 or more for a minimum period of one academic year will be an active member.
- A six-member Director Board comprising the Principal (who is the ex-officio President) and five members elected from the General Body executes the functioning of the *Snehanidhi*. The Director Board members elect a secretary from among themselves.
- At least one General Body is convened during the last week of March every academic year, in which the functioning, account and audit report of the current year is presented and the members of the next Director Board are elected.
- An internal auditor elected by the general body adjudicates accounts, bank balances, bills, receipts and vouchers and presents a report to the general body.
- The amount collected is deposited in a Cooperative bank joint-account operated by the President and the Secretary.
- Applications by the students are forwarded to the Secretary by the class teacher and the concerned HOD. The Director Board considers the applications during the first week of every month, and sanction may be given depending on the availability of the fund and applications' eligibility.
- Furthermore, *Lend a Hand* was initiated as a collective venture by the students to connect them with each other and encourage them to provide services beyond conventional limits. These include offering financial aids to meet academic expenses, medical expenses; to pursue higher studies; support during demise of parents; aid to special schools and charitable institutions; flood relief programmes; among many.

Evidence of Success

- *Snehanidhi* has enabled the staff to have a better understanding of the financial background of the students and be more personally involved with their needs.
- It has also managed to help students who dream big but have been unable to achieve their dreams due to their financial restrictions and other constraints.
- Many of our students have benefitted through this scheme and have overcome a whole lot of

obstacles in their personal lives and circumstances to reach the stage at which they are and to perform equally well in their academics.

- Snehanidi has provided assistance and support to precisely **128 students** to facilitate better productivity.
- Under the umbrella of *Lend a Hand*, students have conducted diverse activities that has made them more sensitive to the needs of fellow classmates and society; and promoted a spirit of social commitment.

The table below depicts the overall contributions and benefits availed:.

Year	Total number of members	Total of amount (opening balance + contribution)	Benefits received by students			Total number of beneficiaries
			Total Amount provided for meals	Total amount provided for financial needs	Grand total amount received by the students	
2016-17	37	139180	17791	108495	126286	54
2017-18	33	98308	26600	19000	45600	17
2018-19	32	114413	24160	66500	90660	27
2019-20	35	99405	12120	47000	59120	17
2020-21	28	91086	2600	15100	17700	5
2021-22	26	1,04,186	-	28950*	28950	8
TOTAL			83271	285045	3,68,316	128

* Note: Provided mobile phones during the pandemic.

Problems Encountered and Resources Required

- One of the major issues encountered was that students were reluctant to reveal their financial constraints.
- Some of the students were unwilling to receive the money or noon meals, due to a sense of false prestige.
- Shortage of funds was another problem that the fraternity had to encounter. At times, the funds that were collected were not sufficient to solve all the financial constraints and essentials of the students.
- Another problem posed is that due to limited funds, only the most eligible applications are considered out of the numerous applications received.

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

7.3 Institutional Distinctiveness

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

Response:

7.3.1 .Concern for Society

The role of an educational institution is to impart quality education and groom academically oriented students. It should also aim to provide holistic education through character formation, consideration for fellow beings and nature, social enlightenment and to groom students to be citizens with a sense of social responsibility. It is this noble cause that propelled the visionaries of St. Stephen's College, Uzhavoor, to establish an institution in the comparatively under-developed village in the Kottayam district of Kerala. As envisioned, St. Stephen's College has played a vital role in the socio-cultural, educational and economic development of Uzhavoor. It has played a pivotal role in a common man's fulfillment of the dreams of higher education and enabled them to pursue better opportunities.

The fact that the younger generation has successfully continued to be the torchbearers of the futuristic social vision set forward by the founders of the college, is evidence of its success. In order to ensure quality education, the management, staff and students have worked together, to extend a helping hand to the suffering and the needy. It is indeed a matter of pride that our former students uphold and impart the vision of the college and the values gained during their college days to the present generation and society.

The college has been instrumental in the upliftment of society, both intellectually and economically. A large number of individuals have benefited and have been able to climb the ladder of success due to the efforts of the institution. The gratitude and whole-hearted support of its stakeholders have further contributed to the developmental activities of the college, making this relationship a mutually beneficial one. All the activities and development spearheaded by the college is the result of collaborative efforts between the college and its stakeholders.

High performance on the academic indicators is evident from the fact that St. Stephen's College has to its credit an illustrious list of alumni. Our alumni include teaching, engineering, legal and medical professionals, bureaucrats, writers, artists, social and political activists among many others. Successful alumni are always an inspiration and acceptable role models for students. Students are able to imbibe the drive to succeed, more convincingly, from the alumni who have come from a similar background, faced alike or even bigger challenges and had overcome adversities and succeeded. The experiences shared by the alumni help to inculcate important values related to personal, social, managerial and administrative traits. Through such interactions, the alumni motivate students to face challenges and convert them to opportunities, which, in-fact, is in line with the vision of the college.

St. Stephen's alumni, ALMASS, have always been at the forefront in providing financial and moral support to all the ventures of the college, including infrastructural developments and other developmental activities focussing the students and society. We are proud to have an alumni who always understand and exercise their responsibilities towards the college and society and rise to the occasion whenever needed.

The support of a strong alumni and dedicated group of staff and students, motivate to take up projects for the overall development of society. The developmental activities of the college uphold its esteemed vision and are the result of collaborative efforts of the students, staff, alumni, public and local administrators through the various initiatives of the college, like *CEERD*, *Health Infonet*, *Snehanidhi*, *Lend-a-Hand*, *Koodeyundu St. Stephen's* etc.

The college considers it to be its prime duty and social responsibility to provide authentic health information and to safeguard people from false information spread through social media. This sense of commitment propelled the college towards a unique initiative called *Health Infonet*, created with the support of competent registered doctors from across the country.

Health Infonet, a non-profit initiative projected as an institutional effort of St. Stephen's College and Mahatma Gandhi University, provides its services through the Health Infonet web portal (<https://healthinfonet.in/>). Additionally, there is an Academic Health Social Network Platform for collaboration and learning on health-related aspects, using Workplace App of Facebook. This platform has been an active academic collaborator with National Institute of Physical Medicine and Rehabilitation (NIPMR) for conducting webinar series on disability-related issues. It provides free access to users and allows them to raise their queries, and suggestions through the comment box in the portal where by a respective professional answer their queries. Plans are on to set up a toll-free number as a gateway to the help desk with a call back facility.

CEERD (Centre for Environmental Education and Rural Development) works towards inculcating values of social responsibility and environment consciousness among students and community. The activities organised by *CEERD* concentrate on creating an awareness on social and environmental issues, promotion of collaborations between college and community to address such issues, identification of the potential resources in the area for sustainable development etc.

Koodeyundu St. Stephen's, which literally means St. Stephen's is with you', is a combined venture of *CEERD*, *NSS*, *NCC*, *K.R Narayanan Study Centre* and *Health Infonet*, started during the pandemic with the objective to provide support as a COVID-19 Help Desk for the people of Uzhavoor and nearby panchayaths. We extended our community participation activities to vaccination and doctor support, blood donation, transportation/emergency support, spiritual support, support to health workers etc. Training was provided to volunteers of the above initiatives and successfully extended these services to Uzhavoor and Veliyannoor Panchayats through collaboration with the local administrative bodies.

Thus, the college acts as a socio-cultural and intellectual focal point and continues to contribute positively to the upliftment of society, without any hesitation, prejudice or bias. The management, teachers, non-teaching staff, parents, students, alumni and beneficiaries of different initiatives have been the pillars of strength and leaders in all the developmental causes undertaken by the college. Upholding the vision – Social and Environmental Development – the management and staff of St. Stephen's College, are committed to mould the present generation into responsible citizens of India who contribute to the progress of the local community and the country.

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

NAAC

5. CONCLUSION

Additional Information :

St. Stephen's college, Uzhavoor caters to diverse learners especially from lower socio-economic background and first-generation college goers. Value additions are given through invited lectures, seminars, workshops paper presentations, discussions and through the conduct of skill enhancement and certificate programmes. ICT enabled teaching learning strategies are incorporated in all programmes to unleash the maximum potential of the students. Earnest efforts are taken by the college for enhancing the research quality and aptitude among students. Holistic development is ensured by providing programmes for academic development at the same time giving value-based sessions, life guidance and personality development programmes.

Concluding Remarks :

Established in 1964, St. Stephen's College Uzhavoor has played a pivotal role in the higher education sector in the State of Kerala for the past 58 years. True to its vision, "To mould morally upright, socially committed and intellectual global citizens based on the love of God and service to mankind", the institution has taken quality initiatives for bringing up the most outstanding models in the higher education sphere with an all-encompassing approach, and it is staunchly looking for sustainable progress. Thousands have graduated from St. Stephen's College Uzhavoor and have occupied places of prominence worldwide. The College, with visionary management, talented faculty members and dedicated ministerial staff, stand as a strong pole for consistent advancement. The institution is resourceful in collaborating and sharing information with nearby institutions. The College has several healthy and best practices like *Grama Mithra Campus* and *Snehanidhi* that have contributed to academic excellence and institutional distinctiveness as the 'Concern for Society'. The College aspires to achieve the status of " College with Potential for Excellence" by 2024, on the occasion of its Diamond Jubilee.