ST.THOMAS COLLEGE (AUTONOMOUS), THRISSUR, 2016-2022

ADMINISTRATIVE AND ACADEMIC AUDIT

Chairperson : Dr. Latha Pillai
Former Vice Chancellor and Director i/c NAAC
Member Coordinator: Dr. Suresh Mony
Former Director, NMIMS, Bangalore.
Member: Dr. Bindiya M Varghese
Dean Computer Science and Additional IQAC Coordinator
Rajagiri College of Social Sciences. Kochi

ACADEMIC AND ADMINISTRATIVE AUDIT(AAA)

PEER TEAM REPORT

DATE:
Thursday 13ᵗʰ, Friday 14ᵗʰ October 2022

<u>AAA Team</u>

Chairperson: **Dr. Latha Pillai**
Former Vice Chancellor and Director i/c NAAC

Member Coordinator: **Dr. Suresh Mony**
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Dean Computer Science and Additional IQAC Coordinator,
Rajagiri College of Social Sciences, Kochi

THRISSUR - 680001 680001 https://stthomas.ac.in

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	ST. THOMAS COLLEGE (AUTONOMOUS)
2.Year of Establishment	09-06-1919-Date of Establishment, Prior to the Grant of 'Autonomy 19-06-2014-Date of grant of 'Autonomy' to the College by UGC
3.Current Academic Activities at the Institution (Numbers):	
Faculties/Schools:	Not Applicable (NA)
Departments / Centres:	17 nos- (i) Mathematics (ii) Statistics (iii) Computer Science (iv) Physics (v) Chemistry (vi) Botany (vii) Zoology (viii) English (ix) Economics (x) Commerce (xi) Media Studies (xii) Forensic Science and Data science (xiii) Criminology and Police Science, (xiv) Electronics (xv) Management Studies (xvi) Social work (xvii) Psychology
Programmes offered:	38 23 UG, 14 PG, 1 integrated 10 research Centres
Permanent Faculty Members:	174
Permanent Support Staff:	82 comprising 78 non-teaching and 4 Technical staff
Students:	
4.Three major features in the institutional Context (As perceived by the Peer Team):	1.The college is 103 years old with a rich tradition 2. The college is autonomous college with potential excellence and has programs from UG to Ph D level 3. The college has produced outstanding alumni including highly respected Chief Ministers

Students:

	State of origin	Other states/globe	total
Male	1460	5	1465
Female	2017	1	2018
Total	3477	6	3483

	Name	Designation & Organization Name
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	October 13, 14, 2022	
6.Composition of Peer Team which undertook the on-site visit:		
	Name	Designation & Organization Name
Chairperson	Dr. Latha Pillai	Former Vice Chancellor Rajiv Gandhi Youth University, Director I/C NAAC
Member Co-ordinator:	Dr Suresh Mony	Former Director, NMIMS Bangalore
Member:	Dr. Bindiya M Varghese	Dean Computer Science and Addtnl. IQAC Coordinator, Rajagiri College of Social Sciences, Kochi

Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices (QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	**Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), ProgrammeSpecific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion I

St. Thomas College, hereinafter referred to as (STC) have incorporated local, regional, national and global needs in the curricula as evidenced from the following:

Local needs:
- Sustainable development in local scenario-through ecotourism, environment, flora and fauna, horticulture and challenges in the field of plant and animal diseases
- Student projects, field projects particularly of MSW, collaborative surveys sensitizing to local societal needs and conditions
- Promotion of entrepreneurship and knowledge regarding rules and regulations associated with local bodies addressed through B Com and BBA
- Compulsory Social Service for students create awareness about dynamic needs of the society

Regional/national needs
- Business Management, Accounting, Auditing and Corporate Governance, Banking and Insurance, Business Environment and Policy, Income Tax, E-Commerce in BBA and B Com
- Modules on national policies, central legislations and emerging concerns achieved through inclusion of Indian Economic Development, Economics of Capital Market, Urban Economics, Public Finance, Demography, Indian Constitution and Politics, and Indian History
- Participatory Project Planning and Training, Social Work Practices, Concurrent Field Works transform students to be an active part of the society, enhanced through languages of communication at regional and national levels

Global needs
- B. Voc Forensic Science, B. Voc Data Science, BA Criminology and Police Science, B. Com Taxation, BA English, M. Sc. Integrated Psychology
- Communicative English for all through common courses, open and value added courses improves confidence and competency
- Multimedia and Visual Communication with practical oriented Digital Video Production, 3D Modelling and Texturing, Web Designing, Graphics, Animation and Visual Effects
- Database and Management System, Android Programming, Object Oriented Programming

Concepts, International Economics, Computational Physics, Nanoscience and Technology, Python Programming, Robotics, Machine Learning, Artificial Intelligence, Instrumental Methods of Analysis

- Advanced learning encouraged through mandatory Interdisciplinary Open Courses, Internships, Value Added Courses and Online Courses through Swayam and Coursera

The array of courses offered at STC cuts across gender, human values, ethics, sustainability as evidenced by the following examples:

Professional Ethics:

Modules to instill the importance of professional ethics is there in 95 courses- Corporate Governance and Business Ethics, Corporate Regulations, Professional Business Skill; Value-added courses on Research and Publication Ethics, Ethical Hacking, Basics of Research Methodology, Professional Competency.

Gender: 51 courses are directly focused on Gender issues- Common courses in Languages, Gender Studies, Voices of Women; Mandatory Audit course for UG programmes on Gender studies; A gender policy, and gender audit is also done to identify and bridge the gaps.

Human Values: 73 courses across the 38 programmes have modules on human values; A Value education programme has modules on honesty, civic responsibilities, integrity, transparency, accountability, confidentiality, respect, obedience to the law and tolerance; a compulsory social service programme and mandatory audit courses on Disaster management and Intellectual Property Rights are also included.

Environment and Sustainability (a)105 courses across programmes have modules related to environment studies; (b) mandatory audit courses on Environment Studies and Disaster Management. Environmental Biology and Biodiversity Conservation, Environmental Science, Medicinal and Environmental Chemistry, Environmental Economics, Non-Conventional Energy Sources (c) Value added course on Green Chemistry and Environment Pollution.

The Women's Cell, Nature Club, Entrepreneurship and Development Club, Energy and Environment Club, Organic Farming Club, Field visits by Botany and Zoology Departments, and Nature Club; Value education, are platforms to integrate cross-cutting issues.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	**The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners**
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**
2.3.2 QlM	**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**
2.3.4 QlM	**Preparation and adherence of Academic Calendar and Teaching plans by the institution**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QlM	**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**
2.6.2 QlM	**Attainment of programme outcomes and course outcomes are evaluated by the institution.**
2.7	Student Satisfaction Survey

Qualitative Analysis of Criterion II

A bridge course followed by an entry level assessment test is carried out to identify the slow, medium and advanced learners. Thereafter, specific initiatives undertaken include:

Programmes for Advanced Learners

- Walk With a Scholar (WWS) Programme- Government funded mentorship programme for high performers
- NPTEL/SWAYAM courses
- Coursera Online Learning at free/discounted rates for students
- Participation in Hackathons
- Finishing School for all round personality development

Programmes for Slow Learners

- Scholar Support Programme (SSP) funded by government for financially and academically weaker students t
- Remedial Coaching by Department teachers
- Peer learning and peer tutoring

Programs for all Students including Medium Learners

- Induction Programmes
- Mentoring programme at a mentor-mentee ratio of 1:20.
- Career Guidance and Counselling-for identifying strengths and weaknesses and enhance employability.
- UGC NET /JAM Coaching Cell
- Additional Skills Acquisition Programme

STC employ a variety of experiential, participative and problem- solving techniques such as:

- Experiential Learning imparted through (i) Educational field trips, industry visits (ii) Internships (iii) Peer teaching and Seminars (iv) Innovation Festival (v) Volunteering for palliative care (vi) Drama, Art, Theatre. Radio Mist, the student-run community radio network, Making Documentaries and Short Films (vii)Publication of articles and books Extension activities in the college are aimed service learning (viii) Organization of inter-collegiate events
- Participative Learning through: (i)Interdisciplinary projects, Exhibitions and Demos conducted by students. (ii) Learning platforms -MOODLE (iii) Hands on Workshops and laboratory Experiments. Group discussions and peer learning (iv) Webinars (v) Flipped classroom MOOC/ Coursera Courses
- Problem Solving Methods: (i) Project based learning (ii) Games (iii) Assignments Participation in Hackathons

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ICT-enabled Infrastructure: The campus is WiFi-enabled with majority of the classrooms equipped with LCD Projectors/Televisions and computers. A well-equipped media centre with audio recording studio and software enables faculty to record and publish video sessions. Interactive panels at multiple locations support ICT-enabled teaching-learning. Moodle Learning Management System (LMS) is employed for digital learning-videos, documents, presentations, assessments and results, course creation, online interactive sessions, creating question banks.

The inhouse St. Thomas Academic Management System (STAMS) and ICT-based tools like Mentimeter, Google Classroom, Kahoot!, Google tools, OBS and H5P, NPTEL platform are utilized by faculty for collaborative teaching-learning. An inhouse YouTube Channel broadcasts faculty video classes, online webinars and workshops. Online tools like Streamyard, Microsoft Teams are also available. A digital library and Language Lab Language lab equipped with necessary hardware and software are available.

Calendar: The Academic Calendar is prepared by the calendar committee taking into account the annual plans prepared by the academic departments, IQAC and the office of the CoE, along with inputs from different committees, cells and bodies. The College Council monitors the adherence to the Academic Calendar from time to time. Adherence is monitored by the HOD at the department level and the College Council at the apex level.

IT integration in examination processes: Automation of examination registration, auto generation of Hall Tickets, IT integration of Internal Assessments, Publication of Results and Marklist generation through STAMS have improved the efficiency. Since attendance is regularly captured in STAMS, students having less than 75% attendance are automatically prevented from registering for exams(subject to review for special circumstances as per the policy.

'QnSmarti', an exclusive software to create a question bank and generate question papers automatically in a predefined pattern in accordance with the Learning Outcomes, has effectively been implemented. security and prevent forgery, Grade cards are printed with various security features such as micro text, pantograph, UV, hologram, folio number and photograph of the student. Question papers from a panel of external experts, Bar codes, Double valuation, (3rd valuation for PG papers if needed) surveillance cameras ensure fairness and rigour of the system.

Program Outcomes: Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all courses/programmes are stated and displayed on the STC website. The Vision, Mission, POs, PSOs and COs are communicated to the faculty members and students through Printed syllabus, College Manual, Moodle LMS/STAMS, website. Alumni and employers are made aware of the POs, PSOs and COs through the website and parents during orientation and Parents Teachers (PTA) meetings.

Attainment of POs: is done through a two-pronged approach of (a)Direct Assessment with 75% weightage and (b) Indirect Assessment with 25% weightage. Direct Assessments include Quiz, Individual viva/ group viva, Mini Projects Lab / Field / Practical work / Case study, Group discussion, Seminar Assignment, Class participation. Indirect Assessments involve (i) Course Exit Survey on course (ii) exit survey on the completion of UG/PG programme.

The process steps in evaluation include: (i) Mapping COs to PSO and PO (ii)Computing the average scores of mapped COs for each PSO and PO (iii) Computing the weighted average scores to a 100 scale and taking 75% as the component of the direct assessment(iv) Compute the scores corresponding to PSOs and POs from exit survey report and computing the 25% weightage. (v) Aggregating the sum of scores from direct and indirect assessments.

The levels of attainment are: 76 - 100 High, 51 - 75 Moderate, 0 - 50 Low. The outcome is attained if the calculated attainment level is equal to or greater than a predefined attainment target- when OBE was introduced, attainment levels were set by the OBE committee in consultation with experts based on pat 3 -year results. Thereafter, it is being reviewed every year based on the previous year's result.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	**The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and Implemented**
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	**Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	**Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years**
3.7	Collaboration

Qualitative analysis of Criterion III

Facilities: The facilities at STC to promote research include: (i) 10 nos. Research Centres- (offering Ph.D. programme) affiliated to the University of Calicut in English, Economics, Commerce, Mathematics, Statistics, Physics, Chemistry, Botany, Zoology, Computer Science. (ii) Offices to coordinate and review research, namely: (a)Dean of Research (DOR) (b) Research Council (a body of all research guides and Head of Research & PG Departments presided over by the Principal and managed by the DOR) (c) Subject Research Advisory Committees (RACs) (d) Ethics Committee and (e)Academic Integrity Panel. The research facilities and policy are widely publicised at the annual research cohort orientations, periodic research collectives, and through the website (e) new library and research wing housing the Santhome Incubation Centre.

Research policy has provisions for : (i) governance of processes starting from admission to submission of thesis adhering to the directions of DOR, University of Calicut, UGC (ii) Anti Plagiarism Regulations (iii) different constituent policies, namely- Research Promotion Policy; Research Ethics Policy; Research Consultancy Policy, coordinate and review of research practices (iv) Online Course on Research Publication and Ethics (v)Annual Research Scholars' Meet of Global and National level achievers in research (vi) Seminars/Workshops/Endowment/Invited Lectures wherein PG and UG students are encouraged to present their research papers (vii) Santhome Research Awards for Scholars and Faculty (viii) Santhome Research Grants (Seed Money) (x) Scholarships for Research scholars

Entrepreneurship and Innovation: The Entrepreneurship development (ED) Club was established in 2010 and organises seminars, workshops to promote entrepreneurship and has helped to successfully raise funds. The Startup and Innovation Cell was established in 2018 which has been registered with the Ministry of Education (MoE), Govt' of India in November 2018 and within a span of four years has secured the highest 4-star status. STC has been chosen as a Mentor Institute under the Mentor-Mentee Program 2021-22 of IIC and together have organized workshops/ seminars/ interactions with entrepreneurs, investors. The number of students participating in Hackathons, Agrihackathons and Ideathons have increased due to the collective efforts of these entities.

The nascent St. Thomas Incubation Centre (STIC) has four initiatives: (i).Progressive-E Recycling &Trading (for recycling e waste) (ii) Eminence (Start-up Cell of the electronics department) (iii).Santhome tailoring (iv) Innovation group formed by the students of Computer Science department which successfully designed and delivered a software for conducting Elections in a Malaysian University. (iv) The Finishing School offers in-depth training and real-world experience in the field of social etiquette.

STC has an internet radio "Radio Mist" run entirely by students; COOK INDIA-FIT INDIA organizes training cum competition for Cookery Club; Events/training of the fashion designing Club; Community Orientation-

Keshaprayan, Aksharapryan and Thirayum Theeravum for community benefits.

Extension activities: STC has conducted 233 events over the last five years that includes programmes under Swatch Baharat Abhiyan, Aids Awareness, Anti-Narcotic Drive, Community-Village Engagement, Gender Equality, Child and Women Welfare, Health and Environment Protection such as: Campaign against Drugs use and Illicit Trafficking, cleaning drives, street plays, in public places, village adoption, blood donation camps, palliative care.

4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**
4.1.2 QlM	**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated using Integrated Library Management System (ILMS)**
4.3	IT Infrastructure
4.3.1 QlM	*Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

Qualitative analysis of Criterion IV

Learning facilities: The campus is in the heart of the city and admeasures 25.48 acres with 2.26 lakh sq.ft of built-up area and has three(3) academic blocks that house 114 classrooms, 6 seminar halls, 2 conference halls, 21 computer labs-12 physical labs and one(1) lab each for microbiology, tissue culture, molecular biology, herbarium and media. It is fully wi-fi enabled and equipped with requisite IT facilities and a library.

Facilities for culture, sports, yoga: are extensive as under:
- **Cultural Activities** (a)2 Auditoriums, (b) 1-Open auditorium cum gallery. (c) 6 Seminar Halls (d)2 Conference Halls (e) Music Room with music instruments Recording Facilities and studio floors. The St. Thomas Western Music Band has won the first Prize in All-India University Competitions. STC conducts techno-cultural fests like 'Srishti' and 'Exodus', the literary and art festivals like 'Anora', 'the Touro Fest', Management Fest and 'Mizhivu', the College Fine Arts Festival and Sports Day. The students also engage in flash mobs, street plays, drama, mime etc.
- **Yoga facilities**: at the Gandhi Smrthi Open Auditorium for daily yoga sessions for the girls; and at the Indoor Stadium for boys. Mass Yoga performance in connection with International Yoga Day and other occasions is conducted at Palocaren Square. Nationally acclaimed yoga gurus and trainers are availed to train the students.
- **Sports: Excellent facilities provided include:** (i)400 Meters Eight lanes track (ii)football filed(iii) multi-purpose indoor stadium (iv)Two jumping pits with international standards (v) Two net practicing facilities for cricket (vi) Basket Ball court (vii) Lawn Tennis Court (viii) Fitness Centre (ix)Shuttle Badminton Courts and Fencing facilities in the Indoor Stadium. (x)Two full-time faculty members and Trainers/coaches

During the past five years, STC has won 9 laurels at International level, 99 at National level, 15 Inter-University titles and nearly 75 State level medals in sports and cultural activities which is indicative of the versatility and all-round development of the students emanating from the encouragement of management and the prevailing cultural and sports culture.

Library: The library admeasures 41708 sq.ft., contains 97793 and 93 periodical journals in print; it is wifi enabled and through INFIBINET there is access to 6000 ejournals and 799500 e-books. It is automated by KOHA software and is equipped with OPAC searching (open access) to documents. Link to OPAC is available at the exclusive website for electronic services of library-users can renew a document remotely through OPAC and provided with computer access to browse online contents. It has 80 research cabins,104 study carrels for individual reading and has a seating capacity for 408 persons. Entry and exit of library are aided with automatic footfall counter rendered accessible by RFID enabled ID cards. Studio for Divyangjan (Differently-abled), screen reader and scanning and reading system for visually challenged students that instantly converts printed materials to speech or large print output on computer screen using high-quality speech and the latest optical character recognition (OCR) technology are available.

IT Policy: The system comprises 4 servers and 425 clients for student support, 20 for office purpose and 32 clients for departments, STAMS software for academic administration serves the needs of admission, attendance, internal and external grading, student-staff personal data, office administration. 50Mbps bandwidth leased line serves the need of the foregoing facilities as well as 'StreamYard' purchased for YouTube streaming. For security augmentation, 48 CCTV cameras are provided. Disposal of e-waste. E-waste is done in a safe and secure manner in collaboration an authorized e-waste management agency.

Maintenance: The maintenance policy is detailed covering: (i) Classrooms/seminar halls/Auditorium (ii) IT infrastructure (iii)Laboratories (iv) Sports infrastructure (v) Library (vi) Hostel infrastructure and (vii) general Infrastructure. Maintenance covers: (a) Scheduled or regular maintenance (b) Preventive maintenance (c) Statutory maintenance (d) Breakdown maintenance. Detailed registers/log books for maintenance are diligently kept. The IT staff maintain hardware and software, including scheduled and corrective in-house maintenance and repairs of IT assets in the laboratories, classrooms and administrative blocks.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**
5.4	Alumni Engagement
5.4.1 QIM	**The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

Qualitative analysis of Criterion V

Students Union/Student Council is a democratically elected body in conformity with the guidelines and procedures of STC as well as the recommendations of Lyngdoh Committee and Calicut University for forming student councils. The council of class representatives (who form part of the student's union), consists of two class representatives from each class (one boy and one girl). The Students Union comprises Chairperson, Vice-Chairperson, General Secretary, Joint Secretary, Magazine Editor, Two University Union Councilors, Fine Arts Secretary and Sports Secretary with a quota of minimum 30% of female members.

The Department Students' Council and the Department Associations organize inter-collegiate fests and events. Student Representations in Academic & Administrative bodies/ Committees include (i) Internal Complaints Committee (ii) Grievance Redressal Committee (iii) Anti-Ragging Cell (iv)Anti-Narcotic Cell (v)Welfare of Divyangjan Students (vi) IQAC (vii) Career Guidance and Placement Cell (viii) Fine Arts Committee (ix)Admission Committee (x). Ethics Committee (xi)Publication Committee (xii)Syllabus Monitoring Committee (xiii)Sports Hostel Management Committee.

Alumni: The Old Students Association (OSA), the Alumnae Association of STC is duly registered and has prominent members who are leaders in their disciplines in different parts of the globe. OSA aspires to build a global community of Alumnae with new global chapters.

OSA's contributions to STC include: (i) 31 merit scholarships (ii) +16 Lakhs INR to the welfare of students and alumni in the past 5 years(iii)Rs. 2 lakhs form BSC Chemistry 1972-75 Batch (iii) partial financial support for the construction of house for a poor student (iv) 5 endowments worth INR 1.5 lakhs by the alumni of Botany Department(v) funds to meet organizational goals of research-oriented workshops and seminars for current students (vi)merit cum means scholarships

Non-Financial Contributions of alumni cover Capacity Building Programmes, webinars, resourceful talks, free smart mobiles and other learning tools to deserving students, placement training and placements of students of college. Sharing knowledge and skills with students through speeches, seminars, and workshops.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	**The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution**
6.1.2 QIM	**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**
6.2	Strategy Development and Deployment
6.2.1 QIM	**The institutional Strategic / Perspective plan is effectively deployed**
6.2.2 QIM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**
6.3	Faculty Empowerment Strategies
6.3.1 QIM	**The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	**Institution conducts internal and external financial audits regularly**
6.4.3 QIM	**Institutional strategies for mobilisation of funds and the optimal utilisation of resources**
6.5	Internal Quality Assurance System
6.5.1 QIM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizingthe quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)** **Incremental improvements made for the preceding five years with regard to quality andpost accreditation quality initiatives (second and subsequent cycles)**
6.5.2 QIM	**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per normsand recorded the incremental improvement in various activities** **(For first cycle - Incremental improvements made for the preceding five years with regardto quality** **For second and subsequent cycles - Incremental improvements made for the preceding fiveyears with regard to quality and post accreditation quality initiatives)**

Qualitative analysis of Criterion VI

Vision, and governance: Vision: *Transforming the Youth through Holistic Education towards an Enlightened Society.* STC have emphasize on participative leadership and decentralized management effective governance is ensured through well-defined policies, strong self-governance and merit-based appointments of institutional leaders.

The Governance model adopted by STC is transparent and collaborative, ensuring participation of all stakeholders in decision making process and is through (i) Management Board-STC Educational Trust with its trustees and the Advisory Committee, Manager and Principal constitute the Apex body in Policy making which meets twice a year (ii) Administrative Governance- Principal, Executive Manager, Vice Principals,

Administrative Deans, Heads of Departments and IQAC work to ensure smooth administration under the auspices of Governing Council. Inputs and Feedbacks from Students council, faculty council, department council and college council are addressed in administration. (iii) Academic governance-Academic Council meets periodically to evaluate proposals put forward by the BoS for curriculum redesigning, new program approval etc. (iv) Structural Governance-The college office shares administration through documentation, accounting and service delivery to the stakeholders. Both top-down and bottom-up approaches of governance are adopted, for example: Apex bodies adopts/frames policies based on feedback, industry needs and market trends; In the Bottom -up approach, Implementations/outcomes of policies/decisions are evaluated/reviewed based on feedback from students/faculty/employers/alumni.

Faculty participation in decision Making Bodies is at multiple-levels including: (i) Administrative Level-apex bodies like Governing Council, Administrative Executive Committee, Finance Committee, Planning & Evaluation Board, IQAC Admission Cell (ii) Academic Level- Board of Studies, Research Council, Examination Committee, Syllabus Monitoring Committee. (iii) Regulatory Level-Internal Complaints committee, Grievance Redressal, Anti-Ragging, Sexual Harassment prevention committees (iv) Individual Level- Regular meetings of General Staff council, Department Council.

Effective Leadership: The board of trustees and Advisory Committee constitute the supreme body that formulates governance and overall policies. Governing Council formulates the academic and administrative policies and ensures its implementation. Academic Council implements the curriculum and syllabi. College Council implements the policies and supervises the day-to-day operations. The HODs are empowered, to take decisions through Staff Councils. Students participate in governance of college through Students Union and Students Council.

Institutional Strategic plan: STC have developed a strategic plan for the period 2017-32, wherein the main goals are (a) becoming a deemed to be university by 2030 and Institute of Eminence by 2032. They propose to realise these goals through a five- pronged thrust in: (i)Research (ii) Institutional Excellence (iii) Adequate infrastructure (iv) Flexible academic programs (v) Human resource management together with entrepreneurship, alumni engagement, industry engagement and internationalization. To meet these goals they have developed a strategic plan that has five major goals with three time bound sub-goals under each goal. The major goals are:

- STRATEGIC GOAL I: St. Thomas College targets to become a Deemed University by 2030 and an Institution of eminence by 2032 by underlying precise roadmap through the exercise of academic and administrative autonomy.
- STRATEGIC GOAL II: Optimize Human Resource Management through merit-based recruitments, continuous developmental and enhancive programs for faculty, staff and students through ISO 9001:2008-certified administrative functions, and a move towards a green, paperless office via the enterprise resource planning (ERP) software system Workflow, which provides Institute-wide e-services.
- STRATEGIC GOAL III: Develop, strengthen, and implement academic programs that are responsive to the vision and mission of St. Thomas College and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and emerging national and global scenario.
- STRATEGIC GOAL IV: Enhance college infrastructure to accommodate increase in intake, research, library, knowledge development and transfer; contribute to an enhanced quality of life in the campus.
- STRATEGIC GOAL V: Research and Development

Each of the above strategic goals have three sub-goals with a strategy to drive them to fruition.

Functioning of institutional bodies: STC has a clearly-defined organizational structure, the required statutory bodies (Board of Trustees, Governing Council, Academic council, Board of Studies etc.) and number of and non-statutory bodies (College Council, Staff Council, Students Union Council etc.) that function in compliance with the vision, regulations, policies, and statutes stipulated by the government, UGC, affiliating university and the organization. The college has well-formulated policies on Quality, HR, Research, Student Support and Welfare Measures, IT, Infrastructure etc. and well-defined code of conduct, published on the college website, a structured feedback mechanism for review and revision of policies and strategies. An example of the policies leading to efficiency is reflected in the introduction of the Qn Smart i Software that has reduced the examination process/result declaration time by 70-80% and increase of questions in the question bank by 20%.

Effective welfare measures: STC has a slew of welfare measures broadly categorized as:

- (A) Statutory Welfare Measures -PF, Insurance schemes, maternity/Paternity leave, National Pension scheme
- (B) Financial Assistance-festival bonus, loans, vacation leave, seed money/cash incentives for research, terminal benefits
- (C) Physical and Health Assistance-free medical camps, wellness assistance etc.
- (D) Awards and Acknowledgements -for PhD holders, research publications, best faculty, retiring staff member e
- (E) Career Advancement -endowments/awards for children of non-teaching staff, preferential admission from management quota
- (F) Miscellaneous Welfare measures-Day care centre, gymnasium, micro-financing scheme for non-teaching staff, women empowerment programs, community lunch, staff picnic etc.

Audits: Four level audits are conducted: (i) Internal Audit to ascertain whether the management policies and guidelines for accounting are properly implemented- verification of bills, vouchers, receipts, cash books, asset registers etc. (ii) External Audit- (i). Statutory Audits are conducted annually by the Chartered accountants duly appointed (iii). Government Audits is conducted at three levels: by the Accountant's General's Office, Trivandrum; by the Directorate of Collegiate Education, Trivandrum; and by the Deputy Director of Collegiate Education, Thrissur(iv) Concurrent Auditing is also done regularly for the self-finance accounts.

Mobilisation of funds: The sources of funds include (a) Earned income-Student fees (b) Government Funds-Grants from UGC for college with potential for excellence, research grants-DST, RUSA etc. (c) State govt. funds-grant-in-aid for salary, scholarships, incubation centre etc. (d) Non-govt funds-alumni endowments, donations, rent etc.(e)Raised Funds-sponsorships, festival income, consultancy fees (d) Other funds-corpus, bank loans. Utilisation of funds is solely for the purpose of advancing the objectives of the college. Reasonable provision has been made for merit cum means scholarships for the students by way of tuition fee waiver, freeship, sponsorship etc.

IQAC contribution: During the past 5 years IQAC have contributed majorly to:

- **Digital Documentation System:** To fulfill the felt-need for a more systematic and regular institutionalized documentation process, IQAC developed a multidimensional, web-based, digital documentation system titled ExAT (Excellence and Assessment Tool)- it streamlines and automates manual processes of collecting and retrieving information-it is integrated with the existing ERP system and provides individual login access to all and employing existing basic data. Documents can be in the form of images/pdf/doc/spreadsheets etc.
  Decentralized documentation system: Faculty, HoDs, Coordinators of Cells/Committees, DQAC members, SQAC members and IQAC office can access/add/modify/view/delete different types of data and documents. Rights and permissions have been set and granted in such a way that only authorized users can view/add/edit/delete respective records. Eventually, IQAC office can access and utilize all the data entered, thus enabling a systematic decentralized data/documentation capturing system that includes Faculty publications, PhD Details, FDP details, consultancy, guideship details, collaborations, teaching endeavors; Student achievements like progression, internships, placements, scholarships, NET/JRF details, sports/fine arts laurels, etc.; Department data like collaborations, extension, seminars, endowments and many more.

- **Faculty/Staff Empowerment Initiatives-** measures for professional development of staff: (i)research methodology, research paper writing, plagiarism, IPR, NAAC RAF, (ii)mental health fitness and communication skills (iii) Mentoring, Code of conduct, Professional ethics, teacher soft-skills, (iv)teaching tools and LMS like Moodle(v) training in soft skills, computer skills, ERP, office automation(vi)social skills(vii) leadership skills training in collaboration with management institutes like XIME (viii) training programs on OBE (ix)faculty participation in FDPs

IQAC Review of Teaching-Learning methodology-OBE-
Feedbacks

(i) on Teaching Learning & Evaluation Process- through surveys, Self-appraisal and feedback on teachers by students through ERP in online mode every semester.
(ii) Parents feedback on teachers and teaching process is collected during class PTA meetings.
(iii) Feedback from Teachers are taken on curriculum content and teaching innovations.

(iv)	Feedback from alumni and employers on curriculum content, skills and employability are collected annually.
(v)	Semestral evaluations analysed at institutional level with Principal, CoE and all HoDs; and at departmental level in the department staff meeting.
(vi)	Exit survey of outgoing students .

Reforms

(i)	Professional Development Programs on Professional ethics, teacher soft-skills, communication skills, teaching tools, online teaching, ICT-enable teaching and LMS
(ii)	Enrichment Workshops on Curriculum-to empower the faculty on outcome-based education, revised curriculum, autonomy, question banking system etc.
(iii)	Infrastructure and training for e-Content Development and Moodle LMS and college YouTube channel

- .Academic and Administrative Audit -periodic Academic and Administrative Audit (AAA) and one external (2018-20) audit.

(i)	Internal Audit: IQAC collected the self-evaluative reports from the departments and also the reports of the peer teams which visited each department
(ii)	External audit: by peers from other Institutions-to improve the effectiveness of the teaching-learning process highlighting the strengths and areas for improvement.
(iii)	Outcome attainment analysis is conducted to validate the realization of PO, PSO and CO in students. Process.
(iv)	Implementation of OBE based Curriculum from 2019-2020 onwards focusing skill development and entrepreneurship- Greater focus on empirical learning through Projects, Internships, Industrial visits, innovations and participation in hackathons- New Programs on trending domains introduced New value-added courses Audit courses introduced

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Measures initiated by the Institution for the promotion of gender equity during the last five years.**
7.1.3 QlM	**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**
7.1.8 QlM	**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).**
7.1.9 QlM	**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
7.1.11 QlM	**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format** **provided in the Manual.**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion VII

Gender equity: STC organizes various programs/gender sensitization action plan towards achieving Goal 5(Gender Equity) of the United Nations Sustainable Development Goals (UNSDG). The major features are:

- Curricular Inclusions- 47 Courses, Gender based dissertations and research projects;
- Senior roles-Women Faculty are appointed in administrative positions such as Vice Principal, HoDs, Governing Body members and Academic Council members.
- Co- Curricular Initiatives -Gender Sensitization Programs are organized by departments, clubs and committees regularly. SQAC, Equal Opportunity Cell, Gender Champion Programme, Internal Complaints Committee, Anti-Ragging cell and Grievance Redressal Cell addresses gender related issues.
- Sessions on Gender awareness, Safety and security measures, anti-ragging, and anti-sexual harassment are included in the Student Induction Programmes
- Student council-one boy and one girl elected as class representative
- Annual gender audit report
- Safety and security-Facilities for Women on Campus Safety-41 surveillance

cameras are installed- Separate hostel facilities for girls and boys-Counselling cell for the female students -facilities such as, common rooms, sanitary pad vending machines, ambulance on call and restrooms- Day care centre for young children of teachers and students.

- Other initiatives- Celebration of important days such as National Girl Child day, International Women's Day, Breastfeeding week. Women Entrepreneurship Development Programmes to empower women. Self Defence training programme like Kung-fu- Confidence Building training- "She Drives" to enable female students to drive their own vehicles.-Hair donation camps for cancer patients.

Waste management: is done systematically covering the objectives of Prevention, Reduction, Reuse, Recycling, Recovery and Disposal:

a. Production of waste - Use of single-use plastic is banned-Styrofoam glasses and plates
b. Segregation of waste - Solid waste is collected and segregated in three separate bins for food waste, glass and metal & plastic wastes.
c. Handling of waste - Organic waste from hostel mess and canteen are processed for biogas generation- this has reduced the use of LPG Cylinders to 2 per month.
d. Disposal of waste-Vermicomposting is done at the campus and the compost is used as organic nutrients for the garden and plantations. Students use only re-usable lunch boxes (stainless steel or polystyrene)-Paper waste is sold to vendors for recycling at regular intervals-public address and public display systems help to generate constant awareness and discipline
e. Liquid waste management -Sewage, Laboratory, Laundry, Hostel and Canteen effluent waste. Liquid waste is treated with sewage treatment plant

E-waste management –

- (i)Electronic waste- CPU's, Hard disks, Laboratory Equipment scrap sent to the market for sale- Refilling of laser toners is encouraged.
- UPS batteries are recharged and repaired by the suppliers- minor repairs by laboratory assistants.
  - Hazardous Chemical Waste Management- The Department of Chemistry follows green chemistry policy where use of chemicals is minimized by Micro scale technique- Hazardous affluent produced from the lab is subjected to treatment in the -plant before release

Inclusive environment: STC has institutionalized an inclusive culture of harmony and tolerance transcending diversities- Cultural and Regional Communal, Linguistic, Socio-Economic. Special initiatives such as (i) plethora of language courses (ii) celebrating Rashtriya Ekta Diwas, major festivals like Holi, Christmas, Onam, reading of Holy Scriptures from the Bhagwad Gita, the Bible, Koran; (iii) free meals, scholarships, mandatory social work aid in the propagation of an inclusive environment.

Constitutional obligations: sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of the citizens is done through Student Induction Program (SIP), Reflection of Preamble of Indian Constitution, leveraging the Website, LED wall, College calendar, teachers' diary, Mentor-Mentee Record book NCC/CSS/Practical -records, notebooks. Preamble and other elements Indian constitution are included in the curriculum in UG programs; Value Education programs sensitize students as well as celebration of Independence Day, Republic Day and Constitution Day Gandhi Jayanthi etc.

Commemorative days: STC celebrates all the major national days promote national integration; and International days of importance to educate students on issues of concern, to mobilize political will, to foster harmony, and to celebrate and reinforce achievements of humanity.

Best Practices (BP): BP I -St. Thomas Digicampus -   BP-II: Santhome We-Care initiative

BP-I is Digitalized Governance framework that provides the foundational transparency and visibility to effectively manage the delivery of academic and administrative services to various stakeholders; to make administration more transparent and to support and simplify institutional governance. STAMS, automated Evaluation system, LMS, ExAT Digital Documentation System, automation of the library, financial accounting etc. have enables achievement of the objectives. As a result, STC is ranked by NIRF among the top 100 colleges for 4 consecutive years.

BP-II- is aimed at sensitizing students to transform Society, to fight for Social Justice and to Restore Environment, and improve lives and communities and encompasses initiatives like Housing for the poor, Village upliftment, Tribal empowerment, Care for the sick, Women Empowerment, Rescue & Relief, Children care, Swachh Bharath initiatives, Socio-Economic Surveys, Environment Sensitive initiatives, and Care for the marginalized and to contribute towards sustainable development. Construction of 6 Houses fully/ 3 Houses partially; award of certificate to STC faculty; commendable volunteering relief work done during Kerala Floods; recognition by Government of Kerala for the Energy Promotion Activities of 'Urjjakiran', recognition of Facultiy by the Local Governance bodies for the environment promotion activities and planting and protection of Kulavetty plants in the Panchayaths are evidence of the success of BP-II.

Distinctive Practice- St. Thomas for Multifaceted Learning (STML) is a student-centred endeavor to mould socially responsible and competent professional through the six dimensions of:

- Empirical Learning -through activities that connect society and environment
- Service Learning where students are exposed to real life social and economic issues prevalent and learn to respond to it
- Eco-centric learning- through cultivation activities, planting of trees and cleaning drives and learning the basic agricultural skills;
- Innovative Learning -Entrepreneurship Development Club, Innovation Cell, IEDC, Exhibitions and Start-ups in are platforms that ignite creativity and innovation
- Collaborative learning
- Self- directed learning-student council members-organising events

Section III: OVERALL ANALYSIS
Observations

3.1 Institutional Strengths:

- Rich legacy and heritage of 100+ years
- Brand image
- Compassionate and supportive leadership
- 10 Departments are Research Centres recognized by the affiliating Calicut University
- Visionary strategic plan for 15 years
- Autonomy, empowerment and Accountability at all levels
- Active student body who ensure democratic and cultural vibrancy in the campus
- Achievements of students in sports and fine arts
- Adequate Opportunities and encouragement for career advancement within the university
- Socially sensitive extension and outreach initiatives
- Focus on sustainability management initiatives

3.2 Institutional Weaknesses:

- Poor regional diversity
- Funded research projects
- Resource mobilization
- Academic industry linkage
- Accomplished leaders

3.3 Institutional Opportunities:

- Indian culture centric online courses leading to certification at national/ international level
- School of Sustainability, Research in sustainability
- Extension activities to adopt more villages and help them in achieving SDGs -eg. Water positive, Carbon net zero, 100% enrollment in primary schools for boys and girls, High health and wellness index

3.4 Institutional Challenges

- Assimilating fast changing technology and blending with student and industry needs
- Online education that is making deep inroads which threatens conventional university education
- With growing competition attracting talented and meritorious students
- Possibility of foreign universities setting up campuses in the country and consequent retention of faculty

Section IV: Recommendations for Quality Enhancement of the Institution

1. Constant efforts at streamlining quality processes and enhancement of OBE. Gap Analysis in OBE attainment need to be analyzed department-wise and corrective measures need to be taken with respect to course content, pedagogy and faculty deployment when the level of attainment is below the expected level.

2. Create greater industry linkages to augment placements.

3. Identify and carry out path breaking research around themes of SDGs

4. Develop a model in collaboration with industry to ensure constant flow of academic and industry talent to each other - Sabbatical with industry for faculty, sabbatical with academia for industry, for mutual benefit

5. Create a leadership pipeline by continuous investment on leadership coaching

6. Develop a financial model that minimizes dependence on fee income

7. Biannual academic and administrative audit by an external agency to provide unbiased feedback to Management

8. Strengthen the competency of faculty team in the programs run under self-financing scheme

9. Augment the collection of books , e-resources, and research databases.

10. IQAC should compute the weighted average faculty feedback by students of each department as well as the entire college on annual basis.

11. Management may stipulate an average faculty research output of 3 papers per faculty per year by 2025 with an appropriate graded incentive scheme.

12. Considering the increasing proportion of female students, appointment of a lady physical instructor is recommended.

Sl.No	Name		Signature with date
1	Dr. Latha Pillai	Chairperson	Latha 14/10/22
2	Dr. Suresh Mony	Member Coordinator	Suresh Mony
3	Dr. Bindiya M Varghese	Member	

Place Thrissur

Date 14 -10 - 2022

Seal of the Institution