



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE KODANCHERY

GOVERNMENT COLLEGE KODANCHERY KODANCHERY POST
673580

www.kodancherycollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College Kodanchery was established on 22nd July 1980. The college is affiliated to the University of Calicut, Kerala. The college is included under Section 2(f) and 12 (B) of the UGC Act 1956 on 15.9.2004. The college voluntarily subjected to NAAC Accreditation in February 2009 and secured B grade with a CGPA of 2.17. The college was re-accredited in December 2014 with gradepoint 2.41 and is now appearing for the third cycle of accreditation.

Currently, the college has four UG, three PG and two Doctoral programmes supported by 33 faculty members and 19 members of the non-teaching staff. Even though more than 75 per cent of the students hail from poor socio-economic background, their performances in university examinations is commendable. Consequent to the establishment of the college, the locale witnessed unprecedented developments in terms of exposure to higher education, commutation and telecommunication facilities and accelerated social developments to crown it.

Located in an ecologically fragile area, the college has consistently abided by the ecological norms with minimal intervention in to nature. The college having derived its sustenance from the spirit and diligence of the fore-fathers, has eternally strived to foreground a close communion with nature, with the girdle of education to fortify it. The logo of the college has effectively captured this fine blending of labour and learning. Camouflaged in the lush green ambience of a bio diversity reserve of approximately 3.0 acres, which the college proudly nurtures, the institution aspires at moulding intellectually and emotionally secure, socially committed citizens contributing resourcefully to the ideals of a democratic nation.

Government College Kodanchery is enriched with a motivational environment for knowledge assimilation, skill development, value creation and democratic living. Our main objectives are to provide educational access to the marginalized sections of the society, to mould the students as socially useful individuals, and ultimately to convert the institution as centre of higher learning.

Today as we introspect, we believe that the journey of 4 decades was successful by all means in materialising the vision of empowering the youth and making them globally competent, socially responsible citizens.

Vision

Develop the college as a centre of higher learning, to enlighten and empower the youth to become socially responsible citizens, to activate the youth for Nation building and to equip the youth to compete in a multi-cultural global environment

Mission

- To extent quality higher education to all, irrespective of caste, creed or gender.
- To facilitate the acquisition of knowledge through ICT enabled techniques.

- To empower the students of rural and backward areas through training, research and extension activities.
- To promote among the youth, the virtues of collective action, fraternity and secular thinking.
- To create the awareness of national and global trends and prepare the students for competitive ventures

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Recognized as a centre of excellence by the state government
- State -of -the- art -library building under construction
- Number of NET qualifying students is substantial
- Fully automated library which uses ILMS
- 74% of the faculty have either PhD degree or are pursuing research (Of the 30 faculty members
- 12 PhD, 6 research guides 12 pursuing research)
- Faculty consists of a team of dedicated members
- No history of ragging cases
- Effective conduct of Walk with Scholar (WWS) programme which benefits the academically strong students
- Efficient conduct of Student Support Programme (SSP) which targets the empowerment of academically weak students
- Systematic conduct of Additional Skill Acquisition Programme (ASAP) to mould the career aptitude of students and improve their communicative skills
- Jeevani a Government initiative appoints a competent psychologist to counsel the students.
- Very committed PTA which has considerably curbed the political unrest and violations among the students
- Cleanliness of the campus
- Plastic free campus that ensures green protocol
- Dissuades abuse of mobile phones in the campus
- Quiet atmosphere and ambience conducive for teaching learning process
- Almost 98 % of students receive scholarship or free ship
- ICT enabled classroom transactions
- Serves as a knowledge hub to the local populace
- Maintains a biodiversity reserve of 3 acres rich in flora and fauna
- Pollution free environment
- Adequate financial and academic support rendered to SC, ST students
- Pass percentage is above 85%
- Adequate infrastructure facilities
- Close interaction and rapport with the public and LSGD office bearers
- Academic, administrative, green audit carried out
- Gym facility for students
- AISHE conducted since 2011 -2012
- Student teacher ratio is 20.34
- Two research departments and 4 UG departments and three PG
- Adopted village closely monitored and relief measures provided
- Hostel facility for girls provided

Institutional Weakness

- Absence of a play ground forces us to depend on neighbouring institutions
- Require more UG and PG courses
- Delay in construction work by Public Works Department
- Unable to establish MOUs and collaborate with universities of international importance
- No hostel facility for boys
- No Staff quarters.
- Stay back option for students for special classes is difficult owing to lack of conveyance
- Lack of autonomy in curriculum design has constrained the development of new courses
- The government's discretionary power determines the sanctioning of new courses
- Frequent transfers of teachers and non-teaching staff curtails the continuity in certain activities
- Geographical isolation due to inadequate public transport system is a major constraint in attracting meritorious students.
- Inviting faculty members from other colleges as resource persons for the purpose of Organising seminars and workshops faces resistance

Institutional Opportunity

- Recognition of UG departments as PG and research departments
- Ample scope for introducing more academic programmes
- Only Higher Education institution for the rural population
- Collaboration with industries to be initiated
- Ad-on courses and certificate courses to be introduced
- MOUs may be signed with higher education institutions, national and international
- To attract companies to undertake campus placement

Institutional Challenge

- Most of the students are from economically backward families
- Many students take up work after class or before class to support themselves and families and this has affected their performance.
- Female students, especially students of the Muslim community are prone to early marriages and child birth which adversely affects their education and career.
- Commuting to and fro is difficult for students and staff due to the low frequency of buses that ply in the route, despite repeated requests.
- The weather especially during the monsoon causes landslides and flood destroying crop, cattle and property.
- Many of the parents are not sufficiently educated and belong to the category of labourers or work in plantations.
- Posts lying vacant among the office staff delay the administrative work.
- Absence of regular Principal resulting in overburdening of the faculty in charge
- The nearest town headquarters is 40 kms away.
- Delayed conduct of university examination and publication of result
- Loss of working days owing to natural calamities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College Kodanchery implements the curriculum designed by the University of Calicut to which it is affiliated. The course outcomes and programme outcomes are uploaded in the website in order to inform the stakeholders. Further, at the department meetings held at the beginning of each semester, the syllabus for each course is distributed among the teachers and measures are adopted for the successful implementation in classrooms. Innovative strategies to transact the curriculum are also the prime concern of the department. At the induction meetings held at the onset of each academic year, the parents, teachers and students are given an overview of the curriculum, its objectives and outcomes. The college prepares a comprehensive academic calendar at the beginning of the academic year in keeping with the General Academic Calendar of the University of Calicut which provides all the information regarding schedules of the academic and extracurricular activities of the college: .Teachers of the Institution actively participate in activities related to curriculum development and assessment and are represented the various academic bodies during the last five years The institution has incorporated UG and PG courses with emphasis on Environmental Studies, Women's Writing, Ecology, Conservation Biology, Ethology, Evolution, Human Health and Sex Education, Immunology, Social Behaviour. The ideas, concepts and theories taught within the classrooms are translated into practice by organizing seminars/workshops and field visits - a concerted effort of both the students and teachers. Some of the institutional activities related to the cross cutting issues relevant to professional ethics, gender, human values and environment include Poor Home Visits, old age home visits , Blood Donation, Hair Donation, Anti-narcotics campaign, Gender Sensitization Programmes, Study Tours, visits to ecologically sensitive areas, Field Trips, visits to Botanical Gardens/ Museum/ Herbarium, awareness programmes on Wetland Conservation, Nature Camps, Cleaning the Campus, Green Protocol, Induction Programmes, Plastic free Campus, Observation of days of importance. The Institution also obtains feedback on the syllabus and its transaction, from the students, teachers and the alumni on a regular basis.

Teaching-learning and Evaluation

Government College Kodanchery has taken a number of initiatives in implementing innovative methods of teaching and learning for imparting quality higher education among the students of various disciplines. The college offers 4 UG programmes and 3 PG programmes along with the PhD programmes in Economics and Commerce. All the programmes of the college were designed and implemented in such a way as to develop skills such as critical thinking, problem solving, effective communication, effective citizenship, environment sustainability etc., among the students. The college has a high enrolment percentage of 99.81, with adequate representation to all the socially and economically weaker sections.

The College assesses the learning levels of the students and organises special Programmes for the advanced learners and slow learners. The Advanced learners are provided encouragement through scholarships, awards and honours. **Walk With Scholar** is the special scheme for advanced learners and it provides specialized mentoring programs for the selected advanced learners. The strategies in the form of **Scholar Support Programme** and remedial coaching programmes are adopted by the college to bridge the knowledge gap for the weaker students and enable them to cope with their respective programmes.

The college has healthy teacher-student ratio of 1:20. The faculty members try to make the learning process-oriented or activity based and problem solving, thus making the teaching-learning process student centric. They facilitate ICT enabled teaching methods that enhance the effectiveness of the teaching learning process. There

are 14 PhD holders in the college during the academic year 2019-20 and 6 of them are research guides. The College has 32 mentors in the academic year 2019-20 and 20 mentees on an average for each mentor.

The college being affiliated to the Calicut University, strictly follows the rules and regulations regarding the assessment of students. Adequate care is taken by the authorities in recognizing the difficulties and grievances faced by the students related to these assessments and redressing them. On an average, 85% of students pass in the university examinations.

Research, Innovations and Extension

Our Institution provides a healthy atmosphere, infrastructure, resources, confidence for enhancement of the capacity and competencies of students and faculties in research and innovative activities. Various activities are conducted to nurture and nourish the minds of youths. As part of UG and PG projects included in the revised curriculum, innovative ideas were carried out as project with the help from specialized teachers who guided them in their work and later their work was presented at in seminars conducted by the affiliated colleges of the same university or other universities. The Research and Development Cell of our institution motivates the students and faculty members to explore their new ideas in the field of research and development. It also helps to create research culture among faculty members and students.

The college has undertaken 2 research projects during this period with a total fund of Rs. 2,79,000/- sanctioned by UGC and ICSCR. The college offers Ph.D in Economics and Commerce with 8 research guides and 27 research scholars. Three Ph.Ds awarded, one thesis has been submitted for evaluation. Published 45 research articles, 10 books, 1 conference proceedings. The college gives a helping hand to the upliftment of the marginalized sections by carrying out a lot of extension and outreach activities. There were a total of 23 extension activities in the college in which almost all the NSS volunteers participated.

NSS units of the college observe the important days like World Environment Day, Hiroshima and Nagasaki day, days of national importance etc. to inculcate national responsibility among the students. Many anti-drug campaigns were conducted to eradicate the use of drug among the student community. Frequent visit to old age homes and blood donation camps were organized to create social commitment among the students. More than 100 students participated in Abhayam project – construction of house for the needy. All the students and staff of the college actively contributed to **CMDRF- Chief Minister's Disaster Relief Fund**, during the flood in 2018 and 2019. The college provides a platform for gathering of differently-abled children and their family regularly.

Infrastructure and Learning Resources

Situated in an ecologically fragile area of Kodanchery panchayath, the college occupies 17.1 acres of land. The campus is adequately spacious which comprises Administrative/Arts Block and the Science Block. The college has sufficient facilities for teaching learning activities. which include classrooms, laboratories, Computer lab, Libraries, Learning resource centre, Seminar halls, Edusat room, Women amenity center, She Hub, Biodiversity reserve, Zoology Museum, Research Room, Stationary store and ladies hostel. The College has twenty-three spacious, well ventilated classrooms among which 18 are ICT enabled. The central library in the college has 25736 books. Access to electronic journals and e-books are now also provided under NLIST programme. The library has a collection of 25736 books, of which 1695 are reference books. It has an area of 360 metresquare with a seating capacity of 40 persons. The library has provision for general reading, student's

reading space, P. G. section, journal section, reference section and reprographic section. The college offers facilities for both outdoor and indoor sports, games, and for various cultural activities. The college encourages students to participate in various sports and games. Other facilities like basketball court, gymnasium, pole vault jumping pit also available for the students. The college frequently updates its IT infrastructure to be at par with the recent developments in information and communication technology. The entire college has high speed broad band internet connection connected through LAN. A fair share of fund is always allocated for IT infrastructure augmentation which has enabled two computer labs and two browsing centres. The major fund received for construction and maintenance is from the Directorate of collegiate education, Government of Kerala under Plan and Non Plan Heads. The up gradation and maintenance of the college facilities is done also using a major portion of the RUSA and PTA funds.

Student Support and Progression

The institution supports the student community to acquire knowledge, develop skills and attitude to perform in a multi-cultural and diverse environment. The college follows a learner centric approach aided by good physical infrastructure, dedicated teaching community and an academic ambience conducive to the holistic development of the students. So, the college has an impressive track record in the case of Scholarship and freeships for the students; that is, 93% of the students benefit from scholarship and freeships from Government and 1.87% of students from non-Governmental institution. A number of Capacity building and Skill enhancement programmes to develop soft skills, communication skills, life style skills and the ICT/computing skills are provided by the institution for the empowerment of the student community. Average 3.38% of the students benefited from guidance for competitive examination and the career counselling. The institution has a transparent mechanism for timely redressal of student grievances. The website has provisions for students to register their complaints and get their redressed. The average percentage of Placement of outgoing students during the last five years (2015-16 to 2019- 20) accounts to 19.10% and also the average percentage of students progressing to Higher Education during the last five years which accounts at 41.54%. The average percentage of students qualifying in State/ National/ International level examinations during the last five years (including JAM, NET and SET) which accounts for 18.77%. Therefore, the college has an impressive root record of students taking part and winning in University and National Sports and Games competitions. They also participate in University B-Zone Fine Arts festivals and are bringing laurels to the college. The institution also organises co-curricular and extra-curricular activities through various clubs and associations. Reading competitions, quiz programmes, debates, discussion forums and residential camps are held apart from Fine Arts day and Sports day programmes. The students also get ample opportunities to take part in social activities and can inculcate social and moral values. The student representation in college union and bodies like IQAC, Women Development Cell and Anti-Ragging cell facilitate them to acquire leadership qualities, interpersonal skills, risk management abilities and general awareness. A well functioning departmental wise alumni exists in the college.

Governance, Leadership and Management

Government College Kodanchery aims to cater quality higher education to aspirants in and around the locality. The academic excellency attained by the college invariably testifies its administrators' commitment towards

the vision and mission of the college. The principal is the academic and administrative head of the institution. However, decentralisation and participative management is guaranteed in the institution to ensure due participation of faculty, staff members, PTA, Students' union and alumni in decision making process. The college has a well-designed institutional strategic plan which guides in the periodic vertical and horizontal growth of the institution both in academic and infrastructural perspectives.

E - governance platforms are deliberately and extensively implemented in administration, finance and accounts, student admission and support and in examination related areas for the transparent and speedy governance. Various welfare measures including staff club, health club, she - hub, ladies amenities room, sanjeevani clinic, wheel chair, ramp facility etc are operational in the institution in order to satisfy the needs of both teaching and non teaching staff. Some of the teachers received financial assistance from the government for attending conferences, work shops, training etc. The institution takes due care in organising professional development and administrative training programme for the sake of improving the academic and administrative efficiency of the staff. Teaching staff attend either online or face to face faculty development programmes regularly for ensuring improvement in academic excellency. The institution has an effective mechanism for appraising the performance of both teaching and non teaching staff. Students' feedback is also used to appraise the performance of teaching staff.

In order to ensure transparency and effectiveness in fund acquisition and utilisation, the institution conducts both internal and external audits regularly. External audits are conducted under the supervision of DCE and Accountant General. Internal audits are done by the special audit team appointed by the principal for the same.

The college receives funds from the state government under plan and non plan heads. Funds are also mobilised from UGC, RUSA and NABARD. CDC fund, PTA fund, contributions from alumni etc are also treated as sources of funds in specific cases.

Institutional Values and Best Practices

The college envisages a campus practicing gender equity. Awareness campaigns on cybercrime, threats, offenses, punishments, constitutional amendments, and legal awareness sessions are conducted periodically. Assistance is provided to the differently abled by the front office staff along with guidance to the facilities such as ramp, washroom and rest room. The institution has strived to inculcate an effective waste management system. Marginalised sections are treated with extreme care and strategies are devised by the teachers for the empowerment of socially and economically weaker sections of students. The peaceful and positive attitude towards various religions is manifested through the celebration of different religious festivals. The reservation criteria for enrolling students is strictly followed. Days of national importance are celebrated in the college with great enthusiasm, creating a feeling of nationalism. The NSS and NCC units serve to groom the students as disciplined, responsible and nationalistic citizens. The college organized 'Shashtrayan-Open House' in which a variety of institutions participated benefiting the rural public and school students. When the pandemic struck the neighbourhood in March 2020, our faculty under the auspices of the Department of Chemistry prepared hand sanitizer and distributed it free of cost to the public, shops, churches, mosques, schools and neighbouring houses. The staff members also undertook a 'break the chain' campaign to educate the public on social distancing. The college has also wholeheartedly welcomed the Parivar -an organisation of the parents of mentally retarded children, to assemble in the college once every month providing them the necessary facilities, support and sponsorship and our students interact with them and entertain them. Comprehensive Health Programme and Inclusive Social Welfare Programme are the best practices of the institution. The college has drafted a health programme and regards it mandatory that all stakeholders especially the students are benefited.

The Bio diversity Reserve of -- acres maintained by the college with utmost diligence is an ecosystem of a large number of flora and fauna. We have studied and recorded this splendour of nature. Green practices prevail in the college and we have undergone a green audit.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | GOVERNMENT COLLEGE KODANCHERY |
| Address | Government College Kodanchery Kodanchery Post |
| City | KOZHIKODE |
| State | Kerala |
| Pin | 673580 |
| Website | www.kodancherycollege.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------|-------------------------|------------|--------------|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Y C Ibrahim | 0495-2236221 | 9446156983 | 0495-2239244 | gck.calicut@yahoo.co.in |
| IQAC / CIQA coordinator | Suma Mv | 0495-2356325 | 9495565485 | 0495-2239354 | chinnasuma@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 22-07-1980 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|--------|-----------------------|-------------------------------|
| Kerala | University Of Calicut | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 15-09-2004 | View Document |
| 12B of UGC | 15-09-2004 | View Document |

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

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

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

Recognitions

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

Location and Area of Campus

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|---|-----------|----------------------|--------------------------|
| Main campus area | Government College Kodanchery Kodanchery Post | Rural | 17.1 | 2792 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom,Commerce | 36 | Plus Two | English | 67 | 64 |
| UG | BA,Economics | 36 | Plus Two | English | 69 | 62 |
| UG | BSc,Physics | 36 | Plus Two | English | 42 | 34 |
| UG | BSc,Zoology | 36 | Plus Two | English | 42 | 36 |
| PG | MCom,Commerce | 24 | B.Com BBA | English | 23 | 21 |
| PG | MA,Economics | 24 | B.A. Economics | English | 23 | 19 |
| PG | MSc,Zoology | 24 | B.Sc Zoology | English | 10 | 10 |
| Doctoral (Ph.D) | PhD or DPhil,Commerce | 60 | M.Com | English | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Economics | 60 | M.A. Economics | English | 3 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 2 | | | | 30 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 19 | 11 | 0 | 30 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 22 |
| Recruited | 10 | 8 | 0 | 18 |
| Yet to Recruit | | | | 4 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 1 | 1 | 0 | 8 | 4 | 0 | 14 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 6 | 0 | 17 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 62 | 0 | 0 | 0 | 62 |
| | Female | 134 | 1 | 0 | 0 | 135 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 4 | 0 | 0 | 0 | 4 |
| | Female | 36 | 0 | 0 | 0 | 36 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 13 | 7 | 8 | 13 |
| | Female | 24 | 25 | 28 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 1 | 2 | 1 |
| | Female | 2 | 4 | 4 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 37 | 24 | 38 | 33 |
| | Female | 92 | 97 | 97 | 87 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 26 | 24 | 22 | 22 |
| | Female | 46 | 39 | 40 | 45 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 242 | 221 | 239 | 230 |

Extended Profile

1 Program

1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 157 | 158 | 158 | 158 | 158 |

| File Description | Document |
|--------------------------------------|-------------------------------|
| Institutional data prescribed format | View Document |

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 651 | 642 | 631 | 575 | 524 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 123 | 123 | 122 | 121 | 103 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 234 | 223 | 205 | 177 | 179 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.63 | 29.52 | 360.52 | 178.40 | 152.13 |

4.3

Number of Computers

Response: 52

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Government College Kodanchery is affiliated to the University of Calicut and implements the curriculum designed by the University. The curriculum for various programme and courses along with the envisaged objectives and outcomes is drafted by the academic bodies at the university and approved by the syndicate. The board members from the college for various courses contribute to the design of the curriculum and ensure that it incorporates the recent insights and is at par with the global requisites. The curriculum is intimated to the colleges and the respective heads of departments. The university offers Choice Based Credit Semester System for UG programmes and Credit Semester System for PG programmes. The college is bent on ensuring effective delivery of the various courses – common, core, complementary, open and elective- in the curriculum by adopting a lot of methods. The university prepares an annual academic calendar indicating the span of each semester and the conduct of internal and external examinations. The IQAC and the academic committee draft the academic calendar of the college integrating the directions of the university. The academic committee of the college led by the IQAC, plans the effective transaction of the curriculum. A master time table for the college is prepared. The course outcomes and programme outcomes are uploaded in the website in order to inform the stakeholders. Further, at the department meetings held at the beginning of each semester, the syllabus for each course is distributed among the teachers and suitable measures are adopted for the successful implementation in classrooms. Innovative strategies to transact the curriculum are also the prime concern of the department. At the induction meetings held at the onset of each academic year, the parents, teachers and students are given an overview of the curriculum it's objectives and outcomes. The Induction meeting helps the students to familiarize themselves with the course structure, syllabus, internal and external examination system prevailing in the college. Revisions made in the curriculum are promptly intimated by the university and communicated to the departments by the Principal. The feedback collected from the students and their parents periodically, necessitate modifications in teaching strategies and provide opportunities for self-assessment on the part of faculty members. Appropriate measures are devised to evaluate the performance of students and remedial measures are adopted for poor performers. PTA meetings are regularly conducted for each class at the end of the semester classes to monitor the achievements and drawbacks of students in academic matters. An evaluation committee and a controller of internal exams is deputed by the Principal for the smooth and systematic conduct of exams. At the end of each semester, department meetings are convened to assess the discharge of the curriculum and the performance of the students. The semesters culminate in a meeting with the parents who are provided a progress report of the students. Assisted by the IQAC, the college monitors every academic and non-academic activity in the college. The college IQAC performs an academic audit and SWOT analysis every year.

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

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

Response:

The college prepares a comprehensive academic calendar at the beginning of the academic year keeping with the General Academic Calendar of the University of Calicut, to which the college is affiliated. The academic calendar, prepared by the IQAC and the academic committee and duly attested by the principal, is included in college hand book, and is made available in the college website. The Academic calendar provides all the information regarding schedules of the academic and extracurricular activities of the college: the dates of commencement and end of the semester, semester examination schedule, and interim holidays. The tentative schedules of extracurricular activities such as college union election, college level arts and sports fests, annual seminars conducted by the departments are also included in the calendar. The continuous internal evaluations are blueprinted and implemented as per the academic calendar. The general timetable and department time table are prepared at the beginning of the academic year in order to strictly follow the various schedules given in the academic calendar. In the department time tables, teaching hours are assigned to the faculty. Remedial classes are engaged before and after the regular working hours according to the convenience of the students with the view of assisting students to achieve desired proficiencies. Each department has its own schedule for remedial teaching. In the remedial sessions, the poor performers are given extra coaching in the areas of the syllabus where they lack confidence. Every semester, two internal examinations are conducted and results are published as per the stipulated time prescribed in the calendar. Complying with the dates in the calendar and the timely notifications of the university, attendance and progress certificate (APC) of the students are published and submitted to the university. Teachers are expected to cover 40% of the syllabus before the commencement of the first internal examination, 80% before the second, and the remaining 20% before the university semester examination. The heads of departments ensure that the loss of teaching hours are compensated on holidays in order to cover the prescribed portion in time. Corresponding to the general schedule, specific dates are earmarked by each department for model tests and seminar presentations.

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

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

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs

3.Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4.Assessment /evaluation process of the affiliating University

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 75

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

Response: 6

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

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

Response: 0

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

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

| File Description | Document |
|--------------------------------------|-------------------------------|
| List of Add on /Certificate programs | View Document |

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

Government College Kodanchery incorporates gender, environment and sustainability, human values and professional ethics in the various programmes and courses. This inculcates in the students an awareness of prejudices and vices based on social constructs of class, race and gender instills the desire to fight against it. Students are stimulated to contribute towards maintaining and improving the quality of the environment by keeping the natural resources clean, thereby preserving them for future generations. Human values and sustainable development are prioritized to make the students socially responsible human beings. The UG and PG courses with emphasis on environmental studies, women's writing, ecology, conservation biology, ethology, evolution, human health, sex education, immunology and social Behaviour are used to inculcate the relevant values among the students. The Zoology programme underscores the values of preserving biodiversity and environment protection in their fifth semester. BA Economics course also provided a discussion in the area of sustainable development in the sixth semester. MA Economics course offer environmental economics in their fourth semester. This course helps the students to understand the current environmental problems faced by the world and having a thorough understanding of the ethics of economics.

Language courses which are offered for all programmes focus on morals, human values and gender sensitization, fostering understanding and compassion towards the less fortunate. An attempt has been

made to sensitize the taught about feminist issues, gender equality, gender based oppression etc. The courses make constant endeavors to train the taught in human values, through the inspirational writings of great philanthropists. It is an attempt to acquaint the students about human values of compassion kindness punctuality, honesty and dedication in work and awareness to scientific development, nationalism and secularism is imparted to the young minds in the fast growing commercial world.

The ideas, concepts and theories taught within the classrooms are translated into practice by organizing seminars/workshops and field visits - a concerted effort of both the students and teachers. Some of the institutional activities related to the cross cutting issues relevant to professional ethics, gender, human values and environment include visit to orphanages & old age homes, blood donation, hair donation, anti-narcotics campaign, gender sensitization programmes, study tours, visits to ecologically sensitive areas, field trips, visits to botanic gardens/ museum/ herbarium, awareness programmes on wetland conservation, nature camps, cleaning the campus, green protocol, induction programmes, plastic free campus and observing days of importance.

Environment has been the biggest concern for humanity in the last few decades. The higher education authorities, governing bodies and the college are extremely sensitive to the challenging environmental issues take pollution, flood and global warming, water conservation and changing environment. Taking cognizance of these issues, the students of different streams are being taught topics related to environment.

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

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

Response: 3.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 6 | 6 | 6 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |

| 1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) | |
|--|-------------------------------|
| Response: 35.48 | |
| 1.3.3.1 Number of students undertaking project work/field work / internships | |
| Response: 231 | |
| File Description | Document |
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

| 1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni | |
|--|-------------------------------|
| Response: A. All of the above | |
| File Description | Document |
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

| |
|---|
| 1.4.2 Feedback process of the Institution may be classified as follows: Options: |
| <ol style="list-style-type: none"> 1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected |

Response: B. Feedback collected, analysed and action has been taken

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 94.96

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 234 | 220 | 239 | 230 | 198 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 245 | 244 | 244 | 242 | 206 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 94

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 114 | 108 | 119 | 116 | 99 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

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

Response:

The college conducts personal interview and counselling for the newly admitted students to assess their learning levels at the time of admission. Their performance in the interview and marks of the qualifying examination enable the college to identify the slow and advance learners. Further, continuous personal/class room interaction by the class tutor and other faculty enables proper monitoring of learners. A detailed personal bio data is collected from every student and is maintained by concerned tutor for future reference. Further, a one day induction programme is conducted for the newly admitted students and their parents under the auspices of IQAC.

Advanced learners are provided encouragement through scholarships, awards and honours. The College instituted the “Prof Annamma Jacob Endowment award for best outgoing student” to honour the students who excel in academics, sports or other meritorious events. Swarnakuamri memorial award is constituted for the most enterprising student. College PTA provides proficiency award for the advanced learners. Apart from this, various endowment prizes and scholarships have been instituted by the well wishers and the college for the encouragement and motivation of advanced learners.

“Walk With Scholar” is a special scheme implemented by the Department of Collegiate Education of the Govt. Kerala for advanced learners. The scheme has arranged specialized mentoring programs for 30 selected first year advanced learners. The scheme aims at giving necessary orientation to needy students to prepare them for employment and gives them necessary guidance, motivation and mental support to identify appropriate areas for higher study as well as employment. The programme is implemented in our college from 2012-13 onwards.

The personal interview conducted on the day of admission with the students and their parents helps the teachers to understand the family background and needs of the slow learners. The following strategies are adopted by the college to bridge the knowledge gap and enable them to cope efficiently with their respective programmes.

- Scholar Support Programme

Scholar Support Programme (SSP) is part of the ‘New Initiatives in Higher Education’ initiated by the Government of Kerala with the objective of imparting additional support to students in areas of weakness in curriculum. The target group of the programme are slow learners identified on the basis of their marks in the qualifying examination/class room performance. Under the programme, additional sessions are arranged for the chosen subjects in which the students are weak. It extends support to slow learners in the Under Graduate programme with timely assistance in terms of tutorials, additional lectures, interactive sessions, question banks and study materials

- Additional Skill Acquisition Programme

The Additional Skill Acquisition Programme (ASAP) is a scheme jointly implemented by the departments

of general education and higher education, Govt of Kerala. It is implemented among the selected students from the first semester UG classes. It equips students with industry/business based relevant skills and aims at enhancing the employability of students.

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

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

Response: 20:1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Faculty members of Government College Kodanchery try to make the learning, activity based with problems to solve, thus making the teaching-learning process student centric. Discussions, group activities, project works, seminars, socio-economic surveys, quiz programmes, study tour, camps etc are designed to elicit the maximum participation of the students.

Faculty members facilitate ICT enabled teaching methods that enhance the effectiveness the teaching learning process. They use the platforms like Google class room and Google forms as supplementary learning management system. The college has high speed internet connection and all departments and facilities are connected through LAN.

Field trips and industrial visits are conducted by the various departments every year to supplement the class room teaching. Presentations by the students open up opportunity for interacting with the teachers as well as among themselves. Independent learning is encouraged through oral questioning, class tests, library referencing, individual assignments, paper presentations, etc. The tutorial and mentoring sessions address the individual student's need. Collaborative learning is encouraged through group discussions, group project works, debates etc. The institutional strategies for nurturing critical thinking, creativity, and scientific temper among the students are promoted by several clubs and extension activities. Nature Club, Science Club, Literary Club, Campus Palliative Care unit, NSS, NCC, ASAP, WWS, etc., function for this purpose.

The project work is being done both at the UG and PG level by the students under the effective supervision

and guidance of faculty members. Students acquire the skill for social and scientific research through their project work. The college has opted research methodology and computer applications as the optional course for the MA Economics programme. To promote environmental consciousness, the college has chosen Environmental Economics as the other optional course for the same programme.

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

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

Response:

Government College Kodanchery was quick to adopt new technologies and has provided all facilities to ensure that the Information technology is utilised effectively in the teaching learning process. In order to ensure the efficient use of ICT, the following measures are taken

1. The college and IQAC always encourage the teachers to use ICT in the teaching learning process. As a result, many teachers of the college attended refresher courses, short term courses, seminars etc. in e-content development and the same is applied in their teaching learning process.
2. Separate UPS systems with sufficient back up were installed in all departments, computer labs, library etc., to ensure uninterrupted power supply for using electronic instruments.
3. A well equipped airconditioned smart classroom is arranged in Edusat room.
4. The seminar hall of the college is also equipped with a wall mounted LCD projector, public address systems etc., to conduct combined classes, seminars, conferences etc., by using ICT tools.
5. Sufficient number of portable LCD projectors were provided to all departments.
6. Hybrid education (Combination of traditional and electronic) is followed in the teaching learning process
7. Google classrooms were created for each class/course to supply educational materials such as notes, videos, assignments etc.
8. Some of the teachers have published many educational videos in video platforms such as Youtube and the same is not only utilised by the students of the college but also the students of other colleges.
9. All communications to the students were sent through the mobile governance system established in the college since 2013.
10. Google Meet is used to conduct online classes for the students.
11. Internet connectivity is ensured in all departments, computer labs etc. Separate internet connections provided to all the teacher through a wired network. Portable WiFi adapters are also used to provide connectivity in classrooms.
12. A teacher convenor is appointed every year to co-ordinate the e-governance and m-governance activities of the college and to provide necessary guidelines to the teachers for the effective utilisation of ICT.

13. Number of seminars and workshops on the theme of ICT and its application were conducted by various departments of the college over the last 5 years.
14. College library is equipped with internet to access e-resources and the same is utilised by the teachers in the teaching learning process.
15. The college has a well maintained computer lab and proper training is given to the students. It is also utilised for ASAP computer training, project work etc.
16. Computer based data analysis is made compulsory for UG and PG projects and sufficient training is given to the students in data analysis every year.
17. Apart from the traditional classroom interactions, the students are encouraged to make a proper use of internet in the acquisition of knowledge by giving assignments on current topics.
18. The teachers provide E-Content, links of academic resources and recommend the important video lectures of experts which is available on YouTube and other recognised video platforms.
19. Online tests were conducted by many teachers regularly to assess the achievement of the students.

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

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

Response: 20:1

2.3.3.1 Number of mentors

Response: 32

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

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

Response: 100

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

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

Response: 31.25

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 11 | 8 | 8 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 6.5

2.4.3.1 Total experience of full-time teachers

Response: 208

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |

2.5 Evaluation Process and Reforms

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

Response:

The college being affiliated to the University of Calicut, is bound to follow the rules and regulations of the university regarding the internal evaluation system. Twenty percentage of the total marks in each course is for internal assessment as per the university rules.. The marks secured for internal assessment is to be sent online to the university by the college. The college however takes utmost care in making the Internal Assessment system highly transparent, error free and student friendly.

- At the induction programme conducted at the beginning of the academic year for freshers, the faculty explains the system of continuous evaluation and the pattern of internal and external examinations. Further the heads of departments and class tutors explain the nature of the evaluation process pertaining to the course –both internal and external.
- The college conducts one centrally monitored, common internal examination every year. All other internal examinations are conducted by the departments at their convenience, in order to reduce the stress and strain of students. In a semester at least two internal examinations are to be conducted, and the average of the marks scored in the two examinations is taken into account.
- The schedule of internal examination is included in the academic calendar and the college strictly adheres to the schedule delineated at the beginning of the year.
- The internal examination question papers are prepared in accordance with the university model, so that the student obtains sufficient practice in solving university question papers.
- As a part of ensuring the transparency of the evaluation process, the internal assessment marks awarded to the students in each subject in a semester, are displayed on the notice board.
- The class tutor maintains the record of the performance of each student, which includes the details of written test, assignment /seminars and attendance.
- As part of the internal assessment, the attendance percentage of students, is published every month and displayed on the notice board by each department, duly signed by the class tutor as well as the Head of the Department, and the same is submitted to the Principal.
- As an important step towards ensuring the transparency, the evaluated answer scripts are given to the students, so that they can verify the marks allotted and request for revaluation, if required.
- The Mark list of the internal examinations and student performance is distributed in a class wise parents meeting convened by the head of the department. On the basis of the feedback obtained from the parents, suitable measures are taken by the college for improving the academic performance of the students in subsequent examinations. This process helps the mentor to identify the slow learners and provide special attention to them in later semesters.
- Retests are conducted for those students who fail to attend the internal assessment programme on the scheduled date, as a result of their participation in co-curricular activities.
- In the laboratory, internal marks are awarded on the basis of the overall performance of each session and their marks in the model lab examination .

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

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

Response:

The college being affiliated to the Calicut University, strictly follows the rules and regulations regarding the assessment of students. The Academic Calendar clearly indicates the time of conduct of various exams. The exams are conducted following the model of university exams ensuring utmost transparency. The Principal and faculty members take utmost care in educating the students about the significance of these evaluation processes. Apart from this, due care is taken by the authorities in recognizing the difficulties and grievances faced by the students related to these assessments and redressing them.

- At the induction programme conducted at the beginning of the academic year for freshers, the faculty explains the system of continuous evaluation and the pattern of internal and external examinations. Further, the heads of departments and class tutors explain the nature of the evaluation process pertaining to the course –both internal and external.
- The college conducts one centrally monitored, common internal examination every year. All other internal examinations are conducted by the departments at their convenience, in order to reduce the stress and strain of students. In a semester at least two internal examinations are to be conducted, and the average of the marks scored in the two examinations is taken into account.
- Students who suffer from anxieties concerning the examinations are given the assistance of the clinical psychologist posted in the college under the ‘Jeevani’ project of the Government.
- Anomalies concerning the question papers, marks or conduct of internal examinations are addressed by the concerned department itself. Students who fail to attend the exams on genuine ground are given another chance to make up their score.
- The result of each subject in the internal examination is disclosed to the students along with their answer scripts. Any grievances regarding the marks are addressed by the concerned faculty.
- The results of the examination would be discussed at the department level and a report of the students’ performance is provided at the parents’ meeting convened.
- Measures are taken to redress anomalies in university exam results.
- Remedial coaching is provided to the weak students after class and during holidays. The weak performers are given another chance to attend the examination after the remedial class and their progress is assessed.
- In order to support and encourage the students, question banks are given to them prior to their exams.
- The final consolidated internal assessment score of each subject is displayed on the notice board in order to ensure utmost transparency. Irregularities concerning the same are addressed by the class tutors and Heads of the Departments before the same is uploaded.
- The details of exam fee remittance and the exam schedule of university are promptly intimated.
- The previous years’ university question papers are made available for the reference of students at the concerned Departments and Library.
- Mentally and physically challenged students are provided the assistance of scribes as per the university norms, and are given extra time. The ailing candidates who are willing to take examination are allotted separate rooms.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

All the programmes of the college were designed and implemented in such a way to as to develop skills such as critical thinking, problem solving, effective communication, effective citizenship, environment sustainability etc., among the students. Special attention is also given to develop scientific and research attitude and to inculcate ethical and moral values in young minds.

Separate programme and course outcomes were identified in accordance with the curriculum of all programmes and the summary of the programme outcomes were listed below

1. The students completing the B.Com and M.Com courses will have comprehensive knowledge of accounting, taxation, banking, computer application and business laws and they will be ready for employment in the various functional areas of commerce. The learners will also be able to equip with professional, inter personal and entrepreneurial skills and they must be motivated to become entrepreneurs. They must also be able to identify the societal needs and to meet these requirements through industrial and business research.

2. The students completing the B.A. and M.A. Economics will have comprehensive knowledge on the quantitative and theoretical aspects of Economics. They must have in depth knowledge about economic theories and its applications regarding the utilisation and allocation of resources, including labour, natural resources and capital. They are expected to have logical and analytical skill to understand the social issues and problems and must be able to participate in the research and development of the economy

3. Students completing B.Sc Zoology course shall understand the biological diversity and grades of complexity of various animal forms, the roles of plants and microbes in the sustainability of the environment and their interaction among themselves. They have to understand the concepts and principles of biochemistry, immunology, physiology, ethology, endocrinology, developmental biology, cell biology, genetics, molecular biology, microbiology etc. They have to perform laboratory procedures as per standard protocols in relevant areas.

4. Students completing B.Sc Physics course needs to develop deep understanding of the various branches of physics, practical and analytical skills to design and conduct scientific experiments and to create analytical thinking and interpret the inferences from verbal, mathematical and graphical data. They are to be able to apply and verify theoretical concepts through laboratory experiments. They must be motivated to be a part of scientific and industrial research of our country.

The programme outcome, programme specific outcomes and course outcomes of all the courses were given in college website and the same is communicated to the teachers and students. It is communicated to the students at the starting time of the programme through the induction programme. Hard copies and soft copies of these outcomes and syllabus were made available in all departments for the reference of teachers.

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

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

Response:

Following are the general measures taken to evaluate the attainment level of programme outcomes and course outcomes.

1. Class room interactions: To ensure the student's involvement in the teaching learning process and as a tool for formative assessment, discussions and question answer sessions were included in the instruction process.
2. Internal Examinations : Unit-wise and term wise internal examinations are conducted by all the departments of the college as a tool for formative and summative assessment of the student's attainment level of programme and course outcomes.
3. Assignments : To increase the learning capabilities and creativity of the students, assignments are given by all the teachers and its timely submission is ensured. Individual and group assignments are given to the students.
4. Student Seminars: Seminar topics were assigned to the students and they are encouraged to present the topic with necessary elements. Classroom seminars are helpful to the students for the improvement of communication skill, group interaction, critical thinking etc. Seminars are also used as a tool for the assessment of some course and programme outcomes.
5. Project work: At the end of each semester of UG and PG programmes, an external project work is given to provide students with the opportunity to synthesise knowledge from various sources, and creatively apply it to real life situations. It is used to measure the competencies and skills acquired by the students as intended.
6. Internal Viva Voce: Personal internal viva voce examinations were conducted by the teachers to assess the difficulties experienced by the students in achieving course outcomes.
7. Analysis of examination results: Teachers evaluates the results of internal examinations to assess the learning outcomes of the students. Class tutors analyse the results of all examinations including the term examinations to assess the achievement level of students. The remarks of the assessment process will be discussed with students and parents through PTA meetings conducted regularly after term examinations.
8. Mock Viva: An internal mock viva conducted every year before the final viva voce examination of the university to assess the achievement level of students and to suggest tips for the improvements of their performance.

9. Analysis of student progression: Attainment of programme outcomes and course outcomes are also evaluated by means of the analysis of student progression. Higher education admissions and employment after the course are evaluated for this purpose.
10. Feedback collected from passing out students: Feedback collected from passing out students at their sent off functions is one of the important method used for the assessment of student achievement.
11. Feedback collected from alumni & parents : Informal feedback collected from parents and old students of the college is also used for the evaluation of outcome.
12. Review seminars for doctoral students : review seminars were conducted for Ph.D. students at every 6 months to evaluate the level of their work.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 82.62

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 174 | 186 | 182 | 148 | 147 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 233 | 223 | 205 | 176 | 179 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process**Response:** 3.57

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

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.79

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 2.79 |

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

[View Document](#)

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

Response: 18.75

3.1.2.1 Number of teachers recognized as research guides

Response: 6

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 5

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

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

3.1.3.2 Number of departments offering academic programmes

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

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |

3.2 Innovation Ecosystem

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

Response:

Our Institution provides healthy atmosphere, infrastructure, resources, for enhancement of the capacity, confidence and competencies of students and faculty in research and innovative activities. All innovative and extension activities are student centric. Various activities are conducted to nurture and nourish the minds of youth. These activities help students to understand the various problems faced by the society and enables them to find out solutions.

Students and faculty members are encouraged to undertake innovative activities which are helpful for creation and transfer of knowledge through entrepreneurship development centre. Activities conducted by these are helpful to develop leadership qualities, various skills, planning, budgeting, marketing and organizing. Activities conducted by language association are helpful to enhance the skills of languages and creative thinking.

- Students of Department of Commerce prepared snacks from locally available jack fruits and marketed it.
- Department of Chemistry prepared hand sanitizer during Corona pandemic and supplied to various Govt offices and needy people.
- Budget analysis was carried out by Department of Economics.
- An informative 3D show on the evolution of stars was conducted for students from the neighbouring schools.
- The students from the neighbouring schools were given a chance to visit the Physics lab and to acquaint themselves with the lab equipment and their functions.

- Department of Zoology conducted blood grouping camp
- The Green book for biodiversity was updated by Department of Zoology
- Bee identification by the Department of Zoology
- Kidney disease detection camp organised under ‘Shasthrayan’
- Department of Zoology conducted bloodgroup detection camp.
- As a part of the Shasthrayan open house, school students visited all the laboratories
- Department of Zoology conducted field visit to the freshwater hatchery under Government of Kerala, Department of fisheries for giving training in aquaculture.
- Department of languages organised a book fair for the public and school students to familiarise them with the newly published books to foster their reading habit.

Research and Development Cell of GCK inculcates research culture among the Students and encourages novel thinking. This platform provides an opportunity for expression of academic talent and promotes interaction among academia. As part of UG and PG projects included in the revised curriculum, innovative ideas were carried out as project with the help from specialized teachers who guided them in their work and later their work was presented in competitions/seminars conducted by the affiliated colleges of the same university and other universities. The Research and Development Cell of our institution motivates the students and faculty members to explore their new ideas in the field of research and development. It also helps to create research culture among faculty and students

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 28

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 6 | 6 | 5 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**Response:** 3.38**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 27

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

Response: 8

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 1.22**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 14 | 6 | 4 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |

3.4 Extension Activities

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

Response:

- World Environment Day (05-06-2015) was celebrated by planting saplings in and around the campus, Environmental awareness campaign was also conducted among the students.
- Anti-Drug campaign (26-06-2015) was conducted in association with Anti-drug Cell of the college on the eve of International Day against Drug Abuse and Illicit Trafficking. Mr.Mayin Master, a social worker was the resource person.
- Anti-tobacco and Anti-Drug campaign (13-08-2015) were conducted. The resource persons were Janamaithri Police, Kodanchery
- On occasions of Hiroshima and Nagasaki day, NSS units conducted a programme related to anti war and importance of peace (06-08-2015).
- Vayojana Dinam(01-10-2015) was celebrated with a meet of old aged people including the members of Zion old age home. Aged people shared their memories, and were honoured with a golden shawl.
- Blood Donation Camp (24-11-2015): In association with Kottapprambu Government hospital for women and children, Kerala Blood Donation Forum & HDFC Bank, a blood donation camp was conducted at the college on 24th November 2015. 82 students had registered & 35 students & 5 teachers donated blood in the camp.
- Reading Day Celebration(20-06-2017): Study materials were distributed among socially and economically backward students of St thomas L P School Nellippoyil.
- Cultivation of Dashapushpam(20-07-2017): NSS volunteers campaigned for the protection of Dashapushpam (ten medical flowers) and made Dashapushpam garden in the campus. The programme was inaugurated by Principal Dr Jayasree by planting one Dashapushpam.
- Planted Jack fruit saplings (19-07-2018) in the campus and an awareness program was conducted.
- Blood Donation Camp (23-07-2018) and Blood stem cell Donation camp (26-07-2018) were conducted in association with Blood Donors Kerala at which 48 volunteers donated blood. Blood samples and stem cell samples were collected from 110 volunteers.
- House construction under Abhayam Project (07-07-2018 to 27-10-2018): 108 volunteers participated in the construction of house for Antony. Principal Dr Subhash handed over the key.
- Flood Relief Activities (20-07-2018) were conducted in Kattippara Area and othe flood affected areas.
- Anti-Drug campaign (03-08-2018) was conducted and is inaugurated by Rishi Raj Singh IPS, Excise Comissioner of India.
- Flood Relief Activities (15-08-2019): Relief fund was collected and distributed clothes and blankets at Nooramthode relief camp. Volunteers also participated in the post flood cleaning.
- Jal Shakthi Abhiyan(28-09-2019): Cleaning of fresh water bodies near the campus is done and awareness of water conservation is given.

- Swach Bharath Abhiyan (02-10-2019): On the Gandhi Jayanthi Day all the volunteers were engaged in the clean campus programme.
- Old Age Home Visit (25-12-2019): Volunteers visited Old Age Home and spent time with inmates.
- Anti-Drug campaign (26-12-2019) was conducted and is inaugurated by T P Jacob , D Y S P Kalpetta.
- MOU with Kodanchery Parivar(03-11-2019,8-12-2019 and 12-01-2020): Engaged and entertained with differently abled children.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0

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

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

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

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

Response: 23

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 2 | 4 | 6 |

| File Description | Document |
|--|-------------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |

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

Response: 31.24

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 200 | 200 | 135 | 200 | 200 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

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

Response: 5

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

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

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

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Situated in an ecologically fragile area of Kodanchery panchayath and catering to the higher education needs of the most disadvantaged segment of the society, the college has with its dedicated service been able to improve the skill sets of thousands of marginalized and excluded sections of the neighborhood. The college is placed in 17.1 acres of land and its campus is adequately spacious which comprises of the Administrative/Arts Block, and the Science Block. The college has sufficient facilities for teaching learning activities which include classrooms, laboratories, Computer lab Libraries, Learning resource centre, Seminar halls, Edusat room, women amenity centre, She Hub, Biodiversity reserve, Zoology Museum, Research Room and Stationary store, Open air stage, Parking space, Students' parking, Recreation room for staff, Examination hall and Green rooms for stage.

The facilities available in the college to make teaching-learning process effective and creative are given below

- The College has twenty-five spacious, well ventilated classrooms of varying sizes with adequate seating facility for the 4 undergraduate and 3 postgraduate programmes offered. Eighteen of these classrooms are ICT enabled.
- There are 6 rooms for accommodating the faculty of different departments including the office of heads of the departments
- There are 4 science laboratories and 2 computer labs
- College has 2 well outfitted rooms for Research
- All the departments are provided with facilities such as laptops, desktops, printers, scanner, for the use of students and staff.
- The entire college has an high speed broad band internet connection connected through LAN
- The central library in the college has 25736 books. Access to electronic journals and e-books are now also provided under NLIST programme
- The college has a well-maintained Women Amenity Centre for rest and recuperation for students.
- The college has ensured facilities such as ramps and wheel chair for the differently abled
- There is a room for chief superintendent of examination for coordinating university examinations
- A stationary store functions in the college under PTA which provides books, stationery items and Xerox facilities.
- A full-fledged IQAC/NAAC room has been set up for coordinating the IQAC activities.
- EDUSAT room is equipped with interactive projector, a 50" LCD Plasma TV, public address system, Internet facility, acoustic feature, recording facility.
- Learning Resource Centre and the well equipped Seminar hall append on to serve as technology enabled learning spaces available in the college.
- Store rooms for keeping laboratory chemicals and accessories.
- The College maintains a Bio Diversity Reserve which is a site in the college campus spreading over an area of 12117 Square Meters (approximately 3 Acres) and is surrounded by a protective wire

fence.

- There is a spacious roof top auditorium and an open air auditorium with green room facility to seat more than 500.
- A canteen is set up in the campus for the students and staff.
- Sufficient parking space for vehicles.

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

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

Response:

FACILITIES AVAILABLE FOR SPORTS, GAMES AND CULTURAL ACTIVITIES

The college has been able to set apart required services for both outdoor and indoor sports, games, and for various cultural activities. The college ensures a balanced state of physical and mental health of students by giving plenty of opportunities and encouragement to participate in competitive sports and games. In order to develop and improve the inherent qualities of the students, exceptional care is given to organize various activities. Besides, general awareness programs on healthy life style and practices, the College conducts regular coaching camps in athletics, football, Cricket, Hand ball, Swimming & Water polo. Health club to accommodate Gymnasium, Table Tennis room, Chess & Caroms room is under construction . Every year the college has Fielded Cricket, Football, Athletics, Boxing & Table Tennis teams for Calicut University intercollegiate Tournaments. The College has organized inter collegiate Hand ball competition. Students are also encouraged to represent the university in various intercollegiate competitions

In order to develop inherent cultural and artistic capabilities of the students, the college has been providing various opportunities by organizing programmes of diverse typeset. Students are also encouraged to participate in various cultural activities and competitions organized by the University and other agencies. Various clubs functioning in the college also promote the artistic talents by providing a platform to exhibit their multifaceted talents. Various clubs like Film club, literary club, nature club, women's cell conduct varied programmes providing them with better orientation on various cultural activities. The college has a rooftop auditorium with adequate sound system and an open stage where main cultural activities are performed. The well-resourced seminar hall in the college is also used for cultural programmes.

| Sl. No. | FACILITIES | SPECIFICATIONS | SIZE/AREA | YEAR OF ESTABLISHMENT |
|---------|------------------------|----------------|-----------------|-----------------------|
| 1 | Hand ball court | Out door | 40 x 20m | 2008 |
| 2 | Basket Ball court | Out door | 32 x 17 m | 2011 |
| 3 | Gymnasium | Indoor | 9.10 x 6.40 m | 2014 |
| 4 | Shuttle court | Out door | 13.40 x 6.10 m | 2018 |
| 5 | Long jump pit | Out door | 9m x2.75 | 2019 |
| 6 | Roof top auditorium | Indoor | 35x12m | 2015 |
| 7 | Open air stage | Outdoor | 31.50x 24.80m | 2010 |
| 8 | Seminar Hall | Indoor | 13.30x 9.10m | 2007 |
| 9 | Pole Vault Jumping pit | Outdoor | 8 m x 6 m x 0.8 | 2015 |
| 10 | Health Club | Indoor | 22m x 12m | |

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

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

Response: 72

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |

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

Response: 45.6

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 321.74 | 144.37 | 87.99 |

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

4.2 Library as a Learning Resource

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

Response:

The college has a well-maintained Central Library & Digital Resource Centre. It is housed in the 3rd floor of the main block. The library has got a collection of 25736 books, of which 1695 are reference books. It has an area of 360 m² with a seating capacity of 40 persons. The library has provisions for general reading, student's reading space, P. G. section, journal section, reference section and reprographic section. New arrivals are promptly displayed in the library to attract the attention of the readers. Carrel desks are arranged exclusively for the purpose of facilitating research. A set of inspiring books from various disciplines are presented at the entrance of the library. The library subscribes 25 Magazines and 4 Newspapers. The general library is open from 9.30 am to 4. 30 pm on all working days. The library provides reading space and reference section Library follows AACR II for cataloguing and books are classified and arranged as per Dewey decimal classification and computerized open access catalogue is available to locate the documents. All students are provided with digital ID card. Library acts as a learning resources centre by providing digital learning facility to students.

- Name of ILMS software : Bookmagic
- Nature of automation (fully or partially) : Fully automated
- Version : 5.0
- Year of Automation : 2007
- Library link : <http://kodencherycollege.ac.in/library/about-us/#>

The General library has 7 computers of which 3 function both as servers and OPAC.

The whole collection of the library is visible in the OPAC inside the library.

The Library provides open access and issue and return of the same is carried out in the circulation section through the library management software **Book Magic**.

The library was fully automated with *Book Magic* in 2007.

Bar code technology is used for identifying the user whose admission number is used for identifying them.

Orientation programmes are arranged for the students who are new to the college before library membership is given to them.

The Library provides reference service and photocopy facility to the users. The Library is a question paper repository for students.

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

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

Response: 2.08

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2.6 | 2.6 | 2.4 | 1.6 | 1.2 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

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

Response: 10.83

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

Response: 74

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college frequently updates its IT infrastructure to be at par with the recent developments in information and communication technology. A fair share of fund is always allocated for IT infrastructure augmentation in the institution. The college has two computer labs and two browsing centres for the students in addition to a computer centre maintained exclusively for the research scholars. The college owns 75 computer systems which includes 12 laptops used for both academic and administrative purposes. The college has LAN connectivity with 130 LAN ports installed widely in the campus for providing internet facility to the office, departments and other necessary areas. The broadband connection in the campus is installed under the NME ICT scheme with a speed of 10 MBPS. Four routers are placed at different departments for smooth connectivity. There are 18 ICT enabled classrooms in the campus and 11 LCD projectors. There are six smart TVs in the college out of which 3 are mounted in class rooms and one each in the Principal's chamber, Edusat room, IQAC room, and reception area. There are 19 printers used in various departments for academic and administrative purposes. Both the science departments have photocopy facilities in addition to that provided at the reprographic centre and stationary store. The college has a well connected public addressing system through which announcements are made. There are 16 CCTV cameras fixed in the campus to monitor discipline and to ensure safety and security. The college maintains an air conditioned, digitally enabled Edusat room which is used for conducting workshops, virtual classes, NPTEL lectures, film shows etc. The seminar hall is equipped with LCD projector and internet connectivity. Each department owns an electronic podium. The college library is fully automated and it also maintains a browsing centre and a reprographic centre for the students. The college has a

biometric attendance system for the staff. The college office is fully digitalized and has a digital file managing system(DDFS). Admission to various courses in the college is a centrally monitored, digitalized process operating through single window. The processing of the salary to the staff is managed by SPARK(Service and Payroll Administrative Repository Kerala). Communications to students and parents are sent via M-Governance. WhatsApp groups for each class with class tutor as admin is managed strictly for academic purposes.

The feedbacks from students are collected online. Most of the faculty members use the recent technologies like Google classroom, Google meet, Whatsapp facility for online teaching learning process. A few staff members run public YouTube channel in their respective disciplines.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 13:1

| File Description | Document |
|--------------------------|-------------------------------|
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

Response: D. 05 MBPS – 10 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 60.02

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16.13 | 29.52 | 40.31 | 34.02 | 64.13 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |

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

Response:

The college has a concrete system for maintaining and utilizing its physical and academic support facilities to address and enrich the growing needs of the institution. The facilities are maintained well for long term usage and for the benefit of students as well as the public.

The Planning board of the college initiates the procedures and policies of the college regarding the maintenance and utilization of physical, academic and support facilities. It ensures the availability of adequate physical facilities and takes measures to upgrade this in order to provide healthy teaching learning environment. Department councils are in charge for sorting out the requirements in Laboratory, classrooms and other facilities yearly and also subsequent to the feed backs collected from the students. These requirements are validated by the IQAC which is then presented before the planning board for detailed analysis and making plans for their execution for the year. The planning board sorts out and categorizes the necessities of the college and the consolidated proposals are submitted to the various funding agencies for the timely dispersal of their allocation and its utilization.

The major fund received for the construction and maintenance of the laboratory, library, classrooms, and computers is from the Directorate of collegiate education, Government of Kerala under Plan and Non Plan Heads. The Plan Head mentions the assigned budget for procurement of items such as chemicals and glassware, sports items, books & journals, equipment and contingency. Funds are allotted for maintenance of equipment, computers and other items under Non-Plan Head. Maintenance and security of physical infrastructure is also done under Non-Plan, such as telephone services, security guard, office expenses, travelling allowances, CCTV surveillance *etc.* The up gradation and maintenance of the college facilities is done also using a major portion of the RUSA fund. PTA of the college is very active and works as a constant support for maintenance and repair of the various facilities. The purchase committee is involved in coordinating and monitoring the procurement of various facilities utilizing the funds from different sources. Annual stock verification of records, accounts and various registers is done for ensuring the accuracy of accounts and usefulness of documents and it also reveals the items to be replaced, newly purchased or repaired.

Laboratory

The college offers three science programmes and has four full-fledged laboratories. Head of the department of respective disciplines are the custodians of these laboratories. The students attend the lab sessions in allotted time schedule for different programmes under the guidance of respective teachers and technical assistants. The quality of lab equipment is ensured by properly following the e-tender procedures. Timely

cleaning and maintenance of equipment are done under the supervision of staff in charge. Laboratories are equipped with all sufficient infrastructural measures for safe custody of the equipment. Students are strictly instructed to follow laboratory etiquette while working in the lab using chemicals, glass wares, microscopes and high voltage devices. Science students remit a nominal fee for lab maintenance during admission.

Library

Library Advisory committee plans the yearly library activities that include purchase, binding, writing off *etc.* of the books. The fully automated college library plays an important role in the overall intellectual development of the students. There is a large collection of books, journals and magazines which can be accessed by every student. Separate registers are maintained in the library to record the entry of students and teachers. Students can access the library with their student identity cards on all days except Sundays and public holidays and specified number of books are issued to them for a period of two weeks. If needed, the books can be renewed twice. There is a reference section in the library where there are umpteen number of books for general reading, research activities and for equipping the students for competitive examinations. In addition to the government fund, the PTA fund is also utilized in the maintenance of the library. The library has an exclusive P. G. section that can be accessed by the post graduate students. It also has a reprographic centre which serve to provide photocopy facility to the students at a nominal rate. Library also provides digital learning facility to students thereby acting as a digital learning resource. New arrivals are promptly displayed in the library to attract the attention of the readers.

Sports Complex

The Physical Education Department of the college handles the charge of the sports complex. Some of the sports facilities include Hand Ball Court, Gymnasium, Shuttle Court, Pole Vault Jumping Pit, Basketball court. These facilities are accessible to the entire college community. A nominal fee is collected from the students for maintaining the sports facilities at the time of admission for their maintenance.

Computers

The computers and accessories of the college are purchased strictly by proper government norms with a warranty of three years. The computer labs are accessible to all the students on all working days. The students utilize these facilities for doing research work, project work, teaching – learning etc. The computers in the labs have good power backups, extended warranty, internet connectivity, original window-software etc. The sustainable use of computers and other electronic equipment of the college are made possible by the use of various Government funds. PTA and CDC funds are also used for their proper maintenance and repairing.

Building and Classrooms

The two academic blocks of the college have all the essential facilities for good teaching learning environment. Purchase of items like classroom-furniture, projector, electrical fittings are done by utilizing government funds. Maintenance of the classrooms are done by the students, faculty of the respective departments and non-teaching staff. The timely cleaning of the classrooms and the common spaces are done by the efficient cleaning staff under the supervision of faculty. The college utilizes the plan funds by the Government of Kerala, RUSA and CDC and PTA fund for constant and efficient maintenance and repair of the building and furniture.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 91.04

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 531 | 623 | 604 | 475 | 515 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

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

[View Document](#)

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

Response: 1.67

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | View Document |

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

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

Response: A. All of the above

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

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

Response: 30.15

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 181 | 189 | 175 | 172 | 188 |

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years**

Response: 15.53

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 31 | 44 | 38 | 35 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

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

Response: 150

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

Response: 351

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |

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

Response: 10.98

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 9 | 10 | 5 | 6 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 65 | 63 | 66 | 52 | 47 |

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 4

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

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

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

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

Response:

The college aims at grooming student community by imparting education, developing skills and attributes that empowers them to contribute as socially responsible citizens. The teaching-learning process and participation in co-curricular and extracurricular activities enables the student to inculcate professional and social traits in consonance with the changing economic, social, technological and political environment around him.

The participation in the election process and representation in the college union provides an opportunity to the students to get acquainted with the political process and imbibe democratic values of the nation. At the college, elections are conducted in the manner prescribed by the Lyngdoh commission in a peaceful, free and fair way. The college union functions under the guidance of staff members in the capacity of staff advisor, staff editor, fine arts advisor and sports advisor.

The college union comprises the following office bearers: Chairman, Vice-Chairman, General Secretary, Joint Secretary, University Union Councillor, Fine Arts Secretary, Student Editor, General Captain, Association Secretaries (4), Class Representatives at the UG(3) and PG(1) level.

The college union organises extracurricular and sports activities in the college under the initiative of designated faculty members.

The major events organised by the college union comprises of Fine Arts day, Sports day, publication of college magazine, association activities at the department level, College day, Onam celebrations, charitable activities like “Snehaputhappu”, Blood Donors Directory, Blood Donation camp, Speak for India programme, distribution of mobile phones to attend online class.

The student involvement in the NCC and NSS keep the campus more active and vibrant by undertaking diverse and inspiring programmes. Plastic waste awareness campaign, trekking, anti-drug campaign, tree planting, campus cleaning and beautification, pain and palliative activities, AIDS awareness campaign in schools, visit to old age home, Blood Donation camp, “Swapnaveedu” and fund raising to support the flood victims are some of the activities initiated by the units. Apart from this World Environment day, International Yoga day, Hiroshima-Nagasaki days, Independence Day, Teacher’s day, Gandhi Jayanthi, Keralappiravi, NSS day, Republic day, Women’s day were celebrated with much enthusiasm along with national and religious festivals like Onam, Holi, Christmas etc.

The active participation of students in co-curricular and extra-curricular activities provides them an opportunity to develop social skills, leadership qualities, communication skill and interpersonal skills for their full-fledged personal growth and wellbeing. The various clubs and associations functioning in the college are the Nature club, Science club, Women Development cell, Pain and Palliative club, Red Ribbon club, Career Development and Placement cell, ED club, Literary club, Health club, Ethics committee, Anti-Ragging cell, Student’s Grievance Redressal cell etc. The students are represented in IQAC and Anti ragging committee and Women Development cell.

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

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

Response: 11.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 13 | 10 | 13 | 8 |

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

5.4 Alumni Engagement

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

Response:

The college has a working unregistered Alumni named "Ko - AI". The objective of the Alumni are to strengthen the bond between the students, faculty, staff and alumni; to promote interaction and to organize programs; to facilitate and encourage alumni to contribute towards improvement of the status of the college in areas pertaining to academics, infrastructure and industry; to render assistance to the students of the college through grants, scholarship and prizes; to assist the college in attaining distinction in all spheres of activities.

Department wise alumni meeting are held annually. Alumni of various departments have made significant contribution towards financial assistance and encouraging students. Some of the awards instituted by the alumni are Neethu K Joseph Endowment awards for best outgoing student, financially backward and meritorious student award, Ko - Pre physics parent award, award for class topper, financial assistance for two deserving and poor student's aid fund. Alumni has also supported the college by providing a gate and a water cooler. In addition to this, alumni has been instrumental in collecting Rs.5,00,000. for the treatment of Ms Amrutha v student of the Commerce department who underwent a kidney transplant, her mother as the kidney donor. Notices were circulated and massive campaigns undertaken to support the fellow student

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

Response: D. 1 Lakhs - 3 Lakhs

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Government College Kodanchery was established in 1980 with a goal to cater quality higher education to the higher education aspirants in and around the locality. The college is situated in the rural picturesque hills of Kodanchery panchayath in Kozhikode district. The conducive ambience of the college is ideal for the pursuance of academic and research activities. This is the outcome of the all-encompassing governance and leadership of the college, which is in tune with its vision and mission. As a result, the college offers ample avenues and amenities such as well-equipped library, laboratories, EDUSAT room, seminar hall and smart classrooms, various clubs and forums etc. for the genuine all-round development of students. The administrative body of the college works rigorously to stick on to its vision and mission. The academic excellency attained by the college testifies its administrators' earnestness and dedication to lead the institution. A good example for this is that even if the college has only three Post Graduate Departments, Economics and Commerce Departments have been upgraded to the status of Research Centres during the recent past.

The principal, the college council, IQAC, and various statutory and non-statutory committees and bodies of college governance conjointly work to introduce new programmes and policies with the objective of aiding the student community to be the academically vivacious individuals. As a result, the students attain required skill and proficiency which can be converted into employments and placements. The result in the examinations in each semester is regularly monitored by the IQAC and the college council and desired corrective measures are taken in order to do away with the weaknesses, if any.

In keeping with the vision and mission of the college, the various bodies like NCC, NSS, Nature Club, Bhumithra Sena, WWS, ASAP, SSP and other forums under the proficient leadership excellently implement several extension programmes which help edging the students into a responsible, committed and service minded community. Stringent practice of green protocol in all the programmes implemented by the college helps to instil in the students comprehensive environmental awareness and ecological culture.

VISION

Develop the college as a centre of higher learning, to enlighten and empower the youth to become socially responsible citizens, to activate the youth for Nation building and to equip the youth to compete in a multi-cultural global environment.

MISSION

To provide quality higher education to all, irrespective of caste, creed or gender.

To facilitate the acquisition of knowledge through ICT enabled techniques.

To empower the students of rural and backward areas through training, research and extension activities.

To promote among the youth, the virtues of collective action, fraternity and secular thinking.

To create the awareness of national and global trends and prepare the students for competitive ventures.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response:

The Government College Kodanchery practises decentralisation and participative management. Principal of the college is the administrative and academic head. Simultaneously the faculty, staff members, PTA, Students' Union and alumni are actively participating in the management and the decision making process. The most important functions of the College are Administration, Academics, and Examination. All responsibilities are shared among the staff and various committees constituted for this purpose. Being a Government College, the institution has a well-defined system of management and is run according to the laws and instructions given by the Government from time to time.

The most important Committees for decentralisation and their roles in the participatory management are as follows

The College Development Committee (CDC) -This committee is chaired by the District Collector and the Principal is the Secretary as well as Treasurer. It decides and carries out the most urgent and timely infrastructural development of the College

The College Council: The College council consists of the Principal and Heads of the Department of each subject of study, two persons elected from the staff members, Librarian and the Ministerial Head of Administrative Staff of the College Office. The Council takes policy decisions regarding the management of routine affairs and ensures the smooth functioning of the College. The general administrative work related to Library, Athletics, Maintenance of Building and the ground etc. are the responsibility of the Committee.

The College PTA plays an important role in participatory management and decentralisation

Case Study : The College PTA - The governing body of the PTA is elected in the annual general body meeting. The executive committee of the PTA consists of the principal of the college as the president, an elected member from the parents of current students as the vice president, a teacher representative as secretary. All the financial transactions of PTA are transparent, and are subject to public scrutiny as the executive committee is bound to present duly audited annual statement of account.

Major Activities by PTA during the Year 2018-19.

The College PTA provides financial assistance for most of the works related to repair of electrical, plumbing items, computer and furniture repair and also the regular maintenance of the college campus. It provides the basic facilities for the College Canteen and monitors its functioning. Water purifiers have been installed and maintained by the PTA for the benefit of students, staff and visitors. PTA runs a stationery store and has appointed a store keeper-cum-receptionist and pays salary to her. PTA has taken initiative for providing basic facilities (Water tank, fence etc) in the Ladies hostel. It provides advances for various seminars, work shops and other programmes in the College. A handsome amount is given as scholarships and awards for the studious learners and the winners of various inter collegiate, university level competitions. Financial assistance as refundable advance is given to the office for payment of electricity, telephone and water bills.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

In accordance with the directives of the Staff Council, a Planning & Development Committee has been constituted in 2016 in order to ensure invincible development of the college with a long term point of view. The committee had met many times in order to deliberate both the short term and long term goals to be achieved by the college. Accordingly, the committee prepared a comprehensive strategic plan consisting of both academic and co-academic activities and goals to be accomplished by the college by the year 2026.

One of the core areas focused in the strategic plan was the research related activities in the college. The devoted efforts of the administrators and the staff helped to realize most of the activities stated in the plan within a short span of time which can be précised as follows:

1. Persistently persuaded all the faculty to register for research work and as a result, right now, almost all the teachers have registered for their research programme and have been successfully carrying out the work.
2. More than 6 faculty successfully completed their research works and got awarded PhD during the last five years.
3. There are three Post Graduate Departments in the college viz Economics, Commerce and Zoology. Among these departments Economics and Commerce have been elevated to the status of Approved Research Centres of the University of Calicut during the last five years.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response:

The principal is the head of both academic and ministerial staff of the college. The principal is assisted by Vice Principal, the college council, IQAC, Heads of the Departments, faculty members and administrative staff. Various academic and administrative bodies including IQAC, college council etc work together for the efficient functioning of the college.

Major bodies and committees operational in the college are:

The college council

The college council consists of the Principal, Heads of the departments, two elected members from faculty members, librarian and senior superintendent. It is the apex body regarding internal administration of the college.

IQAC

A dedicated Internal Quality Assurance Cell is functioning in the college in accordance with the rules and regulations of NAAC and UGC. IQAC is entrusted to bring a quality culture both in academic and non-academic activities in the institution.

CDC (College Development Council)

CDC prepares and implements plans for improving the infrastructural facilities of the college. District collector is the chairperson of CDC.

Examination Committee

Examination committee is entrusted to conduct both internal and external examinations effectively and efficiently in accordance with the schedules of University and the College Council.

Research Committee

A research committee is formed in order to ensure quality research activities carried out in research centres.

Anti-Ragging Cell

In order to ensure a total ragging free campus, an anti- ragging cell is formed as per the guidelines of UGC.

Parent Teachers Association (PTA)

A strong PTA functions in the college in order to ensure a cordial working environment in the campus. PTA helps to maintain the infrastructural facilities of the college intact.

Various Clubs, Forums and Cells

Various clubs, forums and cells such as anti-sexual harassment cell, discipline committee, ethics committee, RUSA Governing Body, Students Grievance Redressal Cell etc are also functioning in the college.

Service Rules and Procedures

Since it is an affiliated government college, the college is bound to follow all the rules and regulations of UGC, State Government and the University. All the teaching and non teaching staff are appointed by the state government. The teachers on contract basis are appointed as and when they are needed in accordance with the rules and regulations of State Government and Director of Collegiate Education. Promotions of teaching staff are based on the guidelines of UGC and the State Government. Non-teaching staff are promoted based on the service rules of the state government applicable to them.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The institution recognizes the commitment and dedication of the teaching and non -teaching faculty and therefore ensures the needs of employees proactively. The various welfare measures taken in the college for teaching and non-teaching are listed below.

1. **Staff Club:** The staff club ensures a suitable and cordial working environment for the employees. Financial assistance for the needy employees is ensured during special occasions such as house-warming, marriages etc and also on the occasions like hospital cases, accidents etc. Staff tours are arranged annually for mental refreshment of the staff members and to bring in unity among themselves.
2. **Health Club:** The Physical Education Department maintains a health club cum gymnasium for the staff and students to ensure their physical health and well-being.
3. **Recreation cum Dining Room for Staff Members:** This facility is utilised by the staff members during their free time in the college.
4. **College Canteen :** A Canteen maintained by the PTA ensures hygienic, homely and nutritious food at reduced rates, for both staff and the students of the college.
5. **Ladies Amenity Room and She-hub:** The College maintains special facilities for the female students includes resting facilities, wash areas, toilets etc. Incinerators are installed to dispose sanitary napkins.
6. **Urinals and Wash areas:**
7. **Consumer Store:** The College under the patron ship of PTA runs a consumer store that is useful for both staff and students. It provides stationery and other necessary items at a reduced rate.
8. **Sanjeevani Clinic:** It is a project of IQAC for the well-being of teaching and non- teaching staff and students. On every Friday, the service of a lady doctor is made available in the campus. Dr Lovely Martin is the doctor in charge of the clinic and Prof Yamuna T, Asst Professor of Malayalam is the staff co-ordinator of the programme.
9. **First-Aid facilities:** First aid kits with essential items are made available in all departments, office and in Principal's chamber.
10. **Wheelchair:** A wheel chair is also made available in the office which can be used by both students and staff.
11. **Badminton Court:** An indoor badminton court is available for recreation.

12. Facilities for the Differently abled: Ramp facility, rest room and specially designed washrooms are available for the differently abled staff members

13. Statutory Benefits: The statutory benefits provided are those prescribed for the State employees by the Government of Kerala.

Welfare Schemes: The entire staff is covered under the Group Insurance, State Life Insurance and Group Accident Insurance schemes of the state government.

Maternity and Paternity Leave: Employees can avail maternity or paternity leave and other leave like Special disability leave with permission to leave station.

Medical Reimbursement Scheme: Refunds the medical expenditure of employees and their dependents.

House Building Advance: Provided to employees at interest rates lower than that of the market rate.

Leave Travel Concession: Subject to rules and regulations, the travelling expenditure of the employees to any place in India is refunded.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 2.5

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

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

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

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

Response: 6.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 8 | 8 | 5 | 7 |

| File Description | Document |
|--|-------------------------------|
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

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

Response: 15

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 14 | 5 | 1 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers attending professional development programmes during the last five years | View Document |

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

Response:

The institution is following an effective performance appraisal system for teaching and non-teaching staff.

To assess the performance of a teacher, the evaluation indicators are the self appraisal (API) score earned by teacher and student feedback. For non Teaching staff, the indicators are efficiency, economy and time bound completion of tasks which are evaluated by the authorities including Principal.

The college assesses the performance of its staff taking into account, the self assessment analysis made by the staff and assessment made by the beneficiaries. The self assessment of the staff is taken periodically for proper evaluation. Every teacher is required to submit self assessment form in a prescribed format as per the Performance Based Appraisal System (PBAS) of UGC. Placement and promotion of each teaching faculty are decided as per Academic Performance Indicators (API) scores. A screening committee comprising of the Principal of the College, the Head of the Department, and two subject experts evaluates the performance and the same is monitored by the IQAC. The Screening Committee then determines the eligibility for placement and promotion of Assistant Professors and Associate Professors . Recommendations based on the assessment process are forwarded to the Director of Collegiate Education, Kerala.

Student feedback is collected in another prescribed format. After reviewing the feedback by the students, suggestions are provided by the Principal to the concerned faculty and departments to improve their performance, if needed. Feedback is collected from parents also during the PTA meeting. Relevant suggestions are discussed at the college council and recommended for implementation.

The performance of the non-teaching staff is assessed by the Principal/Office Superintendent. The important parameters like quality of work, time bound nature of completing the tasks, whether rules and regulations are obliged or not and other matters are assessed and evaluated. Regular meetings with non-teaching staff are held to discuss these key points

| File Description | Document |
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| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college gets financial assistance mainly from the State Government via plan and non plan fund allocations. Special funds are also received from the state and central agencies like UGC, RUSA, NABARD, Kerala Higher Education Council etc. The college has a well established financial management system which guarantees that funds received are used strictly in accordance with the rules and procedures of the government.

Since it is a government college, all the funds received from the State Government are subject to regular external audit by the Director of Collegiate Education and the Accountant General (A&E). The special funds received from the agencies like UGC, RUSA, NABARD etc are subject to external audit by the qualified chartered accountants. Internal auditing is done for the verification of the utilisation of funds received from agencies like PTA etc. Following are the various external and internal audits carried out regularly.

Audit by the Director of Collegiate Education (DCE)

All the particulars regarding funds received from the state government are audited by the special audit team appointed by the DCE at regular intervals. All the books and accounts comprising bill books, acquittance register, cash book, contingent bills register, stock register, pay bill register, fee collection register, challans register etc are verified by the team.

Audit by the Accountant General (A&E)

All the funds received from state government and central government are subject to the external audit of the Accountant General.

Audit by the Qualified Chartered Accountants

In the case of funds received from UGC, RUSA etc, utilisation certificates are to be submitted to the funding agencies concerned within the specified time. Audit of these funds are done by the qualified chartered accountants.

Internal Audit

The fund mobilised by the institution internally from PTA etc are subject to the internal audit by the audit team appointed by the Principal in due course.

Further, annual internal audit is done systematically in order to authenticate the stock of books, furniture, electronic equipment, lab equipment, stationery items etc.

| File Description | Document |
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| Upload any additional information | View Document |

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

Response: 1.57

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.345 | 0.365 | 0.56 | 0.2 | 0.1 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |

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

Response:

Being a government institution, the college receives funds from the state government under plan and non-plan heads in order to meet academic, administrative and developmental needs. At the beginning of every academic year, the college council discusses and consolidates various development related proposals and finally the approved proposals are submitted to the Directorate of Collegiate Education. College receives funds from the government under the titles, Faculty Development, Laboratory and library development, Furniture, CIUP, Study Tours, and NAAC fund. In addition to this fund college receives non plan funds to meet electricity charges, contingency bills, telephone charges, etc.

The college has been sanctioned an amount of Rs. 3 crores from Kerala Infrastructure Investment Fund Board (KIIFB) of state government for the construction of a modern library block. Funds are also mobilised from UGC, RUSA and NABARD.

In addition to the funds allotted by Government, the college mobilises funds via other sources as well. Parent Teacher Association and College Development Committee are two consistent sources of fund mobilisation for the college. The PTA fund is usually utilised for meeting the day-to-day immediate and very essential financial requirements of the college. Contribution to CDC every year is deposited in a specific account in the Treasury. An equivalent amount is allotted by the government also. The college utilises these two funds together for various developmental purposes as per the decisions taken in the CDC meeting and the approval provided by the District collector who is the Chairman of CDC.

The college further shores up funds through other legitimate sources like contribution of the Alumni and philanthropists. Alumni Associations play an efficient role in providing financial assistance to college. They provide assistance for improving various facilities in the college and for promoting the talents of students in their academic or non-academic activities. Endowments for gifted students for their extra ordinary achievements in sports and games are also made available.

6.5 Internal Quality Assurance System

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

Response:

One practice that the IQAC has institutionalised is the annual conduct of Induction Programme to welcome the freshers to the campus. This programme conducted under the auspices of the IQAC gives a thorough insight about the way the college functions and its internal mechanism, not only to the fresher but also to his or her parents. The presence of the parent is regarded as mandatory. After a brief meeting on the same day with the faculty members of their respective departments, students and parents assemble at the rooftop auditorium for the induction programme. The faculty in charge makes a presentation of all the details related to the college such as the infrastructure facilities, the cells functioning in the college such as women development cell, anti-ragging cell, anti-harassment cell, and the various clubs functioning in the college, NCC and NSS units, the curricular and co-curricular activities of the college, how the college union functions, list of awards, endowments, scholarships and free ships instituted for the welfare of the students, the code of conduct, ethics insisted by the college and so on. The list of faculty members and the special charges assigned to them is also mentioned along with their contact numbers so that students know whom to contact. The programme outcomes and course outcomes are summarised. The evaluation process is described emphasising its transparency. The objectives of government initiatives such as WWS, SSP and ASAP are outlined. The grievance redressal mechanism available in the college is highlighted. Facilities for student welfare such as Jeevani, Sanjeevani, career guidance classes, recreation, curricular and co-curricular activities are delineated. The vision and mission of the college, the future plans, the role of PTA, the need to adhere to the academic calendar, are discussed. The college has been organising the induction programme quite diligently every year.

The second Practice that IQAC has institutionalised is that of conducting workshops and training sessions exclusively for the staff members of Government College Kodanchery. Every year at least two days are set apart for such training programmes. The workshops include sessions on revised NAAC accreditation process, panel discussions with IQAC Coordinators, Principals of various colleges presentations on innovative strategies in teaching and learning process, training in administrative process. The objective of these internal workshops and training programmes is to update the faculty, both teaching and non-teaching on the recent trends as well as to identify and rectify the misconceptions. The faculty members have greatly benefited from these sessions organised by IQAC.

| File Description | Document |
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| Upload any additional information | View Document |

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

Response:

1.Academic Audit

The college conducts internal and external academic to enhance the teaching learning process. As a part of the internal academic audit, an Academic Committee is constituted by IQAC at the beginning of every academic year. Departments are requested to submit their academic schedule for the year, the results of internal and external examinations, the report of feedback collected, the topics of seminars and workshops planned for the year and other activities. The faculty members who are part of this committee are directed to inspect and verify the departmental strategies for enhancing the teaching learning process. Accordingly, the Committee monitors the efforts taken by the respective departments towards improving the performance outcome of students. The results of the internal exams and the semester exams are compared in order to assess the academic capabilities. The committee examines the list of seminars and workshops organised by the department annually and offers creative inputs regarding the topic of the seminars and the objective to be achieved through the conduct of the seminars and workshops. The performance of government initiatives such as ASAP, SSP and WWS is also analysed so that students enjoy the benefit of such schemes. The academic committee examines the feedback collected by the departments and suggests suitable reforms in the teaching patterns of faculty members as per the requirements of students. The committee monitors the remedial teaching sessions organised for the poor performers and the weaker sections of the society. The departments also submit the list of student progression and the list of student placement along with the list of those who have cleared exams like NET. The academic committee is also consulted in matters regarding infrastructure facilities, ICT and purchase of books and furniture.

2.ICT Enabled Teaching -Learning

Accordingly, Information technology is skilfully blended into the teaching IQAC has continually encouraged teachers to engage classes using ICT. strategies. Following the direction of IQAC many teachers of the college attended refresher courses and short-term courses in E -content development which they have successfully implemented in their respective classrooms. IQAC has persistently urged the teachers to attend seminars and workshops regarding the application of ICT in classrooms. Internet connectivity (10 Mbps) with 130 LAN ports are provided in the college. There are 18 ICT enabled classrooms in the college. The number of projectors available in the departments is 11. The digitally enabled Edusat room is equipped with a mounted projector, Interactive board, smart TV. Teachers are directed to utilise this space for satellite broadcast classes and enable students to participate in video conferences. In addition the Edusat room has a provision for recording classes.

The Pandemic period witnessed optimal use of online platforms for the teaching learning process. Google Meet and Zoom meet were the most common platforms for classroom transaction. The Google classroom was a virtual space of interaction between the teacher and the taught, for assignment submission, clearing of doubts and evaluation. The online evaluation technique amply put to use was that of Testmoz. IAQC

had relentlessly enquired and collected information from students and teachers regarding the efficacy of online teaching mode and suggested modifications wherever necessary. The lockdown period, following the pandemic proved highly resourceful for the faculty members who were directed to participate in webinars. Accordingly, most departments of the college organized very productive webinars under the auspices of Colloquium, annual seminar series. Resource persons both national and international could be accessed at the webinar sessions.

| File Description | Document |
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| Upload any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college envisages a campus practicing gender equity. Every year, the college Women Development Cell organizes motivating talks by women writers, women achievers and activists so as to inform the students of their rights as individuals. Awareness campaigns on cybercrime, threats, offenses, punishments, constitutional amendments, and legal awareness sessions are conducted periodically. The college maintains platforms such as Anti-Harassment Cell, Anti Ragging Cell, Grievance Redressal Cell, Anti narcotic cell and Women's Cell to ensure the safety and security of the female students. Teachers are deputed at the beginning of each academic year to monitor the smooth functioning of these cells so as to affirm equality and justice. The seminars organized by the Department of Languages have focussed largely on gender equity and issues pertaining to marginalisation of women, differently abled and LGBTQI category. CCTV cameras are installed at various points in the college to monitor violations of any kind and to provide safety and security to students. Male and female police officers are invited to the campus to address issues of safety and self-defence. The Board members of various courses, have persistently urged that chapters on gender and human rights are included in the curriculum. The college provides ample space for the female students with regard to their privacy, freedom and togetherness. The She Hub and the Ladies Waiting room are common rooms which lie in close proximity to the Science block and the Main block respectively. Further, there are separate wash rooms for the girls in the Science block and the main block. A Medical Aid room exclusively for girls, functions in a cubicle of the Language department. Sanitary napkin vending machines and incinerators function in all the toilet blocks in the campus. The service of a doctor (a former alumnae) is made available on all Friday afternoons in the campus infirmary **Sanjeevani**. The students receive both physical and mental counselling at Sanjeevani. In addition to this health assistance initiated by the college, the state government has launched **Jeevani**, wherein a female psychologist is appointed to address and counsel the psychological problems of the students. The presence of female teachers or staff member is regarded mandatory while proceeding on student tours. The mentor - mentee system is also an effective way of acquainting with the family and socio-economic background of the students so that a rapport would be established with the students and financial or any other kind of assistance may be rendered to them. Unlawful and unscrupulous use of mobile phones in the campus is strictly censured. A lady-receptionist handles the front office and keeps track of visitors in the campus. Assistance is provided to the differently abled by the front office staff along with guidance to the facilities such as ramp, washroom and rest room. During college union elections and arts festivals, the College Discipline committee is doubly vigilant and seeks the assistance of the police anticipating turbulence among students.

| File Description | Document |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |

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

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

Response: B. 3 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Any other relevant information | View Document |

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

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

Response:

The institution has strived to inculcate an effective waste management system and to generate an in-depth awareness regarding the unscrupulous discarding and depositing of waste in nature. A dedicated, well-informed team of women from the Kudumbasree (an organization of neighbourhood women in Kerala) workforce appointed by the college are directed to follow the principles of waste management, delineated by the college. The waste collected is segregated as biodegradable and non-biodegradable. Red and green bins, suitably labelled are placed at various points in the verandas of each floor, close to the washrooms, in the common rooms and canteen. Organic input materials such as foodstuff remnants are fed into the biogas plant functioning adjacent to the college canteen and used for cooking purposes. This has enabled self-sufficiency and reduced the dependency on LPG and fosters the cost-effective strategies of the canteen to provide food at a subsidized rate to the students. The biogas plant also provides fertilizer for the garden. Plastic and other nonbiodegradable waste are collected and handed over to the waste management agency of the panchayath. The classrooms and other areas of the college are regularly cleaned. Instead of disposable glasses and plates, the college uses steel glasses and plates to avoid the accumulation of waste. NSS has initiated the collection of used plastic pens so that they can be suitably disposed of. Incinerators are installed in all the ladies' toilets to dispose of sanitary napkins. Students are requested to avoid plastic carry bags, containers, etc, and to carry their lunch in steel containers. Flux banners are totally replaced by cloth banners. The green audit is held regularly. The students are sensitized about green protocol and the need to maintain a plastic-free campus. The NSS Units of the college work hard to ensure that the campus is plastic-free and periodically undertakes campus cleaning as one of their

prime concerns.

E-Waste Management

The quality of electronic goods is ensured while making the purchase. Repeated attempts are made to repair faulty electronic equipment. The staff and students are given the necessary direction about the proper use and maintenance of electronic gadgets so that they can last long. Very often reusable parts are swapped in other systems so as to minimize e-waste. Printer cartridges are refilled and used. Students are alerted about the dangers of e-waste accumulation along with food waste.

Liquid Waste Management

Major liquid waste on the campus includes effluents from the toilet, washbasin, and canteen. These are properly diverted into sewage pits which empty into the soil, maintaining ample distance from water bodies. Precautions are taken to avoid leakages in water pipes. Minimal use of chemicals is strictly ensured in the laboratory following the direction of the syllabus.

| File Description | Document |
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| Link for Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

| File Description | Document |
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| Link for any other relevant information | View Document |

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

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Certification by the auditing agency | View Document |
| Link for any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

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

Response:

India is a land of socio-cultural diversities and assimilations. We admire our nation's uniqueness of 'Unity in Diversity'. Our college accommodates diversities in the social, cultural, religious, economic, and

linguistic status of both students and staff. Marginalized sections are treated with extreme care and strategies are devised by the teachers for the empowerment of socially and economically weaker sections of students. The NSS units (83 and 142) of our college has chosen Nirannappara colony as their adopted village. School kits, provisions and stationery items were distributed to the inhabitants of the colony by the NSS units. The college has joined hands with Parivar - a national organization of parents of children with intellectual and developmental disabilities like autism, cerebral palsy, mental retardation. The primary objective of this programme is to offer a space for the parents and differently abled to interact with our students and to be relieved of their stress and trauma. The classes arranged under the Student Support Programme (SSP) focus mainly on those students who are academically weak. The special atmosphere in college which is famous for its eco-friendly character provides a similar treatment. Teachers pay special attention to curricular, co-curricular, and extracurricular activities ensuring student participation in such programs. Being located in the most highly migrated areas in north Malabar, the college bridges the distant geographical locales among teachers and students. The peaceful and positive attitude towards various religions is manifested through the celebration of different religious festivals like Onam, Eid, Christmas on the campus. The reservation criteria for enrolling students is strictly followed. The College pays prime attention to fulfilling the needs of socially and economically backward students. There are many instances in which students, teachers, and administrative staff collectively took the responsibility of helping the economically backward students by collecting huge funds and by purchasing land for the homeless. To ensure social justice, a committee for the redressal of grievances among students is constituted. Remedial classes and job-oriented coaching are given to all the students, irrespective of their caste, community, or gender status. Anti-ragging cells are constituted to prevent undemocratic and anti-humanitarian tendencies among students. Days of national importance like Gandhi Jayanthi, Independence Day, Republic Day are celebrated in the college with great enthusiasm, creating a feeling of nationalism among students curbing communal feelings. Strict discipline is ensured. The annual college election, a replica of general elections, enhances a feeling of equality, inculcating values of democracy, citizenship, and leadership in the students.

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

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

Response:

Our college acts with the conviction that education will be complete only when students are sensitized to their constitutional rights and responsibilities. Every year the college celebrates national days and other festivals with due reverence and festivity. The two NSS and one NCC units of the College serve to groom the students as disciplined, responsible and nationalistic citizens. Our College promotes an academic culture, where students from different communities, cultural, regional and linguistic backgrounds, interact with each other on equal footing, thus upholding the Constitutional values of justice, equality and fraternity. Students are guided to build harmony and develop the spirit of brotherhood towards people

belonging to different religions, castes and creed. The inclusive approach enables the students to develop a scientific temper, humanistic mentality and the spirit of inquiry and wisdom. Students are directed to safeguard public property and to keep away from violence. The Department of Languages in the college has regularly hosted seminars on the marginalized sections of society such as women, the LGBTQI, the differently abled, the Dalits, the Tribal etc which are of ethical, psychological and social concern. The college has also organized 'Shasthrayan-Open House' as per the directions of RUSA permitting access to the rural public and school students to acquaint themselves with the transaction of knowledge in the campus, by visiting the library, the laboratories, the bio diversity reserve etc. This exhibition had a large number of stalls such as CWRDM, ZSI, Medical College, Regional Science Centre, Forest Department, Palliative Care etc which were greatly appreciated by the public and our students. Our students experienced a great sense of responsibility and the opportunity to meet and quell the queries of the public regarding a higher education institution. When the pandemic struck the neighbourhood in March 2020, our faculty under the auspices of the Department of Chemistry prepared hand sanitizer and distributed it free of cost to the public, shops, churches, mosques, schools and neighbouring houses. The staff members also undertook a 'break the chain' campaign to educate the public on social distancing. The college has also wholeheartedly welcomed the Parivar - an organisation of the parents of mentally retarded children, to assemble in the college once every month providing them the necessary facilities, support and sponsorship and our students interact with them and entertain them. The college has distributed diapers for the needy and a wheelchair for a mentally challenged child whose movements were painfully restricted. Since Kodanchery and its premise is a disaster prone area with frequent land slide and floods, the Government of Kerala took initiative for starting a task force (SRRF-Student Rapid Response Force) at Government College Kodanchery to support the rescue operation during natural calamities. The official launching of the force was done by the Honorable Revenue minister Sri. E. Chandrasekharan at Kozhikode Collectorate Hall on 23rd December 2017. The project was headed by the Deputy Collector in a charge of Disaster Management, Kozhikode Sri. B. Abdul Nasir. The Commander in Chief of SRRF is Dr. C P Shaheed Ramzan.

| File Description | Document |
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| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |
| Link for any other relevant information | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |

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

Response:

We have been conscientiously observing and celebrating commemorative days, events and festivals of national and international significance through which it has been trying to internalize and convey the messages that these occasions symbolize. The academic calendar of the institution is brimming with the important days and events which show enthusiasm of this institution in celebrating many national as well as international Days and commemorative events and festivals.

- **Independence Day and Republic Day**, we hoist national flag in the campus, and the national anthem is sung. Later, the students often engage in cleaning campus and participate in other activities like peace rallies, cultural programmes etc.
- **Vishu, Eid, Christmas Diwali, Onam** etc are some of the festivals that are generally celebrated every year in the campus with equal commitment across religious lines to inculcate religious harmony and secularism.
- **Constitution Day, Human Rights Day & Energy Conservation Day**:-All the three days are observed with Pledge & awareness campaigns on 26th November, 10th December & 14th December respectively of every year.
- **Martyr's Day (30/January)** : Martyr's day is observed in the college with a meeting, two minutes observance of silence and the exhibition of posters.
- **Pain and Palliative Day**:

(a) Collection of funds for palliative assistance, home visit

(b) 'I care, I support' programme to encourage volunteers to participate in pain & palliative work

- **International Women's Day** : was celebrated with programmes upholding the dignity of women
- **World Environment Day (05/June)**: NSS volunteers and teachers of the college plant saplings in and around the campus. An environmental awareness campaign was conducted among the students
- **Anti-Drug campaign (26/June)**: An anti-drug campaign is conducted in association with Anti-drug Cell of the college on the eve of International Day against Drug abuse and Illicit Trafficking.
- **World Population Day (11/July)**: Posters exhibiting the message of day are displayed, An elocution competition on Population Explosion are also conducted.
- **Hiroshima Nagasaki Days** is observed with anti-war messages and peace symbols. Exhibition of charts and paper cuttings to create anti-war attitude among the students, Establishment of a tree with origami cranes, Anti-war rally are the important events organised as part of the day.
- **Sadbhavana Day (20/August)**: Sadbhavana day is observed with Sadbhavana Day pledge,

exhibition of posters showing the message of the day etc.

- **NSS day Celebration**(24/September): Posters exhibiting the philosophy, role and importance of NSS were displayed. Public speaking training programme are organized for the second year volunteers. Students visit Zion Old age home, distributes sweets and spend time with the members.
- **Vayojana Dinam**(01/October): Vayojana Dinam is celebrated by meeting aged people such as the inhabitants of of Zion old age home. Students organized feast and cultural programmes for them and honoured them with a golden shawl.
- **Gandhi Jayanthi**: Extensive cleaning programmes in and around the campus. Cleaning and awareness programmes are also conducted in colonies like Pathippara Tribal colony, Nirannapara Colony etc.
- **World Cancer Day**: Posters exhibiting the causes of cancers and the precautions to be taken by the students to avoid such diseases.

| File Description | Document |
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| Link for any other relevant information | View Document |

7.2 Best Practices

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

Response:

BEST PRACTICES OF THE COLLEGE

1. COMPREHENSIVE HEALTH PROGRAMME

Govt College kodanchery has always aspired for the physical and mental wellbeing not only of its staff and students but also of all the stake holders which includes the community as well. Specific health programmes are initiated under the auspices of the Department of Physical Education.

Objectives:

- To ensure adequate mental and physical health of the stakeholders.
- To develop self-hygiene and resist sexual abuse
- To enhance overall health of students and teachers for creating a sound lifestyle
- To provide counselling -educational, vocational and personal to the adolescent, differently abled, women and contribute to their personality development.
- To provide medical attention for socially and economically weaker section, free of cost.
- To refrain students from indulging in drug abuse and cyber crime.
- To promote research on health issues of the marginalized.

Context:

The college has a firm conviction that a sound mind exists in a sound body. The contemporary lifestyle of

the stakeholders is prone to health hazards, life style diseases, suicide tendencies, addiction to drugs and indulging in cyber crimes. This has become a matter of serious concern for the institution and we regard it as the need of the hour to boost the mental and physical health of all those who are involved in the teaching learning process. The recognition that adolescence is a period of identity crisis and the academic pressure in a competitive world would impose acute stress has led to the evolution of Sanjeevani – The college infirmary and Jeevani – Government counselling initiative run by the college. The increasing rate of sexual abuse and violence against women has necessitated seminars and classes directed for the empowerment of the female students.

Practices

- The **Gymnasium** is actively utilized by students after the regular classes. The Physical Education faculty monitors and grooms the students in their physical activities at Gymnasium.
- A fully mechanized **Health club** is being constructed to orient the students towards greater health awareness. The Health club under construction provides ample space for games like Chess, Caroms, Table tennis.
- The faculty members and staff are also provided **fitness programmes** in the evening which includes warming up, breathing exercises and brisk walking.
- **Sanjeevani: The college Infirmary** – A doctor who is also our alumnus visits the college every Friday and on other days when need arises. Students are intimated of the doctor's assistance in advance. A consultation room is arranged for this purpose.
- **First -Aid Room:** Students are given primary attention and first-aid along with provision for rest under the supervision of the faculty of the Department of Languages.
- **Jeevani:** A personal counselling space with a counsellor appointed to provide mental health services functions in the college. Students seeking help for suicidal, depressive state of mind, learning disorders, examination phobia, time management and stress management are adequately counselled.
- **Music Therapy:** Recognising the curative and therapeutic power of music, the college attempts to soothe the stress and strain experienced by the students in their academic and personal life.
- **EQ Boosters:** Programmes to empower the EQ of students is organized as part of seminars organized by the Department of Languages. Seminars such as 'Interpersonal relationships' and 'Psychological insights: A Prelude to Sociological and Academic Excellence' were organized for students in which clinical psychologist like Dr. Balakrishnan Nambiar and counsellors like Dr. Sivarajan, Dr. Hafiz Muhammed, Dr. T P Jawad and Mr. Nissar Patuvam provided training and valuable insights in life skills and developing problem solving skills.
- **Anti-narcotic awareness:** Sri Rishiraj Singh IPS, Hon. Commissioner of Excise, addressed the students on the hazards of consuming narcotics.
- **Awareness of Cyber crimes:** Mr. Prince Abraham, DYSP Vadakara, exhorted the students to be cautious of cyber crimes.
- **Sasthrayan Open House:** Kidney disease detection was organized for the parents and the public.
- **Blood group detection:** Blood group detection camp was arranged since the economically and socially backward people of the locale were ignorant of their blood groups.
- **Ph.D Thesis:** Dr. Shabeer K P, of the Research Department of Economics submitted Thesis on 'Financing of health care among the marginalized communities of Kerala'.
- **Induction Programme:** At the annual induction programme parents are provided awareness on mental and physical wellbeing of adolescents.
- **Women Development Cell:** Female faculty members addressed the girl students on issues related to the body, health and hygiene. Discussions were made on strategies to resist sexual abuse, and to

create awareness on laws for the safety and security of women. Sanitary napkin vending machines and incinerators were installed to facilitate better hygiene. Gender equity seminars were also organized.

Evidence of success:

- Students are regularly visiting the gymnasium.
- Faculty members are undergoing fitness programmes regularly after class.
- No incident has been reported as of now on use of alcohol or narcotics.
- The Ph.D thesis undertook a study of the mechanisms of health care financing among the scheduled tribe communities, who are the most deprived among the marginalized communities in the state.
- Sanjeevani - the college infirmary is being utilized by students and staff.
- Jeevani – More students utilize the service of psychologist in solving their academic and personal problems.
- Induction programme – No ragging and harassment case exists.
- Number of people participated in the blood group detection camp.
- 62 people registered for Kidney disease detection.
- Female students who had little knowledge of healthy practices began using the vending machines and incinerators which has made life easier and healthier for them.

Problems encountered and resources required

- Due to the shortage of transportation facilities many students find it difficult to attend the gymnasium
- We were able to provide only one branch of medicine (Homeopathy)
- New Health club is under construction which can incorporate more students.

2. INCLUSIVE SOCIAL WELFARE PROGRAMME

Inclusiveness is a virtue that the college has upheld ever since its inception. Akin to the diverse socio, cultural, linguistic milieu that India represents, heterogeneity and inclusiveness are values that the college practices. Accordingly the college promotes and sustains students of differing potentials and background and strives to check all kinds of marginalization.

Objectives:

- To reinforce the social commitment of the institution to the world outside.
- To bring the marginalised and the differently abled into the mainstream.
- To perceive the traumatic life led by the parents of the differently abled and to offer a space for such parents to assemble and share their experiences.
- To give an opportunity to the public to understand various research projects undertaken in the college, the great achievements of the college, facilities provided by various departments of the college, future activities of the college etc.
- To open doors to many scientific, educational, cultural and medical and health institutions available near by
- To have a “Public-Public Participation” by linking the public at large with the college
- To alert the rural public about the COVID pandemic
- To support the local governing body by catering to the request for sanitizers from neighbouring

colleges, Churches, mosques, offices etc

Context

- As a part of preserving public education a new venture by the RashtriyaUchatarSiksha Abhiyan (RUSA) - National Higher Education Mission called Shasthrayan-2018 with slogan “Public Educational Institution to the Public” was launched in certain selected Government Colleges. The main aim of the project is to bring the community to the higher education institution.
- During the initial days of the COVID 19 Pandemic, there was a general uncertainty and insecurity regarding the contagion of the disease and the public was considerably alarmed. Kodanchery is a rural area, socially, economically backward and ecologically sensitive area. Hence it was very evident that the common people were not following the inevitable social distancing and precautionary measures.
- Kodanchery Parivar is an organisation of the parents of mentally challenged children. This organisation sought to alleviate the agony and trauma of the parents of such children, by giving them the opportunity to assemble with their kids on a common platform. The members of the Parivar were on the lookout for such a venue. Accordingly, they approached the principal of the college who discussed the matter with the college council, which quite magnanimously accepted the request and provided a space for the interaction of the members in the outdoor auditorium of the college, with whom an agreement was signed.
- The college had adopted Nirannappara – a colony of socially and economically backward community which lies in close proximity to the college. NSS volunteers observed that, the inhabitants of the colony were leading a miserable life and wanted to improve their living conditions.

Practices

- The inauguration of the Kodanchery ‘**Parivar**’ was done by the Kozhikode district collector Shri. Sambasiva Rao. A large number of social workers, NGO s and members of the local governing body had attended the function. The district collector had applauded the efforts of the college to join hands with Parivar. First Sunday of every month the parivar members assemble in the outdoor auditorium. They are provided the mike and sound system of the college. The NSS volunteers and other students of the college entertain the mentally challenged children by singing and dancing which is emulated by them. The parents delightedly persuade their kids to come to the forefront and dance . The parents are relieved of their stress and the children find an outlet for the penned up energy. The college also distributes diapers for the differently abled, which is too expensive for many parents to afford. The college has also distributed a recliner wheelchair with commode facility to a 15 year old child member of the parivar who is locked in a room by his parents because he is hyperactive. The child can now be moved around in and out of the house to the great relief of the parents. The college wishes to contribute extensively to this noble cause and be of service to the children and their parents.
- Initiated by the IQAC, the department of chemistry, assisted by the entire teaching and nonteaching staff prepared 70 litres of **sanitiser** and bottled them. As per WHO norms Isopropyl Alcohol, hydrogen peroxide, glycerol and distilled water were the ingredients of the sanitiser. Initially 25 litres of hand sanitiser were prepared. Later due to the growing demand owing to the intensely critically COVID scenario, the college prepared 55 litres more. The staff members of the college distributed it to all nearby offices such as KSEB, KSFE, Police station, Panchayath Office, Village Office, Registrar’s office, churches, OISCA, four neighbouring colleges and a number of schools.

Further it was distributed among 100 shops, labourers, bus conductors, drivers and passengers. The hand sanitiser was well appreciated. The college found it difficult to cater to the rising demand for hand sanitisers due to the lock down. While distributing the hand sanitiser, the staff members briefed the recipients on the method of using it and how to maintain social distance and the need to break the chain.

- **Sasthrayan festival** conducted on 26 27 February, 2018 was an excellent programme in our College. A wide variety of Governmental institutions as well as NGOs like Govt. Medical College Calicut, Agricultural department, Kerala Shashtra Sahithya Parishad, Zoological Survey of India, Department of Water Resources, Helping Hands Charitable Trust, KSEB etc. exhibited different stalls highlighting educational, scientific, economic and health aspects. People from different walks of life, students from nearby schools visited the exhibition. The students of various departments prepared their own stalls in which they showed highly useful projects. PhD theses by members of faculty, Commerce Museum, History Museum, Trainings on Soap making, LED bulb making, Biodiversity Park visit, Food Fest etc. were the leading programmes of the departments. Kidney checking and awareness class on Kidney diseases, water resources management and water quality checking, scientific and technological exhibition, Medical camps, career and educational expo on higher education, waste management and disposal of waste etc. were some of the leading items of the programme. The students of the college, their parents, Local Self Government Institutions and all other collaborative institutions extended their whole-hearted co-operation and support for the success of the programme.
- The college has been supporting the inhabitants of Nirannappara colony, ward 16 of Kodanchery panchayat by distributing grocery, study materials for students and providing awareness session on obtaining loans, sanitation and hygiene, necessity of education, legal awareness, medical assistance etc. The college NSS units and staff members have been supporting the residents of the colony for the last 6 years.
- The college hosted the programme 'Aaranyakam' for the selected gifted students of neighbourhood schools.

Evidence of Success

- At the meeting of the 'Parivar' held at Government College Kodanchery which the Kozhikode District Collector Sri Sambasiva Rao had inaugurated, the initiative of the college to support the differently abled was widely appreciated. The happiness of the differently abled children and their parents was evident in the songs and dances of the children. The Wheel chair donated by the college was a great help for the parents who could move the child around.
- The Parivar members expressed their gratitude to the staff members and the principal when they accepted the wheel chair. The President of the Panchayath, who was present during the function, observed that due to the pandemic, the members were missing the get together in the college auditorium and the happiness it bought to their children. The students of the college also had reported that the interaction with Parivar had been an eye opener and it was a rewarding experience in life.
- We received repeated requests from colleges and offices in the neighborhood to prepare more bottles of sanitizer. The requests from these institutions like OISCA testify the success. The letter of appreciation from the Kodanchery Panchayat Secretary amply illustrates the success of the venture.
- The excellent participation of the public and the students of the neighbourhood schools prove the success of Shasthrayan open house. The total number of educational institutions which attended was 37 and the number of students were 4322. The number of public participation was 2384. The

feedback register of Shasthrayan is full of positive remarks.

- The letter from Smt. Chinna Ashokan, ward member Kodanchery grama panchayat appreciates our humanism and fellow feeling.

Problems encountered and resources required

- The college amplifier, speaker, mixer etc are to be transported from the roof top auditorium to the outdoor auditorium, which is a tedious task. The college wishes to purchase one sound system for the sake of the Parivar. Since the Parivar members assemble in the college only on Sunday, only a limited number of students and faculty members are present. The experience of interaction is restricted to a few. The college finds it difficult to mobilise funds for the purchase of diapers for the kids on a regular basis.
- The college did not have the permit to prepare the hand sanitizers from the drug controller's office. Chemistry, being a complimentary subject of the departments of Physics and Zoology, could not stock Ethanol in large quantities. We proceeded with the preparation by informing the District Collector and obtaining his silent consent. The hand sanitizer proved extremely indispensable because the science block of the college served as quarantine building for the COVID-19 victims for a long period.

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

7.3 Institutional Distinctiveness

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

Response:

Government college Kodanchery is blessed with many peculiarities that distinguish the college from other institutions.

Situated in an ecologically fragile area on the eastern side, on the slopes of the Western Ghats, Government College Kodanchery lies in close proximity to Thusharagiri water falls and Geerakappara Reserve Forest. Of the total area of 20.1 acre, the college proudly flaunts 3 acres of biodiversity reserve, adjacent to the college main building. This extensive area rich in a diverse array of flora and fauna is a regenerating mixed Deciduous Forest designated as the Bio-diversity park. Established in 1992-93, having sought the blessings of the eminent Malayalam poet and staunch environmentalist Smt. Sugathakumari, the college has taken the vow to preserve this Sanctum Sanctorum with utmost devotion.

At the induction programme organised annually for freshers, great care is taken to convey the gravity of nurturing the forest and the need to guard its pristine quality and to leave it unhampered, with least human

intrusion. Accordingly no student or staff member is permitted entry into the park without prior permission from the Head of the Department of Zoology, who acts as the custodian of the reserve. Accompanied by a staff member of Department of Zoology, students are taken on a guided tour through the forest only once in their student period.

Green book:

- The college diligently maintains a Green book which is a manifesto of our Bio-diversity reserve, record of wide variety of flora and fauna.
- This Bio-diversity reserve harbours many indigenous forest trees, shrubs, grasses and other exotic and endemic species. Assistance of professional Botanist have been sought to classify the tree species and to allure the students to assimilate the forest culture. Mass afforestation drives are initiated annually and new saplings are planted in the reserve to enrich the floral wealth.
- The faunal treasure has also been studied and classified which include ants, bees, centipedes, odonates, aquatic insects, butterflies, mantids, spiders, fishes, amphibians, reptiles, birds and mammals. Nine sub families of ants have been identified. Taxonomy of Apiformes have been studied and ten species of bees have been identified in the Bio-diversity reserve which have been listed in detail in the Green Book. Seven families of centipedes have been identified. Twenty four odonates were recorded. Fifteen species of aquatic insects and insect larvae were identified. Sixty two species of butterflies, seven species of mantids, thirty two species of spiders, twenty five species of fresh water fishes, twenty one species of amphibians, twenty seven species of reptiles, eighty seven species of birds and eighteen species of mammals were identified.

Studies triggered by the Bio-diversity reserve

Dr. Jobiraj, Department of Zoology.

- Co-investigator of AICOPTAX- MOEF project (Rs,47,23,980) on Pollination and Taxonomy of bees
- Participated as Resource person in the National seminar on Insects and Environment sponsored by directorate of collegiate education, Govt of Kerala held at the Department of Zoology, Government Brennen College Thalassery on 7th and 8th November, 2018.
- Delivered a lecture on Introduction to the World of BEES, their diversity and life on 10th January 2019 at Zamorin's Guruvayoorappan College, Kozhikode.
- Attended one day National seminar on right wing formulation of education sector organized in connection with 61st annual conference of AKGCTA at Maharajas College Ernakulum on 22nd March 2019.
- Participated and presented a paper on bee taxonomy in the day national seminar on modern practices in animal taxonomy organized by PG and research department of Zoology, Maharajas College Ernakulum under the sponsorship of DCE, Govt of Kerala on 25th and 26th November 2019.
- Delivered a lecture on Biodiversity. Climate change and sustainable development held at research department of Zoology, Government College Kasargod on 18th and 19th November 2019.
- Presented a paper on Introduction to the bees of the world of Bees on 12th November 2019 at Baithul Izza arts and Science College.
- Participated as a Recourse Person, the two day National Workshop on Taxonomic Identification of Bees, organized by ENVIS Centre on Biodiversity(Fauna), Zoological Survey of India with center for Pollination studies (University of Kolkata), University of Agricultural sciences (Bangalore) and

National center for biological sciences (Bangalore) on 2nd and 3rd march 2020

- Thesis submitted under the supervision of Dr. Jobiraj T based on the bees of bio-diversity

Mrs. Manjusha K .T Dept of Zoology

- Was awarded Ph.D on Biosystematics of Bees (Apoidea: Halictidae: Nomiinae) of Kerala, India. -Bharathiar University Coimbatore under the supervision of Dr. Jobiraj T

Seminars and Projects based on Bio-diversity reserve:

- Three day national workshop on Pollination ecology Jan 14-16, 2016.
- Two day national workshop on butterflies and moths Jan 6-7, 2020.
- Almost all UG projects of Department of Zoology are based on the Bio-diversity reserve.

Recent findings:

Five new species of bees reported from Kodanchery college campus

- *Halictus ramani* sp.nov
- *Halictus shona* sp.nov
- *Halictus zammorini* sp.nov
- *Leuconomia kodencheriensis* sp,nov
- *Leuconomia stellaesp*.nov

Extension activities:

- 4322 students 2384 others visited the Bio-diversity reserve during the Shashtrayaan – Open house
- Residential Camp for school students was organized based on the Bio-diversity was conducted by Department of Zoology.

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

5. CONCLUSION

Additional Information :

The logo of the college represents the geographical, economical, social and cultural context in which the college is situated and indicates the hopes of the people for whose social upliftment, the college is established. The upper part of the outer circle represents the importance of industrial development of the area and its lower part depicts the name of the college in full. Our motto 'Thejaswinavadee thamasthu' means 'Let the Almighty Enlighten Us.' In the middle of the emblem there is a spade on one side and a pen on the other, denoting the combination of agriculture and education.

We have never lost sight of our mission and vision and never sought to compromise quality in all our endeavours. We have strived hard to fulfill the directions of the NAAC peer team after the second cycle of accreditation. Located in an ecologically sensitive and under developed area with scanty transportation facilities, Kodanchery has a history of neglect when new courses are sanctioned by the government despite frequent entreaties from our side. This is the major weakness pointed out by the NAAC peer team members during our previous accreditation. We offer all possible assistance towards the public which is the reason why the college is held in wide acclaim. We practice gender equity and inclusiveness and have welcomed transgenders, Women, Differently- Abled, Dalits and other marginalized communities as resource persons and chief guests. Our college has been chosen as a Centre of Excellence by the government of Kerala.

Concluding Remarks :

The evolution of the college over the past four decades has witnessed a strong blend of state-of-the-art infrastructure and intricately intertwined human resource, committed to provide superior quality education with its thrust on creativity and innovation. The tranquil, lush green ambience of the college is ideal for knowledge assimilation, generation, and dissemination with a sense of social responsibility, rooted in human values. The college has carved a niche for itself, despite the remoteness of the locale and the adverse climatic conditions characteristic of an ecologically fragile area. Our commitment is to endow the students with innovative, in-depth learning, develop their moral values and empower them with skills and assist their evolution as ingenious problem solvers and critical thinkers. We prepare our students to confidently face the challenges of the highly competitive world and career progression, and also nurture them to effectively deliver the needs of a developing nation.

The best practices we have chosen- Comprehensive Health Programme and Inclusive Social Welfare Programme, are all encompassing and panoramic since they address and cater to the stake holders and the community. We wish to pursue these practices in future along with other novel initiatives.

The uniqueness of the college is reflected in the Bio-diversity reserve that we preserve and the research oriented efforts associated with it. This inheritance will not only be safeguarded and studied but also handed over to posterity as a legacy that binds us to nature. The institution strongly adheres to eco-friendly measures and aspires to follow green protocol in its future development projects.

All along its journey, the college has striven towards excellence with the collaboration of all the stakeholders, to all of whom we have conveyed our profound appreciation while aspiring for their unflinching support. We are led by the guiding principle 'To get together is the beginning; to stay together is progress; to

work together is success’.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.3.2 | <p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 6 | 6 | 6 | 6 | 6 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 6 | 6 | 6 | 6 | 6 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | 6 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | 6 | | | | | | | | | | | | | | | | | |
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 236</p> <p>Answer after DVV Verification: 231</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.2 | <p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 234 | 220 | 239 | 230 | 198 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 234 | 220 | 239 | 230 | 198 |

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 245 | 239 | 243 | 241 | 206 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 245 | 244 | 244 | 242 | 206 |

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. There is no variation of the sanctioned intake from 2017-19 to 2018-19.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 11 | 8 | 8 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 11 | 8 | 8 |

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 174 | 186 | 182 | 151 | 147 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 174 | 186 | 182 | 148 | 147 |

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

Answer before DVV Verification:

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

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

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 6

Answer after DVV Verification: 6

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 14 | 8 | 12 | 6 | 5 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 14 | 6 | 4 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 1 | 2 | 2 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 0 | 0 | 0 |

Remark : The HEI was requested to provide verified ISBN/ISSN details only. The HEI was also

requested to furnish a certificate signed by the principal that all the ISBN/ISSN are verified and to provide certified photocopy of the first page of the books. The HEI data provided does not contain any ISBN nor do the attached pdf in the link.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 321.74 | 144.37 | 87.99 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 321.74 | 144.37 | 87.99 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.63 | 29.52 | 38.78 | 36.02 | 64.13 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16.13 | 29.52 | 40.31 | 34.02 | 64.13 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 11 | 8 | 8 | 10 |

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 49 | 14 | 13 | 11 | 07 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 13 | 10 | 13 | 8 |

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

Answer before DVV Verification : B. 4 Lakhs - 5 Lakhs

Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development**

Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 13 | 4 | 4 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 14 | 5 | 1 | 2 | 2 |

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. 2 of the above
Answer After DVV Verification: D. 1 of the above

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

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: B. 3 of the above

7.1.5 Green campus initiatives include:

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

Answer before DVV Verification : B. 3 of the above

| | |
|--------|---|
| | Answer After DVV Verification: B. 3 of the above |
| 7.1.6 | <p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>142</td> <td>144</td> <td>144</td> <td>144</td> <td>144</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 142 | 144 | 144 | 144 | 144 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 142 | 144 | 144 | 144 | 144 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 157 | 158 | 158 | 158 | 158 |
|-----|-----|-----|-----|-----|

1.2 **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

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

Answer After DVV Verification:

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 114 | 108 | 119 | 116 | 99 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 123 | 123 | 122 | 121 | 103 |