



**ST.XAVIER'S COLLEGE FOR WOMEN  
(AUTONOMOUS), ALUVA**

**INSTITUTIONAL  
DEVELOPMENT PLAN  
2023- 2030**

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## 1. PREAMBLE

Higher Education Institutions (HEIs), including colleges, universities, and institutes are complex organizational entities owing to their considerable scale, size, and intricacies. The strategic plans devised by these academic institutions serve as comprehensive frameworks guiding institutional decisions, spanning both long-term and day-to-day activities. These plans are structured to ensure that decisions and activities align with the institution's overarching vision, mission, and values. Moreover, they aim to adhere to global development goals and comply with governmental regulations, accrediting body standards, and other relevant rules.

The strategic plan serves as a foundation in facilitating the effective functioning and financial health of the institution, contributing to its sustainability. By fostering adaptability to change, the strategic plan positions the institution to be future-ready, thereby enhancing its focus on future success. Achieving success in higher education institutions, be it through the enhancement of graduation rates or the establishment of a more inclusive environment, necessitates expertise, time, and collaboration across various units.

Building collaborative relationships across departments is pivotal, and integrated strategic planning plays a crucial role in preventing duplication or contradiction in activities. It not only creates opportunities for collaboration but also ensures the optimal allocation of time, effort, and resources to realize the institution's mission. During the formulation of the Institutional Development Plan (IDP), which serves as the integrated strategic plan of action, contextualizing the rationale within the larger macro-picture becomes imperative for informed decision-making and sustained institutional development.

### **1.1 Overview and Background-National Education Policy - 2020**

The development of an Institutional Development Plan (IDP) is central to the implementation of the transformative reforms of the National Education Policy 2020, within the Higher Education Institutions (HEIs). An IDP is a well-designed action plan which will enable HEIs to charter their institutional growth and trajectory over an evolving period that can stretch up to 10 years. The Policy visualizes an important instrument of the Institutional Development Plan (IDP) that will serve as a vision document to guide the institutional transformation. The IDP will guide the academic programmes, human resource management, infrastructural requirements, ensure

transparent and responsible governance, upgradation of quality, equity by ensuring the participation of Socially and Economically Disadvantaged Groups, and help in resource mobilisation, financial stability and sustainability.

NEP 2020, Para 19.5 reads *“Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff”*

## **1.2 Higher Education scenario in Kerala**

The higher education institutions (HEIs) in the country are currently undergoing a significant transformation with the implementation of the National Education Policy (NEP) 2020. Alongside, in the state of Kerala, the government is set to implement the Four Year Undergraduate Program (FYUGP) from the academic year 2023-24. To prepare for the subsequent changes in the higher education sector, institutions must be adequately equipped.

In an era of increasing global interconnectedness, a multitude of opportunities and challenges emerge. The educational landscape must adapt promptly to cultivate 21st-Century skills among students, not merely for survival but for flourishing in this dynamic environment. Consequently, the higher education system is compelled to adopt a more socially responsible position, fostering the development of a knowledge society capable of implementing sustainable development through both social and technological innovations.

The primary objective of the Undergraduate Curriculum, as envisioned by the Government of Kerala, is the establishment of a strong knowledge society. Such a society is expected to play a crucial role in the creation and sustenance of a knowledge economy, aligning with the broader goals of societal progress and development.

## **1.3 Global Goals for sustainable development**

The Sustainable Development Goals (SDGs), commonly referred as the Global Goals, envisaged to end poverty, protect the people and the planet and ensure inclusive human development and peaceful societies. In all, 17 SDGs have been adopted by United Nations General Assembly in 2015. The

significant role of education in attaining sustainable development was evident in the UNESCO documents wherein it reads: *“Universities must function as places of research and learning for sustainable development... Higher education should also provide leadership by practicing what they teach through sustainable purchasing, investments and facilities that are integrated with teaching and learning.... Higher education should emphasize experimental, inquiry based, problem solving, interdisciplinary systems approach and critical thinking (UNESCO, 2004, pp.22-23)”*.

*SDG 4 stipulates “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”* has in all 10 sub-targets. The St. Xavier’s College is committed to achieving these goals and targets.

## 2.STATUS, PROFILE AND ROLE IN CONTEMPORANEITY

### 2.1 INSTITUTIONAL PROFILE

St. Xavier's College for Women, Aluva, founded in 1964 by the Congregation of Teresian Carmelites (CTC) and affiliated with Mahatma Gandhi University, has evolved into a distinguished institution over the course of 60 years. Its commitment to national, regional, and local imperatives has facilitated its ascent as a reputable establishment, emphasizing quality education and holistic development for women. In alignment with the nation's progression towards self-realization and growth, the college has prioritized inclusivity, extending admission opportunities to individuals of all castes and creeds, while respecting their rights of conscience.

Demonstrating a steadfast dedication to serving economically and socially marginalized segments of society, the institution has implemented a student-centric, participatory teaching-learning-evaluation system to ensure optimal educational benefits, promoting the development of women with strong moral qualities. Recognizing the college's noteworthy contributions in the realms of academia, culture, and society, the National Assessment and Accreditation Council (NAAC) bestowed an A++ Grade (3.68) accreditation in 2023 during the 5th cycle evaluation.

Furthermore, the University Grants Commission (UGC) has conferred autonomous status upon St. Xavier's College for Women in 2023, effective from June 2024. This notable designation highlights the institution's commitment to academic excellence and its capacity for self-governance in educational matters.

2.2 General Institutional Profile		
1.	Name and Address of the college	St. Xavier's College for Women Palace Road, Periyar Nagar Aluva.PIN:683101
2.	Website	<a href="http://www.stxaviersaluva.ac.in">www.stxaviersaluva.ac.in</a>
3.	Year of Establishment	1964
4.	Institutional Status	Grant-in-aid
5.	Land area	8.2 acres
6.	Built up area	33184.2 sq. mts

<b>7.</b>	Award, Recognition, Accreditation	NAACaccreditation5 <sup>th</sup> Cycle: Grade A++ with CGPA 3.68 IIC star rating:4–STAR NIRF:151 - 200 Band ATALRanking:151-200 Band
<b>8.</b>	Number of Programmes offered	17UG, 7 PG, 01Diploma &3 Ph.D.
<b>9.</b>	Number of laboratories	19
<b>10.</b>	Number of computers	218
<b>11.</b>	Details of programmes offered	Current UG Programs: 14 No. of B. Voc Courses: 3 Current PG Programs: 7 No.of Research centres: 3
<b>12.</b>	Total No. of faculty	90
<b>13.</b>	Total No.of technical staff	Nil
<b>14.</b>	Total No. of students	1811
<b>15.</b>	Number of hostels and students	Hostel: 1, Students:260
<b>16.</b>	No.of non-teaching staff	29
<b>17.</b>	Number of library books	64,735
<b>18.</b>	Outdoor sports facilities	Kabaddi, Volleyball and basketball Court
<b>19.</b>	Indoor Sports facilities	Yoga centre, Foyer that functions as both Volleyball and badminton court. Recreation room for table tennis and chess. Fully equipped gymnasium

### 3. VISION, MISSION&STRATEGICSTATEMENT

#### 3.1. Our Vision

St. Xavier's College for Women envisions the empowerment of women through academic excellence and spiritual enlightenment for their educational, social and cultural enhancement.

#### 3.2. Our Mission

- ✓ To facilitate optimal academic ecosystem that facilitates lifetime learning, sustainability and holistic development.
- ✓ To nurture students to evolve as accountable individuals and resourceful global citizens
- ✓ To foster inclusiveness, innovation, entrepreneurship and professional enhancement
- ✓ To engage in collaborative global network to widen teaching-learning ambit.

#### 3.3. Strategic Statement

St. Xavier's College for Women aims at providing state-of-the-art and inclusive academic environment that facilitates holistic development, lifelong learning and global networking. Adapting personalized assistance to students, the college moulds responsible global citizens who can engage positively in innovation, entrepreneurship and professional growth with a deep sense of sustainability and nationalism.



## **4. CURRENT ACADEMIC, CURRICULAR AND DEVELOPMENTAL ACTIVITIES AND INITIATIVES**

### **4.1 Academic Aspects**

Effective academic planning and implementation are integral aspects of the institutional framework at our college, facilitated by the issuance of the College Academic Calendar and Handbook for each academic year. Each department meticulously formulates annual plans encompassing curricular, co-curricular, and extension activities. Evaluation of learning outcomes involves Continuous Internal Evaluation, result analysis of university exams, and calculation and analysis of Program Outcomes (PO) and Course Outcomes (CO). A comprehensive feedback system is in place to assess the overall institutional performance, with particular attention to stakeholder perspectives.

Furthermore, departments offer add-on courses and value-added courses designed to enhance students' skill sets. The curriculum also includes UGC-sponsored/Self-supported Certificate/Diploma Courses, Coursera courses, SWAYAM courses, Skill Courses under ASAP, and MOOCs. Faculty representation is ensured in Boards of Studies (BoS) and Boards of Examination (BoE), fostering a collaborative approach to academic governance.

Collaborations with reputable institutions and industries showcase the college's commitment to academic and practical relevance. A well-documented Grievance Redressal system, coupled with the 'Open your Heart' program for student feedback contributes to a supportive institutional environment.

### **4.2 Teaching - Learning**

The assessment of teaching and learning outcomes begins with entry-level tests and Bridge courses for newly admitted students at the start of each academic year. Diverse learning techniques, including experiential, participative, and problem-solving approaches, are employed. Remedial courses, academic support programs, value education classes, NET coaching, NPTEL & Coursera Campus Programs, and the Academia Interact Program cater to various academic needs.

The availability of N-List resources through the library, digital resources prepared by faculty, and OBE question paper patterns ensure a robust academic infrastructure. Results and Outcome attainments are consistently analysed, and Open house is regularly convened for transparent communication.

### **4.3 Research & Innovation**

The institution actively pursues research grants and financial support from various funding agencies and Government of India schemes. Xaverian Research Journal, Discourse, published biannually, is a testament to the institution's commitment to scholarly endeavors. The Alumni Association publishes the Annual Newsletter 'Nostalgia'. Various activities, including those of IEDC, ED, and SPACE, are coordinated by the IIC.

### **4.4 Student Support**

Scholarships and freeships are provided to economically backward students, and personal counseling and mentoring are available for those in need. The institution invests in students' employability skills, soft skills, life skills, computing skills, language and communication skills, supported by a participative Student Council and an active Alumni association. Cells dedicated to career guidance and placement, grievance redressal, anti-ragging, and anti-sexual harassment contribute to a safe and supportive campus environment. Rigorous audits, welfare schemes for staff, and faculty development programs enhance accountability and competency.

### **4.5 Inclusion & Institutional Values**

The college promotes inclusivity through a disabled-friendly campus and allocates budgets for infrastructure expansion and maintenance. The college observes 52 days of national and international importance, promotes gender equity through relevant courses and awareness programs, and emphasizes energy conservation and environmental sustainability through various initiatives and collaborations, including an MoU with Green EvoTech. Waste management practices, such as biogas plants and vermicompost, further contribute to a campus that aligns with the principles of Sustainable Development Goals (SDGs) and the United Nations Academic Impact (UNAI).

## 5 SWOC ANALYSIS

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Dedicated faculty</li> <li>• Supportive Management</li> <li>• Innovation Ecosystem with Highly Advanced Innovation Centre</li> <li>• Excellent linkage with community through extension activities under UBA, NSS, NCC etc.</li> <li>• Easily accessible location</li> <li>• Catering to the needs of students of all background</li> <li>• Conducive environment for holistic development including academic, co-curricular and Physical and Psychological</li> <li>• Activities in –line with the sustainable development</li> <li>• Vibrant stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Space Constraints</li> <li>• Insufficiency of infrastructure facility</li> <li>• Diminutive number of research departments and facilities</li> <li>• Lack of funded projects</li> <li>• Limited financial resources</li> <li>• Lack of skill-oriented courses leading to employability</li> <li>• Lack of start-ups</li> <li>• Lack of International/National Collaboration</li> <li>• Less industry collaborations</li> <li>• Less number of students accepting job offers</li> <li>• Lack of sustainable financial independence</li> </ul>
<b>OPPORTUNITIES</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Prospects for innovation &amp; Start-ups through collaborations with Government and Non-Government agencies</li> <li>• Scope for interdisciplinary &amp; Sponsored Projects</li> <li>• Inter-institutional collaborations</li> <li>• National and International Linkages</li> </ul>	<ul style="list-style-type: none"> <li>• Changing criteria in availing Government funds</li> <li>• Massive Student exodus to other states/ countries</li> <li>• Brain drain of the Elite citizens</li> <li>• Conventional socio-economic expectations</li> </ul>

<ul style="list-style-type: none"><li>• Networking and Collaboration among varied Stakeholders</li><li>• Women Entrepreneurship</li><li>• Community Engagement</li><li>• Increased employment opportunity in MNCs</li><li>• Possibility to implement more PG &amp; research departments</li><li>• Opportunity to start more career oriented courses</li></ul>	<ul style="list-style-type: none"><li>• Slow growth of employment in Kerala</li><li>• Disparity in digital access and socio-economic profile among students</li></ul>
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## 6 AUTONOMOUS STATUS

St. Xavier's College has attained autonomous status, granting the institution the prerogative to introduce new programs and modify existing curricula. This autonomy facilitates greater flexibility in the generation, dissemination, and exchange of knowledge, thereby serving the broader academic interests of society. The transition to autonomous status necessitates a comprehensive transformation in the organizational structure of the college, adhering to guidelines provided by the University Grants Commission (UGC).

In accordance with UGC guidelines and the Government of Kerala, the college establishes statutory bodies such as the Governing Body, Academic Council, Board of Studies, and Finance Committee. These bodies operate in adherence to UGC and government regulations, ensuring effective management of academic, financial, and general administrative affairs. Additionally, non-statutory committees, including the Planning Committee, Evaluation Committee, Grievance Redressal Committee, Examination Committee, Admission Committee, Library Committee, Student Welfare Committee, Internal Complaints Committee, Extra-Curricular Activities Committee, and Academic Audit Committee, contribute to the overall governance structure.

The Controller of Examination and Examination Cell oversee examination-related matters, while the Internal Quality Assurance Cell (IQAC) maintains an external Peer Team responsible for assessing the college's performance, as stipulated by UGC regulations on autonomy. External peer reviews occur annually to monitor progress.

In response to the newfound autonomy, the college has outlined strategic actions to ensure quality, transparency, inclusivity, and efficiency in curriculum delivery and examination processes:

- Focus on employability, entrepreneurship, and skill development in program offerings, with updated course syllabi reflecting contemporary requirements.
- Initiate tailor-made courses for marginalized groups.
- Incorporate project work, fieldwork, or research projects into programs whenever feasible.
- Address cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability in project works.
- Align Program Outcomes (POs) and Course Outcomes (COs) with local, regional, national, and global development needs.
- Conduct result analysis and outcome attainment analysis after exams, followed by

open house discussions.

- Document the effective use of scribes during exams.
- Modify the college academic calendar to include important dates such as semester start and end, entry-level tests, bridge courses, lesson plan publication, add-on courses, open house, and exam-related events.
- Implement a new format for lesson plans with course outcomes, outcome attainment, ICT tools/platforms, and innovative pedagogies.
- Conduct induction programs for first-year students and orientation programs for parents, covering various aspects of the curriculum and ethical considerations.
- Seek approval from the academic council for bridge course and add-on course syllabi before each academic year, along with course code assignments.
- Monitor the implementation of Outcome-Based Education (OBE) and maintain effective documentation through the OBE Academic Council and Departmental OBE Committees.
- Introduce and conduct courses in Indian Knowledge Systems (IKS) with associated projects.
- Systematically organize value education classes, mentoring, NET coaching, NPTEL, Coursera Campus Programs, other MOOC programs, and UGC-approved courses.
- Ensure the annual conduct of capacity-building programs on soft skills, language and communication skills, life skills, and ICT/computing skills, utilizing available facilities such as language labs and smart classrooms.
- Establish a code of ethics for research, integrating research ethics into the research methodology course.
- Form an institutional ethics committee, with its proceedings subject to approval by the appropriate body.
- Introduce and publish an activity calendar annually, coordinating day observances, festivals, club and cell activities, gender equity programs, sensitization programs on tolerance and harmony, and activities based on best practices.
- Establish a mechanism for both online and offline submission of student grievances, ensuring timely redressal.
- Periodically review the teaching-learning process and learning outcomes through IQAC, recording incremental improvements in various activities.

## 7. MENTOR INSTITUTION

St. Xavier's College has been granted Mentor status in Innovation by MoE in November 2023. The college has identified the expected outcome and action plan under this scheme.

### **Expected outcomes of Mentor-Mentee Scheme:**

1. Active participation and involvement of IIC members; students, faculty members and staff from both mentor and mentee institutions.
2. A streamlined and strengthened innovation and entrepreneurship ecosystem with functional IICs in mentee institutions.
3. Increase in awareness level among students, faculties and staff on recent developments and approaches in for innovation, entrepreneurship and intellectual property and their importance in wealth creation at individual level and national level.
4. Nurturing leadership potential of student innovators, and entrepreneurs by providing them coordination role to achieve the program objective.
5. Program will set foundation for institute's participation in MoE's Innovation and Entrepreneurship initiatives such as IIC, ARIIA, Hackathons, NISP, National Innovation Contest, and YUKTI and related programs organised under the aegis of MIC and AICTE.

### **Action plan:**

The action plan is subject to change as per guidelines proposed by AICTE from time to time during the timeline of the mentor -mentee scheme 2023-24

1. Conduct orientation sessions for all the key functionaries of IIC members of mentee institutions.
2. Take part in the quarterly progress meetings of mentee institutions and provide guidance and support in planning, action plan preparation, and improvisation of I&E activities to be conducted in the mentee institutions.
3. Planning and delivering of two IIC calendar activities for mentee IIC institutions
4. Organize a 2 Day I&E exposure visit cum training program on I&E related themes such as aspire-incubation and Incubation facility creation, IPR filing & management etc. for mentee institute

representatives.

5. To conduct visits to each mentee institution for progress monitoring & impact evaluation study especially towards the end of IIC calendar year or in the 4<sup>th</sup> Quarter.
6. The mentor institution is expected to encourage, guide and handhold mentee institutions in participating various innovation and entrepreneurship initiatives of MoE such as adoption of NISP, formulation of I&E policy at the institute level, Participation in ARIIA, Training of Innovation Ambassadors, Mentoring support to students and establishment of pre-incubation and incubation facilities etc.
7. Inviting participation from mentee institutions for the innovation and entrepreneurship activities are being organised by mentor institute as part of IIC calendar, Self-Driven activities



## 8. CRITICAL TASKS REQUIRING IMMEDIATE ATTENTION 2023-25

- Reconstitute Governing Body and IQAC as per UGC regulations for Autonomous Colleges
- Formation of the statutory and non-statutory committees according to the regulation
- Identify new programmes that can be offered in 2024-25 and design their curricula.
- Redefine the Programme Outcomes in the new context.
- State the vision & mission at department levels
- Redefine Graduate Attributes, Programme Outcomes, Programme Specific Outcomes and Course Outcomes and set the rubrics & bench mark
- Update College Website and Prepare UG/PG Prospectus
- Admission PR & Network
- Equip teaching faculty with a thorough knowledge in the Curriculum & Credit Framework in FYUGP
- Appointing Senior Faculty Advisor & Formation of FYUGP Admission Counseling Cell
- Micro level resource Management
- Preparation of Question bank
- Prepare all the infrastructure and other facilities for the smooth conduct of admission & exams
- Identify relevant skill oriented vocational courses in new emerging areas
- Initiate work of institutional clustering and collaboration for offering multidisciplinary courses as aligned to NEP/KSHEC from 2024.
- Identify the areas of consultancy by each department
- Expand existing outreach programmes to various geographic groups and sections of society

## 9 STRATEGIC PLAN

Sl. No	STRATEGIC GOALS & KPIs	SHORT TERM ACTIONS 2024-26	LONG TERM ACTION AREAS 2026-2030
1	<p><b>SG-1</b></p> <p><b>To achieve staff excellence through targeted CPD and welfare initiatives for both teaching and non-teaching personnel</b></p> <p><b>KPI-1</b></p> <p><b>Guest faculty appointed on long term basis based on research output and professional experience.</b></p> <p><b>100 % faculty receive</b></p>	<ul style="list-style-type: none"> <li>➤ Conduct annual professional development programs for teachers on ICT tools, pedagogical techniques, e-content development, research writing, and professional ethics.</li> <li>➤ Incorporate formalized stress management and mental health sessions for teachers annually.</li> <li>➤ Establish a structured on boarding program for newly appointed teachers</li> </ul> <p>Every year</p>	<ul style="list-style-type: none"> <li>➤ Maintain Cadre ratio during recruitment and promotion for both aided and unaided staff</li> <li>➤ Establish a peer committee to review the performance appraisal of teaching &amp; non-teaching staff</li> </ul>

	<p><b>CPD in 5 years.</b></p> <p><b>Preparation of policy document for newly introduced welfare measures and its implementation.</b></p> <p><b>At least 70 % faculty benefit from the welfare measures in 5 years.</b></p>	<ul style="list-style-type: none"> <li>➤ Engage a long-term management guest to enhance productivity</li> <li>➤ Institute and execute comprehensive welfare measures</li> <li>❖ Financial support to the teaching staff towards conference/workshop participation and membership fees.</li> <li>❖ Structured incentive program to encourage and reward research publications and projects.</li> <li>❖ Cooperative Society to facilitate investment opportunities and access to loans</li> <li>❖ Formalized grievance redressal mechanism for staff members</li> <li>❖ Free transportation services through the college bus for all staff members</li> <li>❖ Provident Fund, medical insurance and contributory pension schemes for non-government salaried staff</li> <li>➤ Recognition and Incentives for the best performing department and outstanding educators engaged in Research endeavours</li> </ul>	
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	<p><b>SG– 2</b></p> <p><b>To make teaching Learning process more ICT enabled, inclusive and student centric</b></p> <p><b>KPI–2</b></p> <p><b>The no: of teachers using advanced pedagogical techniques and ICT tools increase by 10% every year, all departments to identify and practice one more experiential, participative, problem solving learning technique every year, Mentoring sessions once in every week.</b></p>	<ul style="list-style-type: none"> <li>➤ Optimum usage of existing ICT Tools &amp; educational resources–Provide training if required, Document the usage to keep track</li> <li>➤ Enhancement of the ongoing experiential, participative, problem-solving and differentiated learning techniques</li> <li>➤ Regular Mentoring sessions to address the academic and psychological issues \</li> <li>➤ Tailored programs, such as the WWS and SSP initiatives, to be implemented to address the diverse learning requirements of students, as identified through entry-level assessments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Resource Assessment of the current ICT infrastructure and required upgrading</li> <li>➤ Practical application of problem-solving methodologies through IIC and Citizen Science programs</li> <li>➤ Comprehensive audio-visual center equipped with mixing tools, editing facilities, media studios, lecture capture systems, and relevant hardware and software to support the seamless development of e-content</li> </ul>
	<p><b>SG-3</b></p> <p><b>To enhance utilization and enrichment of digital resources and optimize functionality of the college library</b></p> <p><b>KPI–3</b></p> <p><b>From each</b></p>	<ul style="list-style-type: none"> <li>➤ Digital repository enhancement through collaborative contributions from teachers and Advanced Learners, ensuring easy accessibility via the website.</li> <li>➤ Identify and equip students and teachers for creating e content</li> <li>➤ Encourage student</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiate SXCMOOC, YouTube Channel</li> <li>➤ Introduce a student-managed college digital newspaper</li> <li>➤ Educational content by the students for the school children in local language as extension to community</li> <li>➤ Development of</li> </ul>

	<p><b>department, students add 10 and teachers add 5 e-contents to the repository from 2025-26 academic year onwards, above 90 % of the teachers &amp;70% of the students use library every month</b></p>	<p>Participation in the creation of educational content as a component of interactive learning &amp; participatory learning</p> <ul style="list-style-type: none"> <li>➤ More Research Journals in Library to support Research departments</li> <li>➤ Monthly display of library and Inlibnet usage statistics for each department, with recognition and rewards for the student and department demonstrating the highest engagement</li> </ul>	<p>Educational content by students in the local language for school children</p> <ul style="list-style-type: none"> <li>➤ Purchase of books highly demanded by students.</li> <li>➤ Feedback box to be arranged in library to get the suggestions from students.</li> </ul>
4	<p><b>SG-4ToEmpower Students to achieve self-reliance and autonomy through student support, placement &amp; progression</b></p> <p><b>KPI-4 Placement &amp; progression rate at 65-70 percentage range by 2026-27 with 10 % increase per year. Above 70% of the students receive scholarships&amp;</b></p>	<ul style="list-style-type: none"> <li>➤ Elevate the placement and progression rates to achieve a target of 70%</li> <li>➤ Provide guidance for competitive exams and career counseling to benefit over 45% of students</li> <li>➤ Personal counseling, mentoring and free medical advice for teachers &amp; students</li> <li>➤ Facilitate annual access to scholarships such as INSPIRE and ASPIRE</li> <li>➤ Increase scholarships and freeships to reach or exceed 70%</li> <li>➤ Inspire and motivate students to successfully</li> </ul>	<ul style="list-style-type: none"> <li>➤ More structured coaching for competitive exams as part of career guidance</li> <li>➤ Offer technology and skill-based courses to enhance employability.</li> <li>➤ Establish Memorandums of Understanding (MoUs) with training providers for placement support.</li> <li>➤ Alumni chapters to be initiated and to be made more functional</li> <li>➤ Provide career counseling including e-counseling and guidance for competitive exams.</li> <li>➤ Technical/academic</li> </ul>

	<p><b>Freeships from 2025-26 onwards</b></p>	<p>qualify in state, national, and international level examinations</p> <ul style="list-style-type: none"> <li>➤ Conduct training drives on group discussions and interview preparation.</li> <li>➤ Organize motivational sessions to build confidence</li> <li>➤ Notification for the formation of statutory bodies as per UGC norms is to be published, policy documents to be amended if required, minutes book to be maintained, committee report of grievances and mechanism of redressal should be available as document in website &amp; link provided. Implementation of guidelines and wide awareness to be ensured.</li> </ul>	<p>Fests to be organized.</p> <ul style="list-style-type: none"> <li>➤ Enhance the functionality of Alumni association in resource mobilization and networking to provide internship opportunities/ practical learning</li> <li>➤ Broaden the spectrum of potential employers through industry collaborations and job fairs.</li> <li>➤ Establish finishing schools for employability skills.</li> </ul>
5	<p><b>SG-5</b></p> <p><b>To Enhance Research Output</b></p> <p><b>KPI-5</b></p> <p><b>2 research publications per year for a research student, 4 research publications per year for teaching faculty by 2026-27withstep by</b></p>	<ul style="list-style-type: none"> <li>➤ More members to Research Advisory Committee</li> <li>➤ All non-Ph.D. holders to register for Ph.D.</li> <li>➤ 50% of Ph.D. holders to become research guides</li> <li>➤ All teachers (both regular &amp; SF) to obtain research grants &amp; Sponsored projects in next 3 years</li> <li>➤ All teachers (both regular</li> </ul>	<ul style="list-style-type: none"> <li>➤ 90 % of the teaching faculty have to be Ph.D holders</li> <li>➤ 90 % of Ph.D. holders among teaching faculty to become research guides</li> <li>➤ Two publications per year in UGC CARE list journals and two ISBN/ISSN publications</li> </ul>

	<p><b>step increase (1 or more in 24-25, 2 or more in 2025-26) and is continued/increased thereafter, all teachers apply for research projects by 2026-27. Monthly Research paper presentations by UG &amp; PG students under the auspices of Research Promotion Council</b></p>	<p>&amp;SF) to have 3 publications in UGC-CARE/Scopus/web of science indexed publications or 6 publications in other journals / books/ chapters</p> <ul style="list-style-type: none"> <li>➤ Seed money for research is to be introduced</li> <li>➤ Funds procured from Research Grant to be used for the development of research facilities.</li> </ul> <p><b>UG Departments</b></p> <ul style="list-style-type: none"> <li>➤ UG projects of AL students to be converted into publications in books/journals by every department each year</li> <li>➤ All departments have to do research paper presentations by students/ researchers/ teachers as directed by RPC</li> </ul> <p><b>PG Departments</b></p> <ul style="list-style-type: none"> <li>➤ All PG students have to have a publication during their course</li> </ul> <p><b>Research Departments</b></p> <ul style="list-style-type: none"> <li>➤ All Research scholars have to have 1 or more research publications per year from 2<sup>nd</sup> year of research onwards.</li> <li>➤ All research departments</li> </ul>	<p>per year made mandatory</p> <ul style="list-style-type: none"> <li>➤ Research facilities are to be frequently updated.</li> <li>➤ Students, research scholars and teachers are to utilize the opportunities to present research papers in National/ International seminars.</li> </ul>
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		<p>Have to organize 2 or more National / International seminars in 5 years with reputed National/ International scholars in their field to motivate their students.</p> <ul style="list-style-type: none"> <li>➤ Eminent personalities may be invited to the college for interaction with scholars.</li> <li>➤ All research scholars have to do half yearly presentation in the department</li> <li>➤ Malayalam and Chemistry Departments to be upgraded To Research Departments</li> </ul>	
6	<p><b>SG6-To expand the institution's academic Portfolio to include a Broader range of Multidisciplinary and skill-based programs in order to cater to the Varied learning needs Of the community</b></p> <p><b>KPI-1: Develop and run at least 2 self-financed short-term Courses of relevance to The community with a minimum of 20 Students each 2026-27</b></p>	<p><b>Add-on Courses</b></p> <ul style="list-style-type: none"> <li>❖ Skill-oriented courses in the respective subjects</li> <li>❖ Employability enhancing courses</li> <li>❖ Soft skill</li> <li>❖ Language &amp; Communication skills</li> <li>❖ Life skills (Yoga, Physical fitness, health &amp; hygiene)</li> <li>❖ ICT/computing skills</li> <li>❖ Courses human rights, organic farming &amp; manure making, human values, gender issues, professional ethics, environment and</li> </ul>	<p><b>Expand Skill-Oriented Short-Term Courses</b></p> <ul style="list-style-type: none"> <li>➤ Monitor enrolment and gather feedback for Course improvement.</li> </ul> <p><b>MOOC Integration and Development</b></p> <ul style="list-style-type: none"> <li>➤ Build a team of faculty members capable of developing and delivering MOOC courses.</li> <li>➤ Collaborate with external experts or organizations.</li> <li>➤ Launch pilot MOOC Courses to gauge demand</li> </ul>



	<p><b>onwards and institute a total of 6-8 short-term courses by the year 2030</b></p>	<p>Sustainability are offered.</p> <ul style="list-style-type: none"> <li>➤ Departments have to ensure at least 55 % of their students are accommodated in Add-on courses each year</li> </ul> <p><b>Expand Skill-Oriented Short-Term Courses</b></p> <ul style="list-style-type: none"> <li>➤ Identify high-demand skill areas</li> <li>➤ Develop and launch a set of initial short-term courses.</li> </ul> <p><b>MOOC Integration and Development</b></p> <ul style="list-style-type: none"> <li>➤ Identify and train faculty in online course design and accessibility.</li> </ul>	<p>And success.</p> <p><b>Curriculum Framework and Infrastructure</b></p> <ul style="list-style-type: none"> <li>➤ Invest in necessary infrastructure upgrades, such as labs and equipment.</li> <li>➤ Develop partnerships with industry for access to cutting-edge resources</li> <li>➤ Develop a flexible curriculum framework and modern infrastructure to support skill-oriented courses.</li> </ul> <p><b>Multidisciplinary Centre</b></p> <ul style="list-style-type: none"> <li>➤ Collaboration of Language departments for institution of multi-disciplinary centre</li> </ul>
7	<p><b>SG-7: To achieve enhanced self-employment through IPR, Innovation &amp; Entrepreneurship.</b></p> <p><b>KPI-7: One entrepreneurship platform introduced by</b></p>	<p><b>Soft Skill Enhancement and Implementation Programs:</b></p> <ul style="list-style-type: none"> <li>➤ Launch soft skill enhancement and implementation programs.</li> </ul> <p><b>IPR &amp; Innovation</b></p> <ul style="list-style-type: none"> <li>➤ Every department has to</li> </ul>	<p><b>Entrepreneurship and Employability Programs</b></p> <ul style="list-style-type: none"> <li>➤ Create product marketing platforms for students' innovative products.</li> <li>➤ Support students in creating and launching</li> </ul>

	<p>each department by 2025-26, A platform to sell the innovative products of students in college campus by 2026-27 which is open to public also, all departments generate income through consultancy by 2026-27, All departments to have International MoU by 2027-28.</p>	<p>conduct at least one workshop/ seminar/ conference on Research Methodology/ IPR/ Entrepreneurship every year</p> <ul style="list-style-type: none"> <li>➤ One teacher to become IA from each department in the next 3 year</li> </ul> <p><b>Consultancy</b></p> <ul style="list-style-type: none"> <li>➤ All departments are to identify the possible areas for consultancy and initiate</li> </ul> <p><b>Collaborations</b></p> <ul style="list-style-type: none"> <li>➤ One or more MoU/collaboration for a department in every year with one to be utilized to provide project/internship opportunities for students by all departments</li> <li>➤ One or more MoU/ collaboration with a National agency or an institute of equal repute in the next 3 years</li> </ul> <p><b>Entrepreneurship and Employability Programs</b></p> <ul style="list-style-type: none"> <li>➤ Initiate entrepreneurship development programs.</li> <li>➤ Organize motivational sessions to build confidence</li> </ul>	<p>Their own ventures.</p>
8		<b>Enhancing Institutional</b>	<b>Enhancing Institutional</b>

	<p><b>SG-8: To consistently rank within the top 100 institutions in the National Institutional Ranking Framework (NIRF), reflecting our commitment to excellence in education, research, and community engagement.</b></p> <p><b>KPI-8: Gradual improvement in ranking annually with regard to teaching, learning and research as indicated by NIRF ranking list to become one among the best 100 colleges in the country by 2030</b></p>	<p><b>Perception:</b></p> <ul style="list-style-type: none"> <li>➤ Develop a comprehensive communication strategy.</li> <li>➤ Enhance the institution's online presence and branding.</li> <li>➤ Implement guidance sessions and upskilling programs to enhance student progression.</li> </ul> <p><b>Media and Perception Building:</b></p> <ul style="list-style-type: none"> <li>➤ Strengthen media relations and engage in proactive PR campaigns.</li> <li>➤ Highlight student achievements, faculty expertise, and institution milestones.</li> <li>➤ Share success stories and research breakthroughs in the media.</li> </ul> <p><b>Increase Research Output through Patents, Publications, and Projects:</b></p> <ul style="list-style-type: none"> <li>➤ Encourage faculty to publish research papers in reputable journals.</li> <li>➤ Facilitate patent Applications for innovative</li> </ul>	<p><b>Perception:</b></p> <ul style="list-style-type: none"> <li>➤ Conduct perception surveys to identify strengths and weaknesses.</li> <li>➤ Launch initiatives to increase the institution's perception among stakeholders.</li> <li>➤ Strengthen collaboration and networking programs with local bodies.</li> <li>➤ Organize industry-academia conferences and networking events.</li> </ul>
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		<p>research.</p> <ul style="list-style-type: none"> <li>➤ Support faculty and students in undertaking research projects.</li> </ul> <p><b>Geographic and Societal Outreach:</b></p> <ul style="list-style-type: none"> <li>➤ Identify underrepresented geographic areas and communities.</li> <li>➤ Adapt existing outreach programs to cater to diverse groups.</li> <li>➤ Evaluate and adjust outreach strategies for maximum impact.</li> </ul>	
9	<p><b>SG-9: To Become a Leading Entrepreneurship Hub for nurturing startups, fostering innovation, and promoting entrepreneurial thinking among students and the wider community.</b></p> <p><b>KPI-9: Generation of at least 2 novel ideas and innovation drives every year</b></p>	<p><b>Innovation Ecosystem Development:</b></p> <ul style="list-style-type: none"> <li>➤ Conduct idea generation and innovation drives through IIC and IEDC clubs.</li> <li>➤ Foster collaboration between students, faculty, and industry experts.</li> <li>➤ Establish a culture of open innovation and ideation.</li> </ul> <p><b>Entrepreneurship Programs and Support:</b></p> <ul style="list-style-type: none"> <li>➤ Launch entrepreneurship development programs and</li> </ul>	<p><b>Innovation Ecosystem Development:</b></p> <ul style="list-style-type: none"> <li>➤ Upgradation of Innovation Centre</li> <li>➤ Attract start-ups to the college incubation centre</li> </ul>

	<p><b>collaboratively by students and facilitating teachers during 2024-26 period, leading to patents or startups or industry partnerships and investments. A minimum of 5 patents and 5 start-ups or industrial partnerships during a 5-year term and foster a culture of innovation and start-ups that makes the women community self-reliant.</b></p>	<p>courses.</p> <ul style="list-style-type: none"> <li>➤ Provide mentorship and guidance for aspiring entrepreneurs.</li> <li>➤ Start incubating startups.</li> </ul> <p><b>Industry Collaboration and Partnerships:</b></p> <ul style="list-style-type: none"> <li>➤ Forge strategic partnerships with industry leaders and startups.</li> <li>➤ Facilitate collaborative research and innovation projects.</li> <li>➤ Create internship and job placement opportunities in innovative companies.</li> </ul> <p><b>Funding and Investment Opportunities:</b></p> <ul style="list-style-type: none"> <li>➤ Identify sources of funding, grants, and investments for startups.</li> <li>➤ Establish connections with angel investors and venture capitalists.</li> <li>➤ Host pitch events and competitions to attract investment.</li> </ul> <p><b>Innovation Culture and Education:</b></p> <ul style="list-style-type: none"> <li>➤ Promote innovation through</li> </ul>	
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		<p>hackathons, workshops and seminars.</p> <ul style="list-style-type: none"> <li>➤ Incorporate innovation and entrepreneurship into the curriculum.</li> <li>➤ Encourage students to explore and develop innovative ideas.</li> </ul>	
10	<p><b>SG-10: To establish a Globally Recognized Borderless Campus offering quality education, fostering international collaborations, attracting an international student community, and creating a globally competent academic culture</b></p> <p><b>KPI-10: International accreditation by 2026, At least 1 partner international institution is identified for workable linkages in teaching and research initiated every year thereby achieving 8-10 viable and successful</b></p>	<p><b>Collaborative Partnerships and Linkages</b></p> <ul style="list-style-type: none"> <li>➤ Identify areas of collaboration and linkage with institutions and industries.</li> <li>➤ Identify potential institutions and Industries for collaborations.</li> <li>➤ Initiate and execute collaboration procedures.</li> </ul> <p><b>Faculty Development and International Collaborations:</b></p> <ul style="list-style-type: none"> <li>➤ Increase the percentage of faculty members with advanced pedagogical training.</li> <li>➤ Establish international collaborations and Memorandums of</li> </ul>	<ul style="list-style-type: none"> <li>• Licensed software usage &amp; purchase</li> <li>• Yoga Centre in college</li> <li>❖ State the systems and procedures for maintaining and utilizing physical and academic support facilities like library, sports complex, computers, class rooms etc.</li> </ul> <p><b>International Assessments and Exchange Programs:</b></p> <ul style="list-style-type: none"> <li>➤ Focus on international assessments and rankings.</li> <li>➤ Organize international exchange programs and intercultural events.</li> </ul>

	<p><b>partnerships established by 2030, Create a sustainable world-class infrastructure</b></p>	<p>Understanding (MoUs).</p> <ul style="list-style-type: none"> <li>➤ Initiate student and faculty exchange programs.</li> </ul> <p><b>Global Academic Culture and Collaborations:</b></p> <ul style="list-style-type: none"> <li>➤ Create a strong academic culture with globally competent faculty.</li> <li>➤ Foster an international community of students.</li> <li>➤ Establish additional international MoUs and collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Foster a sustainable world-class infrastructure to attract international students.</li> </ul>
11	<p><b>SG-11: To transform the institution's infrastructure facilities and human resource capacity, making it more conducive to modern pedagogy, research, and inclusive facilities, and ensuring unrestricted access to technology and resources</b></p> <p><b>KPI-11:Atleast 2-3 classrooms are</b></p>	<p><b>Modern Classrooms and Labs</b></p> <ul style="list-style-type: none"> <li>➤ Upgrade existing labs with modern equipment and technology.</li> </ul> <p><b>Office Automation and E-Governance:</b></p> <ul style="list-style-type: none"> <li>➤ Initiate and complete the automation of administrative processes.</li> </ul> <p><b>Expansion for PG/Research Programs:</b></p> <ul style="list-style-type: none"> <li>➤ Analyze space requirements for new postgraduate and Research programs.</li> </ul>	<p><b>Modern Classrooms and Labs</b></p> <ul style="list-style-type: none"> <li>➤ Implement smart classrooms with high-tech audio-visual facilities and high-bandwidth connectivity.</li> <li>➤ Ensure unrestricted access to state-of-the-art computer and internet facilities</li> </ul> <p><b>Office Automation and E-Governance:</b></p> <ul style="list-style-type: none"> <li>➤ Enhance e-governance systems for improved efficiency and</li> </ul>

	<p>developed annually provided with advanced computer and digital learning equipment and subject specific lab equipment and infrastructure, updating to the state-of-the-art level or augmentation of Infrastructure beyond classroom is done at periodic intervals, At least 20 % staff (academic and administrative) receive enhanced capacity for academic and administrative functioning and leadership annually thereby achieving 100% enhanced Capacity by 2029</p>	<p><b>Sporting Infrastructure and Competitions:</b></p> <ul style="list-style-type: none"> <li>➤ Organize inter-state and university-level sports competitions.</li> </ul> <p><b>Fund Mobilization and Budget Preparation</b></p> <ul style="list-style-type: none"> <li>➤ Prepare budget and space allocation for hi-tech audio-visual rooms and smart classrooms.</li> <li>➤ Mobilize funding through government grants, CSR initiatives, and alumni contributions.</li> <li>➤ Prepare budgets for indoor courts and smart classrooms.</li> </ul>	<p>transparency.</p> <ul style="list-style-type: none"> <li>➤ Fully automated Management Information System</li> </ul> <p><b>Expansion for PG/ Research Programs:</b></p> <ul style="list-style-type: none"> <li>➤ Plan and initiate the expansion of built-up areas.</li> </ul> <p><b>Sporting Infrastructure and Competitions:</b></p> <ul style="list-style-type: none"> <li>➤ Modernize health club and initiate the construction of indoor stadium &amp; campus theatre</li> </ul> <p><b>Women-Friendly and Inclusive Facilities:</b></p> <ul style="list-style-type: none"> <li>➤ Ensure inclusivity by providing facilities for multi-gendered students.</li> </ul>
12	<p><b>SG-12: To establish a Thriving Research Ecosystem by creating a vibrant research environment that fosters innovation, knowledge creation, and community Engagement through</b></p>	<p><b>Research Department Expansion</b></p> <ul style="list-style-type: none"> <li>➤ Establish new research departments in high-potential areas.</li> <li>➤ Encourage PG departments to apply for research center status.</li> </ul>	<p><b>Centralized Sophisticated Instrumentation Centre (STIC):</b></p> <ul style="list-style-type: none"> <li>➤ Allocate dedicated space for a centralized STIC.</li> <li>➤ Expand research facilities to accommodate</li> </ul>



	<p><b>the establishment of research departments, advanced research facilities, and extensive collaborations with institutions, industries, and the community.</b></p> <p><b>KPI-12: Get multidisciplinary central/state government funded research projects by 2026, Plan and initiate Centralized Sophisticated Instrumentation Centre, All research Departments have research collaboration with research institutions/industries by 2028, two or three patents as a research output of faculty by 2028</b></p>	<ul style="list-style-type: none"> <li>➤ Facilitate faculty eligibility for research guidance in UG and PG departments.</li> <li>➤ Host National &amp; International Seminars &amp; Conferences and invite resourceful subject experts to research departments</li> </ul> <p><b>Research Funding and Collaboration:</b></p> <ul style="list-style-type: none"> <li>➤ Apply for and secure funded research projects.</li> <li>➤ Foster collaboration with academic, research institutions, and industries.</li> <li>➤ Initiate community-oriented student research projects.</li> </ul>	<p>more students.</p> <ul style="list-style-type: none"> <li>➤ Enhance classroom and lab infrastructure for research needs.</li> </ul> <p><b>Strengthen Research and Development Cell (RDC):</b></p> <ul style="list-style-type: none"> <li>➤ Procure more research grants and funding opportunities.</li> <li>➤ Formulate and submit proposals to the government for research initiatives.</li> <li>➤ Support and incubate startup ideas emerging from research.</li> </ul>
13	<p><b>SG-13: To foster a Diverse, Inclusive, and Equitable Learning Environment in order to create a campus culture that celebrates diversity, ensures Equity in access to</b></p>	<p><b>Multicultural Adaptability and Awareness:</b></p> <ul style="list-style-type: none"> <li>➤ Introduce multicultural adaptability programs.</li> <li>➤ Raise awareness through campaigns on diversity and</li> </ul>	<p><b>Extension to Society:</b></p> <ul style="list-style-type: none"> <li>➤ Extend diversity and inclusion efforts beyond the campus.</li> <li>➤ Engage with the local community through awareness and education.</li> </ul>

	<p>education, and promotes inclusion, allowing students and faculty to thrive irrespective of their cultural background, gender, or social strata."</p> <p><b>KPI-13: At least one cultural Activities and Program organized by the concerned clubs and statutory cells every year, Increase the number of marginalised, economically &amp; socially disadvantaged students and non-Keralite students admitted annually making the student profile inclusive</b></p>	<p>inclusion.</p> <ul style="list-style-type: none"> <li>➤ Create opportunities for cross-cultural understanding.</li> </ul> <p><b>Equity Pedagogy and Value-Added Courses:</b></p> <ul style="list-style-type: none"> <li>➤ Adopt equity pedagogy in teaching methods.</li> <li>➤ Integrate value-added courses that address diversity and inclusion.</li> <li>➤ Support initiatives that promote content integration.</li> </ul> <p><b>Awareness programs&amp; Cultural Activities by</b></p> <ul style="list-style-type: none"> <li>• Student Service Centre (SSC)</li> <li>• Grievance Redressal Committee</li> <li>• Internal Complaint Committee (ICC)</li> <li>• Anti-ragging Cell</li> <li>• SC ST Cell</li> <li>• Ethics committee</li> <li>• Equal opportunity cell</li> <li>• Anti-narcotics cell</li> <li>• Gender Justice Forum</li> <li>• Minority Cell</li> <li>• OBC cell</li> <li>• Anti- sexual harassment cell</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partner with organizations promoting social equity.</li> </ul> <p><b>Exchange Programs and Opportunities:</b></p> <ul style="list-style-type: none"> <li>➤ Launch student and faculty exchange programs.</li> <li>➤ Promote cross-cultural experiences through partnerships.</li> <li>➤ Facilitate opportunities for LGBTQ community members.</li> </ul>
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14	<p><b>SG-14: To achieve Environmentally Sustainable and Eco-Friendly Campus by implementing renewable energy sources, waste reduction measures, and aligning with the United Nations Sustainable Development Goals (SDGs)</b></p> <p><b>KPI-14: Awareness campaigns on the 17 SDGs every year both within campus and nearby educational institutions, At least 1 environment friendly projects or activities organised/implemented by each department (Total of 17)every year</b></p>	<p><b>Renewable Energy and Resource Management:</b></p> <ul style="list-style-type: none"> <li>➤ Install additional solar panels to reach 40% of power consumption.</li> </ul> <p><b>Integration with UN Sustainable Development Goals (SDGs):</b></p> <ul style="list-style-type: none"> <li>➤ Align campus initiatives with all SDGs outlined by the United Nations.</li> <li>➤ Promote awareness and education about SDGs among the campus community.</li> </ul> <p><b>Transition to 100% Solar-Powered Campus:</b></p> <ul style="list-style-type: none"> <li>➤ Develop a roadmap for achieving a 100% solar-powered campus.</li> <li>➤ Secure funding and implement solar energy projects.</li> </ul> <p><b>Enhanced Water</b></p>	<p><b>Renewable Energy and Resource Management:</b></p> <ul style="list-style-type: none"> <li>➤ Apply for funding sources and collaborations for sustainability projects.</li> <li>➤ Embrace the 'Three R's' (Reduce, Reuse, Recycle) as a campus motto.</li> <li>➤ Fitting more solar panels, Sensor water taps, foam tap, sensor lights &amp; fans, wheeling the grid, LED bulb, windmill, rain water harvesting, well-recharge, construction of tanks and bunds, waste water recycling, maintenance of water bodies and distribution system in campus</li> <li>➤ Water testing kit to be introduced</li> <li>➤ Assistive technology&amp; facilities for differently abled, screen reading</li> </ul>

		<p><b>Management and Waste Reduction:</b></p> <ul style="list-style-type: none"> <li>➤ Improve rainwater harvesting systems and water conservation measures.</li> <li>➤ Implement biological waste management practices.</li> <li>➤ Green campus initiatives like <ul style="list-style-type: none"> <li>○ Ban on use of plastics</li> <li>○ Battery powered vehicles</li> <li>○ Restricted entry of automobiles</li> <li>○ Use of bicycles</li> <li>○ Pedestrian friendly pathway</li> <li>○ Landscaping with trees and plants</li> </ul> </li> </ul>	<p>software, mechanized equipment</p> <ul style="list-style-type: none"> <li>➤ Enhance Solid waste management, Liquid waste management, Biomedical waste management, e-waste management, water recycling system, hazardous chemicals and radioactive water management</li> <li>➤ Continue effective implementation of plastic free campus, 3R's.</li> <li>➤ Environment, Energy and Green Audits to be made more effectively planned, executed and corrective measures taken</li> </ul>
15	<p><b>SG – 15: To Attain the Status of a Degree granting Autonomous college characterized by expertise in human resource, continuous professional development, course diversification, infrastructure augmentation, and meeting all prerequisites for</b></p>	<p><b>Expert Human Resource Pooling and Development:</b></p> <ul style="list-style-type: none"> <li>➤ Conduct a training needs assessment and analysis to identify the learning gaps and priorities of your faculty and staff.</li> <li>➤ Design and deliver various CPD programs that cater to the diverse needs and interests of your faculty and staff, such as workshops,</li> </ul>	<p><b>Infrastructure Augmentation:</b></p> <ul style="list-style-type: none"> <li>➤ Accommodate the necessary infrastructure upgrades to meet the requirements.</li> </ul> <p><b>Preparing for Deemed University Status:</b></p> <ul style="list-style-type: none"> <li>➤ Conduct a Comprehensive evaluation of</li> </ul>

	<p><b>Autonomy and Deemed University status."</b></p> <p><b>KPI-10: All prerequisites required as per UGC or MoE guidelines are attained by the college by 2030 so that it could apply for obtaining the status of a degree awarding institution.</b></p>	<p>seminars, webinars, conferences, courses, etc.</p> <p>➤ Evaluate and improve the effectiveness and impact of the CPD programs by collecting and analyzing feedback, data, and outcomes.</p> <p><b>Course Diversification and Academic Expansion:</b></p> <p>➤ Diversify Academic Offerings and add more courses relevant to the society. Create, expand and enhance an ecosystem conducive to research, innovation and start-ups.</p>	<p>prerequisites for Deemed University status.</p>
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## 10. INSTITUTIONAL PROJECT BUDGET

Sl No	Activities	Short Term Actions (2024-26) (in lakhs)		Long Term Actions (2026-30) (in lakhs)			
		FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
		<b>1</b>	<b>Infrastructure</b>	<b>110.23</b>	<b>182.47</b>	<b>441.09</b>	<b>230.59</b>

1.Modernization& strengthening of laboratories including contractual technicians recruitment	0.5	51.6	55.6	2.8	2.6	1.6
2.Establishmnet of new laboratories for existing UG & PG programs & new programs including contractual Technicians recruitment	-	-	100	78	-	-
3. Modernization of classrooms	4.2	4.2	4.2	4.2	4.2	4.2
4. Updation of learning & training resources	1.7	-	40.92	0.92	-	-
5. Procurement of furniture	3	3	3	3	3	3
6.Establishment/ upgradation of Central & Departmental Computer centres including contractual Technicians recruitment	13.68	13.52	13.52	13.52	13.52	12.96

	7. Modernization/ improvement of supporting departments	80.15	100.15	100.15	70.15	50.2	-
	8. Modernization and strengthening of libraries and increasing access to learning resources	1	1	2.7	1	1	1
	9. Refurbishment (minor civil works)	4	5	6	3	25	-
	10. Staff & students residential infrastructure like hostel, mess etc	2	2	2	2	2	2
	11. Enhancing sports, cultural and recreational facilities with emphasis on the creation of social spaces	-	2	102	2	2	2
	12. Creation of public realm and enhancing Quality of Life on Campus	-	-	11	50	-	-
<b>2.</b>	<b>Research and Development Support</b>	<b>1.85</b>	<b>1.85</b>	<b>1.85</b>	<b>1.85</b>	<b>1.85</b>	<b>1.85</b>
	Providing Teaching and Research Assistantships to existing and new Ph.D. programs	1	1	1	1	1	1
	Provision of resources For research support	0.35	0.35	0.35	0.35	0.35	0.35
	Enhancement of R & D and institutional consultancy activities	0.50	0.50	0.50	0.50	0.50	0.50

<b>3.</b>	<b>Faculty Development Support</b>	<b>0.20</b>	<b>0.20</b>	<b>0.20</b>	<b>0.20</b>	<b>0.20</b>	<b>0.20</b>
	Faculty and staff Development (including pedagogical training and organising/ participation of faculty in workshops, seminars and conferences) for improved competence based on Training Needs Assessment	0.20	0.20	0.20	0.20	0.20	0.20

<b>4.</b>	<b>Institutional Reforms</b>	<b>35</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>26.46</b>	<b>3</b>
	Technical Assistance for procurement & Academic activities	35	3	3	3	3	3
	Institutional Management capacity enhancement	-	-	-	-	23.46	-
<b>5.</b>	<b>Academic Support</b>	<b>106.7</b>	<b>111.7</b>	<b>236.7</b>	<b>106.7</b>	<b>101.7</b>	<b>101.7</b>
	Creation of New Departments/ Courses	-	10	10	5	-	-
	Enhanced Interaction with Industry	0.5	0.5	0.5	0.5	0.5	0.5
	Temporary Faculty Engagement	100	100	100	100	100	100
	Student Support Activities	6.2	1.2	126.2	1.2	1.2	1.2



<b>6.</b>	<b>Others</b>	<b>53.5</b>	<b>6.5</b>	<b>31.5</b>	<b>13.5</b>	<b>36.5</b>	<b>6.5</b>
	Sustainable Campus	49	2	2	2	2	2
	Courses and Equipments for differently abled / Marginalised	2	2	2	9	2	2
	Subscription of softwares	2	2	2	2	2	2
	Accreditation & Audit	0.5	0.5	25.5	0.5	30.5	0.5
	<b>TOTAL</b>	<b>307.48</b>	<b>305.72</b>	<b>714.34</b>	<b>355.84</b>	<b>270.23</b>	<b>140.01</b>

Sources identified: RUSA Fund, Curie project, DST-FIST, KSCSTE ,PTA. Management ,PDF and, Research Projects, OSAX

## 11. INTEGRATED IMPLEMENTATION, MONITORING AND REVIEW

Given that the Institutional Development Plan (IDP) serves as an Action Plan spanning 5-7 years, consistent follow-up and reviews are essential to guarantee its proper implementation. To facilitate this, the establishment of internal monitoring mechanisms becomes important. The recommended mechanisms are outlined below:

1. **Public/Stakeholder Feedback:** Prior to finalizing the IDP, it is advisable to solicit feedback from the public and stakeholders. This approach democratizes the strategic planning exercise, providing validation to this substantial undertaking.
2. **Regular review meeting:** Convene regular review meetings conducted by the Advisory Committee, Task Force or Coordination committee assigned with IDP formulation & monitoring
3. **Project Monitoring Unit(PMU):** Establish a dedicated Project Monitoring Unit (PMU) to ensure the integration and coordination of actions outlined in the IDP.
4. **Development of Online Monitoring Dashboard:** Create a user-friendly online monitoring dashboard for the IDP, incorporating responsibilities, anchoring persons, units, and agencies. This measure enhances transparency, promotes good governance, minimize the risks associated with institutional memory lapses, and facilitates sustained reviews for effective implementation.
5. **Incorporation of Evaluation Studies:** Integrate evaluation studies into the implementation cycle to inform mid-course corrections in the IDP. This iterative process ensures adaptability and responsiveness to evolving circumstances, enhancing the overall efficacy of the plan.

## 12. CONCLUSION

Founded in 1964, St. Xavier's College for Women, Aluva, has played a pivotal role in fostering the empowerment and resilience of women. Demonstrating adaptability to evolving changes and challenges, the institution remains in agreement to the dynamic shifts within the educational and societal landscape. Prioritizing the comprehensive development of students as its paramount objective, the Institutional Development Plan serves as a strategic guide to propel the institution toward the realization of its primary goals.