



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST. GREGORIOS COLLEGE

**ST. GREGORIOS COLLEGE PULAMON P O KOTTARAKARA
691531**

www.gregorioscollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institution was founded in 1964, by H. H. Moran Mar Baselios Marthoma Mathews II, the Catholicos of the East and Metropolitan of the Malankara Orthodox Syrian Church. A key aim behind the founding of the institution was to rectify this dearth of learning centres, and to impart accessible, affordable and good quality higher education for the denizens of Kottarakara and its surrounding localities. Kottarakara is well known as the place where Kathakali originated and hence occupies an unparalleled position in the modern cultural history of Kerala.

The institution has 8 major departments offering undergraduate courses, with 5 of them (Mathematics, Chemistry, Physics, Commerce and Zoology) offering further post-graduate courses. In addition, 12 Add-on courses are offered by various departments in the institution.

At present, the institution has permanent faculty strength of 46, of whom 25 (54%) are PhD holders and 12 registered for research. In keeping with its mission to evolve into an esteemed research hub, the institution has 13 University recognised research guides. It also has two research centres. Various departments have received funding from government agencies like UGC, DST-FIST, and RUSA.

The institution prides itself on its diverse and vibrant student body reflecting the socio-economic and cultural heterogeneity of the district. Currently, it has student strength of 1342, of which 69 per cent comprises girl students. The institution strives to adopt a student centric approach, viewing students as valuable resources for social transformation. Accordingly, it provides various platforms and spearheads activities that nurture leadership skills amongst students and enable them to evolve into socially conscientious citizens. The institution has also produced academically meritorious students who have bagged top ranks at the University level.

The institution has vast infrastructural facilities and support systems that enhance the curricular and co-curricular experience of students on campus. Notable among these are the Language lab, Computer lab, Botanical garden, Campus WiFi facility, INFLIBNET, Gregorian Campus Radio, Kathakali museum, Gymnasium, Cycling facility for women, Basketball court, Sevens football ground, Ladies' restroom, Canteen, etc.

Vision

Our vision is to provide committed service in the cause of high quality and technology-supported education aimed at the holistic development of young women and men for gainful employment and to empower them to navigate the multifaceted challenges of the global society. We also seek to inculcate in them a deep spirit of service, love, and compassion for fellow beings.

Mission

- To be a student-centric institution that promotes academic excellence and value orientation in young scholars, thereby empowering them to live productive lives.
- To be a reliable institution for higher education that promotes quality and consistency in teaching-learning, research and community outreach.
- To instill in the students a tolerant, inclusive world view that emphasizes eco-consciousness and gender sensitivity.
- To be a safe, welcoming space that provides students, including those facing various financial and familial challenges, the tools to thrive and excel in academics, sports, culture, or philanthropy.
- To work conscientiously towards the fulfilment of the educational vision of the founding fathers inspired by the life and teachings of Jesus Christ.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Meritorious track record of 57 years of service in the higher educational sector with reputation as a reliable institution for higher learning.
- Proactive and effective college management committed to the institutional vision and mission and national policy on higher education.
- A wide range of academic programs and add on courses that enhance learning and student faculty interaction.
- Well qualified, skilled and dedicated teaching faculty with good academic record.
- The institution has a good research culture which attracts more research projects and better exposure to faculties through national/international seminars.
- A student-friendly institution, focused on providing a quality-oriented, harmonious and strife-free educational experience for all its pupils.
- Apart from the curricular activities the college provides ample opportunities to students to develop multitalents.
- The institution provides proactive support to students through access to various services, teacher engagement and training programmes.
- Academically motivated students with fairly high results and rank positions in the university examinations.
- A diverse and vibrant student body with representations from all sections of the society.
- Well stocked, automated, spacious library with more than 35200 books and 20 journals and periodicals
- Physical facilities include well maintained heritage buildings, seminar halls, laboratories and modernized infrastructure.
- The faculty and staff of the institution are highly supportive of the campus mission and objectives.
- The Parent Teacher Association (PTA) is active, supportive and willing to cooperate with all the endeavors of the institution.
- Well established laboratories with adequate facilities in all the science departments of the college.
- Active and vibrant units of National Service Scheme (NSS) and National Cadet Corps (NCC) constituting a trained and socially oriented workforce.
- Adequate facilities for sports and games; arts and cultural activities.
- Girl students comprise over 67 percent of the total student strength.
- Vast majority of the students are covered by different scholarship schemes of the government.
- The institution has Rain water Harvesting and Solar Power Plants.
- Use of latest technology and innovative practices in the teaching- learning.

- The science departments of the college are DST-FIST funded.

Institutional Weakness

- The problems faced by the University in adhering to the academic calendar affecting studies in the affiliated college following CBCSS.
- Government restrictions and delays in appointing permanent faculty and non-teaching staff.
- Situated in a semi-urban milieu, the institution has limitations in industrial collaboration.
- Delays in the implementation of a College Management System to streamline educational process.
- General decline in the quality of students of Arts and Science colleges on account of opting for professional courses like Medicine, Engineering etc.
- Low focus in studies and educational opportunities among a section of students coming from economically challenged backgrounds.
- Hectic semester schedule limits students' opportunity for co-curricular/extra-curricular activities.
- Low priority for adequate career counseling and coaching for competitive examinations.
- Moderate campus placement ratio of students.
- Practical problems in establishing Men's hostel.
- Lack of a college transporting system.

Institutional Opportunity

- Increased opportunities due to emerging priority to quality education, research and consultancy.
- Expanding scope for inter disciplinary and collaborative research among the faculty.
- Strengthening student support mechanism, including career assistance and coaching for competitive examinations.
- Institutions' interest in expanding U.G and P.G. programmes and furthering research.
- Growing public interest and awareness in the educational value of programmes and high demand for existing courses.
- Huge growth potential in terms of introduction of new courses and the development of educational infrastructure and physical facilities.
- Effective measures for introducing campus placement opportunities.
- Promoting internships at industries and increased field visits.
- Technological advances present greater opportunities for strengthening educational quality in the college context.
- Expanding engagement opportunities and partnerships within the community and outside institutions.

Institutional Challenge

- Steadily increasing financial requirements for regular infrastructure up gradation, maintenance and meeting the running costs of the institution.
- Commencement of new semester before the completion of previous semester examinations.
- Mobilization of adequate funds to organize various academic and co-curricular activities.
- Keeping pace with the changes in higher education in the national and international contexts to stay

relevant.

- Meeting institutional commitment to students hailing from low economic, social and educational backgrounds.
- Systematic expansion in the quality standards of higher education and its sustenance.
- Generating adequate financial resources from non- government sources.
- Special programmes to raise the life skills and communication skills of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to the University of Kerala and follows the curriculum and syllabus prescribed by the University. The institution offers 9 undergraduate programmes and 5 post-graduate programmes. The college adopts instructional procedures that are centrally monitored to ensure that the curriculum is transmitted systematically and effectively to the students. The curriculum is complemented and reinforced through invited lectures, seminars, workshops, assignments and projects at the initiative of the departments.

Several teachers had participated in the process of curriculum development and assessment at the University level on account of membership in academic bodies and engagement in assessment processes from time to time. The institution follows Choice Based Credit and Semester system (CBCSS) for all the programmes. Twelve add on/certificate courses are offered by different departments of the college, besides bridge courses and remedial coaching. These courses aim at imparting knowledge and job skills that enhance the learning experience of students.

The college has as its objective the development of values and ethics, gender sensitivity and environmental awareness in the students a core goal of the educational process. The students are encouraged to participate in a wide range of extra-curricular and socially oriented activities apart from classroom learning. Experiential learning is encouraged through internship, field visit, project work and similar activities. Feedback collection and analysis is systematically done by the institution in order to ascertain the strengths and weaknesses in the composition and delivery of the curriculum.

Teaching-learning and Evaluation

The teaching-learning framework is structured and accomplished in accordance with the vision, mission and objectives of the institution. The programme outcomes and course outcomes are displayed on the college website for the faculty and students. The institution zealously implements innovative and student-centric methods, including extensive use of ICT facilities to enhance effectiveness of the teaching-learning process. Curriculum based, experiment based, research based, and experience based student-centric methods are used for enhancing learning experiences.

The college campus offers many opportunities to students for participating in academic and non-academic events. Apart from expert lectures and seminars, study tours, internships, field visits, industrial visits, group projects, paper presentations etc, are conducted systematically. The institution provides ramp facilities, wheel chair and rest room for the differently abled.

Admissions to the programmes offered are in accordance with university norms and government policy on

reservation. Considering individual differences and diverse backgrounds of students the institution assesses the learning levels and organises special programmes for their betterment. Remedial classes, bridge courses, language lab facilitated training and student support programmes are aimed at the weak learners. Motivational and skill inducing programmes are organized for the advanced learners.

The college has an effective mentoring system aimed at enhancing the cognitive, emotional and interpersonal skills of the student in both academic and extracurricular spheres of activity. The institution has a robust and transparent evaluation system effectively implemented both at the department level and college level which is jointly monitored by the DLMC and CLMC.

Research, Innovations and Extension

The institution gives due importance to research and seeks to enhance its extension activities. At present, the college has 13 research guides, under whom 23 students are registered for PhD research. Measures are taken to steadily expand research infrastructure and create a good ambience for research. The college has produced 70 peer-reviewed publications in five years. Six minor projects and 16 student projects were undertaken. The science departments are FIST-DST funded. The faculty is supported to participate in seminars, workshops and refresher courses. The college has conducted two international seminars, six national seminars and two workshops. Research led by the Department of Botany has resulted in the discovery of new fungal species namely “*Asterinasgcollegensis*” and “*Asterinavbhosagoudarii*”.

The institution has organized programmes aimed at nurturing entrepreneurial talents and career skills in students under the auspices of the department of Commerce and Women’s Club. The outreach programs arranged by the departments have served to introduce many academic opportunities in the fields of scientific research, technology and social sciences.

The college has two vibrant units of NSS with 200 volunteers. In pursuance of the motto, ‘Not me but you’ the NSS has been instrumental in planning and executing community development projects. The blood donation campaign by the NSS units has been notable for enthusiastic participation. The volunteers of NSS and NCC have done remarkable service towards relief work during the floods that ravaged Kerala in 2018 and 2019. They assisted government agencies in implementing Covid-19 restrictions.

Infrastructure and Learning Resources

Situated on 12 acres of land, the college has three academic blocks and an administrative block. There are 40 well-maintained classrooms including four smart classrooms and 17 ICT enabled ones. Altogether, there are ten laboratories to serve eight departments.

The entire college has internet Wi-Fi connectivity of 100 MBPS speed. There is a fully air-conditioned central computer lab, an English language lab, five smaller computer labs and an INFLIBNET-linked internet browsing centre in the library.

The fully automated and solar powered central library spanning 5000 sq. ft. has a spacious reading room with cabinets and a collection of more than 35,000 books and access to more than 6,000 online journals and about 31,35,000 e-books.

There are two seminar halls and a digital theatre for hosting various academic and extra-curricular events. A highly spacious hall spanning over 10000 sq. feet is maintained exclusively to conduct the University and internal examinations.

The college has several outdoor courts for sports; namely, a basket-ball court built according to international standards, a sevens football court, a volleyball court and a kabbadi court. A well-equipped multi-gymnasium functions in the college and a separate hall for yoga is maintained.

A botanical garden with a pond, fish tank and a green house; and a separate butterfly garden with several host plants, a fungal herbarium, ornamental fish tank and a botanical museum are also maintained in the college. A Kathakali museum houses artifacts and paintings depicting the rich cultural tradition of Kottarakara.

Student Support and Progression

The institution provides excellent student support through access to various services, opportunities to develop talents, including organizing skills besides teacher engagement and counseling. Student welfare and support is at the heart of the vision, mission and objectives of the institution.

Initiative is taken to make students aware of different scholarships, fee concessions and financial assistance through circulars and notice boards. Around 67% of students receive state/central government scholarships and nearly 5% avail assistance from the endowments instituted.

The academic progress of student is monitored through a functional system of student mentoring. The statutory committees and cells of the college proactively address student related matters, including redressal of grievances.

The coordinated functioning of various clubs, subject associations and committees has resulted in the creation of an environment favorable for holistic development of students through enhancement of personality, leadership traits and social skills.

The College organises annual sports meet featuring a colorful march-past and sports competitions for students and teachers. The college has an excellent track record in regional, district and state-level sports competitions. The arts festival and literary competitions are conducted and the winners participate in University level competitions.

Career information is given to students at the initiative of the departments and coaching for competitive exams are organized by two of them. The Career Counseling and Placement Cell help to identify and explore job opportunities.

A fairly high ratio of outgoing students pursues higher studies including research. The PTA makes significant contributions for strengthening the educational infrastructure.

Governance, Leadership and Management

The Manager, Administrator and the Principal being members of the Governing Council are responsible for managing the affairs of the college. The governance framework is shaped by the vision and mission, strategic

plan and financial management of the institution. Being committed to the principles of democratic decentralization and participatory type of management it ensures adequate representation of teachers, students and stakeholders in the college bodies. The management takes the lead in augmenting infrastructure and implementing contemporary teaching- learning process and student support programmes.

The Principal provides strategic leadership by steering the college in the pursuit of its educational goals. Decisions on major academic and administrative matters are taken by the Principal in consultation with the College Council, IQAC or the concerned committee.

The institution has a transparent and efficient financial management system. The Principal, Purchasing Committee and the designated conveners jointly monitor and control expenditure. The grants received from the Government/UGC and the funds from non-governmental sources are properly audited by internal auditors and Chartered Accountants.

The IQAC plays a pivotal role in ensuring that the educational quality generated through concerted efforts is sustained in the institution. The implementation of innovative practices and monitoring mechanisms has served to promote a vibrant teaching- learning and research culture, especially among the faculty. The institution periodically reviews the quality and effectiveness of academic activity through feedback by the stakeholders.

Institutional Values and Best Practices

The institution seeks to emphasize value education. Being an element of its vision and mission, it champions the cause of gender equity and sensitization by means of a number of club activities, academic deliberations and facilities on campus. The Anti-Sexual Harassment Cell, Anti-Ragging Cell, Health Club and Common Room, all contribute to the holistic well-being of girl students.

Water conservation is implemented through rain water harvesting and open well recharge facilities. A portion of the energy needs are met from solar power plant. The institution follows an effective solid waste segregation method, whereby degradable and non-degradable wastes are duly separated into colour coded bins. The institution has undertaken green campus initiatives like restricted entry of automobiles, plastic ban, and landscaping of campus with trees. The institution conducts quality audits like the Green audit, Energy audit and Environment audit

The college strives to bolster the ease of access, comfort and well-being of its disabled students through ramps, display boards, and scribe-facility for exams. The college has a code of conduct committee that initiates and oversees various ethical programmes among students, teachers and non-teaching staffs. The institution is also distinctive in its steadfast commitment to fostering student leadership skills through numerous student-led and student-driven initiatives.

The institution follows two best practices that reinforce its commitment toward society. These are a) Patheyam, a food distribution drive for underprivileged children and b) Provision of interest free micro-loan to students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. GREGORIOS COLLEGE
Address	St. Gregorios College Pulamon P O Kottarakara
City	KOTTARAKARA
State	Kerala
Pin	691531
Website	www.gregorioscollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Jiji Peter	0474-2650133	9605234872	0474-2650133	sgcollegeiqac@gmail.com
IQAC / CIQA coordinator	Sumi Alex	04734-230022	9495823291	04734-230021	drsumiannaalex@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes MINORITY CERTIFICATE.pdf
If Yes, Specify minority status	
Religious	Christian Minority Orthodox
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	06-07-1964			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University of Kerala	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	04-09-1986	View Document		
12B of UGC	04-09-1986	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	St. Gregorios College Pulamon P O Kottarakara	Rural	12	12298

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	55	55
UG	BCom,Commerce	36	PLUS TWO	English	55	55
UG	BSc,Botany	36	PLUS TWO	English	51	49
UG	BA,English	36	PLUS TWO	English	46	42
UG	BSc,Chemistry	36	PLUS TWO	English	51	43
UG	BSc,Mathematics	36	PLUS TWO	English	42	35
UG	BSc,Physics	36	PLUS TWO	English	45	39
UG	BA,Political Science	36	PLUS TWO	English	51	50
UG	BSc,Zoology	36	PLUS TWO	English	51	46
PG	MCom,Commerce	24	GRADUATION	English	22	20
PG	MSc,Chemistry	24	GRADUATION	English	16	15
PG	MSc,Mathematics	24	GRADUATION	English	18	16
PG	MSc,Physics	24	GRADUATION	English	17	15
PG	MSc,Zoology	24	GRADUATION	English	10	10

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				4				60			
Recruited	0	0	0	0	1	3	0	4	17	25	0	42
Yet to Recruit	0				0				18			
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				29
Recruited	9	4	0	13
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	5	5	0	10
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/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	11	11	0	24
M.Phil.	0	0	0	0	3	0	2	11	0	16
PG	0	0	0	1	3	0	17	25	0	46

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	5	11	0	16

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	123	0	0	0	123
	Female	282	0	0	0	282
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	59	0	0	0	59
	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	15	26	15	20
	Female	52	53	46	55
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	40	38	39	28
	Female	105	85	88	67
	Others	0	0	0	0
General	Male	72	80	65	87
	Female	179	202	192	191
	Others	0	0	0	0
Others	Male	2	3	1	1
	Female	5	8	5	4
	Others	0	0	0	0
Total		470	496	451	454

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
377	383	373	387	387
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
13	13	13	13	13

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1353	1324	1292	1304	1245
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
116	120	98	106	106

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
460	436	463	445	378

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
67	63	65	61	65

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
65	65	65	57	61

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 42

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
203.51	74.22	88.33	96.68	71.34

4.3

Number of Computers

Response: 131

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:

Being an affiliated college, the mode of implementation of its curricular programmes is decided in accordance with the syllabus prescribed by the University. All important aspects of curriculum delivery are discussed and appropriate strategy is finalized in the meetings of the College council. The college prepares its own calendar on the basis of the University calendar. The academic schedule is intimated through the college handbook distributed to the students at the beginning of each academic year. The IQAC has a major role in monitoring the effective implementation of the curriculum.

The college has a well prepared and pre-set master time table. The departmental time table is prepared after careful consideration and discussion of the curriculum and syllabus in the departmental meetings and consultation with the Principal. The Principal gives directions to the effect that the academic calendar and the departmental time table is meticulously followed so as to ensure smooth teaching learning process.

All teachers maintain work diaries which is official record of the work done in accordance with their curricular responsibilities. The heads of departments appoint tutors for each class who give individual attention and monitor student progress. They contribute to make certain that the curriculum reaches the students without any hindrance.

Orientation classes for fresher batches are held every year for introducing students to their programme and college life. The classes given by experienced professors and counselors provide necessary motivation for studies and inculcate value orientation. The departments organize bridge courses for providing assistance to fill the gap in knowledge and skill and build confidence to successfully transition to the new curriculum.

Lecturing sessions are supplemented by documentary viewing, language lab and virtual lab sessions. Along with internal examinations, assessment methods such as tests, seminars, assignments and quizzes are regularly incorporated for increasing the effectiveness of curriculum delivery.

Field trips, visits to research institutes, botanical gardens etc., are arranged with a view to provide the students with experience of real world situations and applications. Invited lectures by accomplished scholars are arranged occasionally for imparting knowledge on current advances related to their subjects.

The Scholar Support Programme (SSP), sponsored by the state government is effectively implemented in the college. This remedial scheme aims to overcome the academic weakness of selected under-graduate students who belong to the bottom of the merit hierarchy.

The college library serves as an authentic source for supplementing knowledge derived from the curriculum. The students are allotted INFLIBNET passwords for having free access to scholarly content across the world. The computer facilities in the library provide exposure to a plethora of e-learning

resources available in the college library that promote optimum learning. D SPACE facility is extended to the student community to upload their academic and co-curricular output.

Advances in educational technology have been incorporated with a view to enhance the effectiveness of the teaching-learning process. Systematic efforts were taken to transmit the curriculum through alternate virtual platforms like Moodle, YouTube, Google classroom and Google Meet, in the wake of the global pandemic.

File Description	Document
Link for Additional information	View Document

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

Response:

The institution charts its semester wise activities mainly in accordance with the academic calendar issued by the affiliating University. As and when the University calendar is published, the Principal convenes the meeting of the College council and initiates discussion on matters related to the preparation of the college calendar. Different aspects of curriculum delivery including the system for continuous evaluation according to the time line is discussed and finalized in the College council.

The calendar committee is then entrusted with the responsibility to bring out the college calendar based on the University calendar and guidelines given by the Principal. The college calendar is an important document and reference point for the college community.

Steps are taken by the Principal to constitute the College Level Monitoring Committee (CLMC) immediately on the commencement of each academic year. According to the University guidelines for the successful conduct of CBCSS, it is mandatory for the institution to constitute the CLMC which is chiefly responsible for ensuring that the academic calendar is responsibly and strictly adhered with. Accordingly, the CLMC of the institution oversees the implementation of the programmes in accordance with the academic calendar. It also monitors the conduct of Continuous Internal Evaluation (CIE) and thereby ensures that the evaluation process is systematic and impartial.

The Department Level Monitoring Committee (DLMC) is constituted with the head of the department or a senior faculty as chairperson and all the teachers as members. It monitors the conduct of the courses offered by the department including the various evaluation modes under continuous internal evaluation. Thereby, the DLMC effectively support the CLMC in keeping the time schedule for internal examinations, publication of results, addressing student's grievances and uploading internal marks into the University portal.

The activities of both the committees combine in the planning and systematic conduct of continuous evaluation as stipulated by the University. The seminars and assignments prescribed as part of the CIE are also completed before the commencement of the internal examinations.

Internal examinations for all the U.G and P.G programmes are conducted and the results are published in

time. After making the needed corrections, the marks are verified at three levels; the teacher level, HOD level and the Principal level. It is then uploaded to the University portal through the official website of the University.

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: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 13

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

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

Response: 23**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
12	5	2	2	2

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

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response: 9.13****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
278	176	48	53	50

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The curriculum prescribed by the University, apart from providing knowledge pertaining to the respective

academic domains, also succeeds in merging the four core concepts of professional ethics such as gender, human values, environment and its sustainability into the processes of learning. The curricula of both the humanities and science departments in the college strive to address these crucial concerns of modern society, both within and without the classrooms.

The English language courses offered to the students of the college are especially equipped to bring the above mentioned issues to the fore. Professional ethics and etiquette is a significant area addressed within the curriculum. In the light of the malaise of plagiarism, research ethics is an area of sharp concern in all the disciplines.

The various clubs of the college also serve as a platform to impart a work ethic for the students to carry forward into their professional lives. Conceptualizations of gender, awareness about gender discrimination and the need for gender equality are explicitly espoused in the humanities subjects.

The college community strives to create a gender sensitive and inclusive environment in the college. The Women's Study unit of the college serves as a forum for awareness generation on women empowerment. This objective assumes significance against the backdrop of the comparatively greater challenges faced by women.

Human values like equality, integrity and discipline are encouraged in all spheres of activity and are enshrined in the college motto itself. The various language courses in the college address human values as a part of their curriculum. Outside the curriculum, the students are engaged in various activities which promote these values.

The N.S.S and N.C.C units of the college aim to carve out a responsible, empathetic and disciplined student community in the campus. The Book Club, in conjunction with the college library, arranges discussions to expose students of diverse disciplines to the world of literature which serves as a window into disparate cultures and minds.

The successive environmental crises occurring in the modern age have made it imperative to drill into the students the importance of conserving our environment and socially responsible utilization of resources. Hence, studies on environment and sustainability are integral to most of the academic disciplines. All the science disciplines contain modules devoted to stewardship in the application of scientific knowledge through the sustainable use of resources.

Language courses in the college implicitly propagate a concern and love for the environment. Textbook learning about the environment is supplemented by activities organized under the auspices of the Nature club and Bhoomitrasena club that are open to all interested students. Through active participation in the activities of these clubs, the students get opportunity to closely observe and engage with nature, thus helping to forge a personal relationship with the natural 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: 3.41

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
13	13	13	13	13

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

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

Response: 32.82

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

Response: 444

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: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 96.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
480	500	466	460	486

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
520	532	475	476	486

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: 70.53

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
074	73	70	81	85

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:

Opportunity is given to the first year undergraduate students to participate in various academic and extra-curricular activities, in a planned way. Taking into consideration individual differences among the new entrants and their diverse backgrounds, the concerned departments make an overall evaluation of the students in each class through interaction sessions and discussion. This is done mainly with a view to identify the slow learners and advanced learners.

Special programmes to meet the needs of slow learners and advanced learners are planned under the auspices of the concerned departments. Such initiatives include mainly remedial classes and bridge course. Efforts are made to develop reading habit and to make effective use of the college library. The Language lab provides opportunities to listen to the accent of native English speakers and to develop skills in listening, speaking and communication.

Programmes for slow learners:

Mentoring is especially important for the academic development of first generation college students, especially the slow learners. It is a broad learning process whereby the mentees acquire greater knowledge, skills and emotional support from more experienced persons. The mentoring system in the college is well-coordinated where a specified number of students are allotted to each teacher, usually from the same department.

The respective course tutors identify slow learners through interaction and observation during regular classroom sessions, analyzing the results of continuous assessment and parental interaction. A scheme is prepared for giving remedial classes for the weaker students and as a part classes are held before or after regular class hours. The convenience of the participants is also considered before fixing the time table.

The teachers make use of interactive instructional techniques with the support of ICT facilities. Some of the departments have introduced peer teaching where the high achievers give instruction to others who need support.

The Scholar Support Programme (SSP) zealously implemented in the college imparts additional support to students in curricular areas of weakness. A college can select a maximum of 6 subjects and a maximum of 50 students under the programme and Part I English is given due importance among the subjects.

Programmes for advanced learners:

The learning ability of the advanced learners is stimulated through motivational programmes aimed at steady advancement in studies. Efforts are made to develop research orientation by providing support and guidance for student projects and by introducing challenging areas for study and research. Student participation in seminars and career coaching classes are supported. The department of Chemistry and Mathematics are offering JAAM coaching to UG students.

The Walk with a Scholar (WWS), a government sponsored mentoring scheme aim to excel meritorious students in learning through specialized programmes in Arts, Science and Commerce. The selected students are schematically guided and supported by means of classes, counseling and interaction by the designated internal and external mentors. Besides these, institutional visits, field trips and exchange programmes are also arranged. Higher order thinking is instilled in the advanced learners through group discussions, seminars, interviews and debates.

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: 20.19

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:

As the educational process should aid the all-round intellectual and cognitive maturation of students, the college fully subscribes to the view that student centric methods are essential for enhancing the learning experience of students. The college plans its teaching learning strategies in such a way that experiential learning, participative type and problem solving methodologies are incorporated, to the extent possible. By giving due emphasis to the implementation of novel strategies such as curriculum based learning system, experiment based system, research based learning system and experiential learning system, the college seeks to make the educational process a more student-centric one.

Curriculum-based Learning System: The under- graduate and post -graduate programmes in the college follow the curriculum and the syllabus prescribed by the University. It contains stipulations regarding the implementation of learning practices like assignments, seminars, and projects. The students are assigned activities accordingly.

Implementing individual/group projects is essential requirement for both UG and PG programmes. These tasks foster learning and comprehension and help fulfill the educational objectives. The college library is the major source for learning resources including e-resources needed for completion of student tasks.

The college has developed Google classrooms, blogs and ICT enabled classrooms with a view to make

curriculum-based instruction more student-centric. The use of innovative and technology enabled teaching-learning methodologies ensure that education is a vibrant and more engaging experience when compared to conventional instructional procedures. As an example, the teaching of the module on film studies is accomplished by screenings of prescribed films before students. Students are then asked to prepare review or short write-ups based on their visual experience. Such practices develop critical acumen and creative thinking in students.

Experiment-based Learning System: The institution conducts laboratory tutorials for students admitted to science disciplines. As specified in the curriculum, training through experimentation inculcates in the students a passion for scientific research and develop analytical skills. The phonetic exercises given to students at the Language lab produces similar results. These practices may be regarded as effective examples of student-centric learning.

Research-based Learning System: It is a desirable objective to facilitate expansion of the intellectual horizons of the students beyond the confines of the curriculum. The college accords importance to orientating students into becoming capable researchers in the diverse academic domains. Students are actively encouraged to take part in international and national seminars, paper presentations, exhibitions, quiz contests, training programmes like MTTC, etc. Programmes such as star gazing and bird watching also aim at furthering the spirit of enquiry in students.

Experience-based Learning system: In addition to regular classroom instruction, the college endeavors to provide students with practical, real-life learning experiences. Students are guided and assisted in seeking out internship opportunities in different institutions. They are given basic training in curating botanical garden, undertaking greening initiatives and activities for environmental protection. Students are greatly involved in arranging field trips, nature camps, visits to tribal regions, preparation of documentary films, management fests, etc

File Description	Document
Upload any additional information	View Document

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

Response:

The characteristics of teaching-learning process have undergone vast changes today, on account of steady advances in technology and educational research. The traditional learning resources and teaching methods are not without its advantages but these have to be supplemented by innovative methods for effective knowledge dissemination. These trends have been taken into consideration by the college administration, the management and the faculty. As part of strategic planning aimed at quality generation, substantial investment has been made in augmenting ICT facilities in the college. The institution promotes integration of ICT in the teaching-learning process.

PowerPoint presentations: PowerPoint has immense potential in making teaching presentations. The potential of ICT enabled teaching of courses depends on the characteristics of the curricula and the syllabus. All the teaching departments make use of PowerPoint presentations as an important part of

teaching strategy. Courses such as "E-business and Cyber Law" for PG Commerce, "Film Studies" for English UG classes make extensive use of this presentation mode.

Google Classroom: Teachers in various departments of the college effectively make use of Google Classroom as a platform to share study material, to distribute assignments, conduct tests and for doubt clearing by students. The teacher creates a class suitable for teaching a course and sends the code to the students. The students join the course therein or alternatively the teacher adds students manually using their email IDs. Other online platforms frequently used are Google meet, Webex meet, Zoom App etc.

Hands on training in computer labs: For students of B. Com (Commerce with Computer Applications), demos and hands-on training are regularly provided at the college computer lab. Altogether four courses of the Commerce C.A stream require practical training. The Mathematics students are trained in the department computer lab. Math UG courses in LATEX and Statistics and the PG course in Python require compulsory practical sessions. Registers are maintained both at department and college computer labs.

Language lab: The Department of English maintains a Language lab equipped with fifteen computer systems and a viewing area for presentation-mode classes. Undergraduate courses in English and Communicative English like "Copy Editing," "Film Studies," "Language of Advertising," "Informatics," and language based courses are taught in the lab. General English classes particularly sections of "Listening Skills" are also conducted there. Praxis for onscreen copy editing as part of the copy editing course requires students to engage in hands on editing under the supervision of the instructor.

Social media messaging apps: Information regarding classes and additional study material are sent to student groups via messaging apps like WhatsApp.

Information and Library network (INFLIBNET): Access to national and international research journals in various disciplines, e-books etc through INFLBNET is provided to the research/ post graduate students via the college library.

Pre-lesson videos: Prior to the actual lesson or practical, demo videos that show the steps in detail or that explain basic concepts of a complex subject are shown to the students. The self-made videos of the instructors help students to understand complex subject related topics.

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: 31:1

2.3.3.1 Number of mentors

Response: 44	
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: 102.71	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	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: 39.22				
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
30	27	23	23	23
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: 7.44	
2.4.3.1 Total experience of full-time teachers	
Response: 498.42	
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 assessment pattern in respect of internal and external assessment is specified in the rules and regulations for CBCS. The objectives of internal assessment can be attained only if the assessment procedures are conducted robustly and in a transparent manner. Effective steps are taken to organize Continuous Internal Evaluation (CIE) with the objective of helping students to attain the course outcomes and programme outcomes for each course. The scheme of assessment includes assignments, seminars, projects and test papers. Through the activities of the monitoring committees, the institution ensures an efficient, impartial and just mechanism for internal assessment.

College Level Monitoring Committee (CLMC)

The College Level Monitoring Committee (CLMC) has been constituted according to University guidelines. The CLMC is a made up of members of the College council, heads of departments and teacher coordinators. The Principal acts as the Chairperson. The CLMC coordinator is nominated by the general body of teachers and appointed by the Principal for each academic year. The Committee is responsible for the successful conduct of the First Year degree programme, ensuring necessary instructional days, monitoring continuous evaluation and overseeing the end semester examinations.

The activities of the CLMC are given below.

- Adopting measures for awareness creation among the new generation students regarding the system of internal assessment.
- Introducing the syllabus to the students at the beginning of each semester.
- Overseeing the implementation of the open course for each programme, in the fifth semester.
- Timely circulation of notice to inform the teachers regarding changes in the mode of implementation of CBCS.
- Organizing the internal examinations at the end of each semester.
- Taking measures to ensure that students have adequate attendance during the respective semesters and that the evaluation of assignments is properly done.
- Giving timely information regarding the examination schedule and the mode of conduct of the examination.
- Arranging timely collection of question papers from the concerned teachers for the smooth conduct

of the examinations.

- Arranging retests for students who are unable to attend the examination due to valid reasons.
- Distributing the answer papers to the students on demand, after completion of the valuation work.

The Department Level Monitoring Committee (DLMC) functions mainly to address the issues related to continuous evaluation. The students are provided opportunity to discuss their result with the faculty and HOD. The committee also acts the forum for redressing students' grievances and giving mental support along with constructive feedback.

The functions of DLMC are as follows.

- Preparing and maintaining records of internal examinations in the department.
- Allowing students to scrutinize the answer papers and records with a view to encourage self-evaluation of their performance.
- Organising open house meetings so as to give opportunity for parents to understand the performance of their wards and collecting feedback.
- Facilitating better attention to low performers so as to enable them to improve their performance.
- Conducting model practical sessions and mock viva to better student skills.

File Description	Document
Any additional information	View Document

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

Response:

The institution plans and conducts internal examinations under CBCS in a systematic manner. The process of CIE is participatory and transparent on account of the close interaction between students and teachers. However, there are instances of students registering their examination related grievances before the appropriate college bodies. The college has a mechanism for addressing student grievances.

The steps for ensuring transparency in the internal examinations are outlined below.

- The coordinator of the College Level Monitoring Committee is elected by the general body of teachers at the beginning of each academic year.
- Continuous internal evaluation is conducted under the supervision of CLMC.
- The time table and list of examiners are intimated to the departments one week before the examination.
- The time table is displayed on the college notice board and also in the department notice boards.
- The seating arrangements for examinations including the room number are also displayed on the notice board.
- The coordinator oversees the arrangements for the proper conduct of internal examinations.

- The student's attendance during each internal examination is systematically reviewed by the CLMC.
- On valid reasons, the absentees are permitted to reappear in the examination after their appeal is first considered by the DLMC. However, the final decision on the students appeal will be taken by the CLMC.
- The results of the examinations are published according to the prescribed time line.
- The students are given an opportunity to examine their internal mark sheets (CE) and to report anomalies, if any.

The institutions' policy is to deal with examination related grievances raised by the students in a transparent and time bound manner. The mechanism for addressing students' grievances and the procedures followed is outlined below.

Departmental level: Any grievance concerned with the conduct of internal examinations has to be submitted by the student to the department level committee headed by the HOD or designated senior faculty. The complaint given in writing is taken into consideration by the DLMC and the student is given opportunity to express and explain regarding the grievance. The committee examines the students' record, related documents and makes the necessary enquiries before a decision is made. The finding and measures for solving the issue for him are intimated to the complainant.

College level: In case a student is not satisfied with the decisions of the DLMC, the matter is forwarded to the CLMC with the necessary documents. The committee makes a detailed consideration of the case including scrutiny of the genuineness of the complaint. Furthermore, the CLMC takes appropriate decision, in the interests of transparency and fairness.

University level: A student has the right to appeal to the University Level Monitoring Committee in respect of his grievance. If the student so desire, the Principal may forward the case to the ULMC. The ULMC takes the final decision in respect of the case, including correction in the marks scored.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs) are short and clear statements that describe the learning outcomes of the instructional procedures. These include knowledge, specific skills, values and attitudes that the students are expected to achieve at the end of the course. Successful outcomes depend on the awareness level regarding the stated programme and course outcomes.

The POs, PSOs, and COs of each course are decided after detailed deliberations in the academic bodies of the University. For an affiliated college, the specific information regarding instructional objectives is available in the University website. The IQAC plays an important role in making the related content available to the teachers and students through the college website.

Every teacher-in-charge is expected to be well-versed with the posited outcomes of the courses they handle. At the beginning of each semester, all essential information regarding the structure of the course is explained to the students. This is done by the teacher in charge or teaching staff designated by the head of the department.

Most departments, on completion of admissions, organize orientation sessions to educate newly admitted students on the programme and course outcomes. It covers the details of syllabus, instructional strategies and assessment methods.

Efforts are made to optimize the outcomes of each course through careful planning of the curriculum delivery giving due consideration to the needs and capabilities of the students. The college aims to achieve the desired objectives for the UG and PG students by adopting the following program outcomes.

- ? To raise the learning ability and intellectual capability of student through theoretical cum experiential learning.
- ? To equip the student with the necessary knowledge and skills and career orientation for the future.
- ? To enable the student to acquire global competence and seek employment opportunities nationwide and abroad.
- ? To cultivate research orientation in the process of learning.
- ? To inculcate abilities for critical thinking and development of a range of generic skills helpful in gaining employment, internships and social opportunities.
- ? To create environment that encourages students to reflect on their responsibility to the nature, environment and all living organism on it.
- ? To cultivate a higher socio-economic and political consciousness among students.

During the department meetings within each semester, the POs, PSOs, and COs are actively discussed by the teachers who freely voice their opinions regarding the same. The end semester internal examinations, tutorials and seminars are conducted according to plan. The assignments and projects are also given to the students keeping in mind the learning objectives.

The question papers for internal examinations are systematically prepared by the concerned teacher on the basis of the Blooms taxonomy approach. Through the student satisfaction surveys and internal as well as external audits, the outcomes of the programmes and courses are evaluated and shortcomings are rectified. Slow learners are motivated to attend special coaching classes with a view to overcome learning deficiencies.

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:

For the attainment of the stated educational objectives ensuring requisite standards, it is imperative to evaluate the programme outcomes and course outcomes in a systematic manner. The methodology for evaluating the learning outcomes in the institution is fundamentally based on the criteria prescribed by the affiliating University.

The institution follows a framework according to which outcome-based evaluation of the courses is carried out by the teachers. Every teacher is held responsible for the evaluation of the programme outcomes and course outcomes. The methods of evaluation mainly include written examination, assignments, projects and viva- voce examination.

The evaluation of specific outcomes is categorized under two heads,

1. Formative evaluation and 2. Summative evaluation

Formative evaluation comprises the following elements

- a. **Internal examinations:** Internal examinations are conducted at the end of each semester. Along with level of subject comprehension, the learning needs and the academic progress of students are assessed. The experience gained through internal tests is helpful to overcome the fear of examinations and approach studies systematically. Moreover, it enables them to understand whether the expected outcome has been attained.
- b. **Seminars:** During each semester, students have to participate in seminar based on the topics assigned to them. Aspects such as approach to the topic, students aptitude and presentation skills are evaluated through this process. Further, it facilitates development of specific outcomes in the student and leaves room for improvement.
- c. **Assignment:** Based on the requirements of each programme, assignments are given to the students. This is aimed at evaluating the learning ability and analytical skill of a student. Besides, it is possible to understand the approach towards the topic of assignment and the methodology used by him. Based on the quality evaluation of the assignment submitted by the student, suggestions for improvement are given.
- d. **Report of industrial visits:** After an industrial visit organized by the department, the students are asked to write a report based on their experience and perception of the enterprise. These reports are evaluated for assessing the students' aptitude as well as observational and practical skills.
- e. **Internship report:** After the completion of an internship, the evaluation report given by the

concerned organization is taken into account for student assessment.

Summative evaluation comprises the following

- a. **Project report:** By the end of a programme, the student has to submit a project report. The relevance of selected topic, methodology, its quality and uniqueness are all evaluated.
- b. **Viva voce:** According to this method the student has to attend face to face meeting with the examiner. Viva voce enables the examiner to assess how well the POs, PSOs and COs have been attained by the student.

University examinations: The end semester examinations conducted by the University provides best opportunity to assess the specific outcomes of a programme.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 69.19

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
304	289	311	281	251

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
444	403	439	419	370

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.46	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 78.19

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
0.10	0.42	70.6900	3.985	2.99

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

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

Response: 14.93

3.1.2.1 Number of teachers recognized as research guides

Response: 10

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: 57.5

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
1	7	3	6	6

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

The institution follows a multi-pronged strategy with respect to the creation of an innovation ecosystem. The institutional objectives include strengthening research culture and knowledge generation, attracting more research projects, facilitating better exposure through national and international seminars and workshops, as part of policy aimed at creating an ecosystem favourable for innovation and growth. The faculties are encouraged to publish research papers in peer reviewed journals.

The research initiatives of the faculties are recognized and encouraged by the college management. Both College council and the research committee actively discuss various aspects related to creation of an environment favourable to knowledge generation and innovations.

The PG department of Commerce is an approved research centre. The department of Physics has also been recently recognized as a research center of the university. All procedures have been completed including approval of the University Syndicate and ratification by the Academic Council. Steps are being taken to uplift the PG department of Chemistry into a fully fledged research centre.

The expansion of physical facilities such as buildings, laboratory equipments, computers, books and journals are advancing steadily. By means of RUSA fund, a new building is being constructed for

establishing a sophisticated testing instrumentation centre. As part of strategic planning for future development, the management is actively considering a proposal for construction of a new multi-storied research block in the campus.

Some of the research contributions of the faculties have attracted much attention. The extensive research work of the department of Botany resulted in the discovery of two new fungal species namely “*Asterinasgcollegensis*” (named after the college) and “*Asterinavbhosagoudarii*”. The department of Commerce has been contributing in a major way by organizing training programmes aimed at developing entrepreneurial abilities and career skills.

The outreach programmes organized by some departments have improved access to academic as well as career opportunities in the fields of science, technology and commerce. The activity like star watch organised by the department of Physics with the assistance of KSCSTE is aimed at kindling scientific temper among young scholars from rural backgrounds.

The department of English successfully conducts a student training programme in a nearby local school for improving listening, speaking, reading and writing skills in English.

The Energy Club organised a hands-on training program in the fabrication of LED lamps, tube light, display items and running boards. The objective was to motivate interested students to undertake business ventures using indigenous know how.

The onslaught of Covid-19 pandemic brought with it unprecedented challenges to the educational sector. During the period, the department of Chemistry organised a training programme on the preparation of alcohol based sanitizers, incorporating indigenous herbs. Recognizing social responsibility, the bottled sanitizers were distributed freely in the neighbourhood areas along with steps for awareness generation. Sanitizers were distributed among employees of the Kerala State Road Transport Corporation (KSRTC) and auto rickshaw drivers of the town.

The Bhoomithrasena club is actively engaged in introducing eco-friendly solutions for meeting environmental challenges. It has conducted a training programme in paper bag manufacture by recycling paper waste.

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: 4

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
4	0	0	0	0

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: 2.4	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 24	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 10	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 0.98

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
27	12	11	4	9

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

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

Response: 1.15

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
45	9	16	3	1

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:

The institution attaches importance to extension activities in the neighborhood community as it subscribes to the policy of sensitizing the students on social and economic issues. Accordingly, diverse types of activities have been organized during the last five years.

The blood donation programme under the auspices of the college NSS unit has received wide acclaim. It is one of the largest blood donation groups in the district with about 150 volunteers registering every year.

The NSS unit has adopted a colony named “Gurumuttam” in the neighbouring locality. It has built two houses for the homeless during the period 2015-2020. The project called Thanal under which homeless people are identified for assistance is currently active. Members of NSS have organised training classes in palliative care and geriatrics in association with Taluk Hospital, Kottarakara. Also, classes were conducted to generate awareness by imparting scientific knowledge on the biological, psychological and socio-cultural dimensions of ageing.

The NSS volunteers have rendered remarkable service towards relief work during the flood that ravaged

Kerala in the years 2018 and 2019. The students initiated collection of large quantities of relief materials to be distributed through official channels. The Programme officer and student volunteers worked round the clock on shift basis in the relief camps. The college unit of NSS was in charge of a collection and sorting unit in Adoor area where the volunteers worked day and night during a fortnight. They also participated in post flood cleaning activities in the same region. The model practices of the NSS unit were widely covered by the print and visual media.

The NSS volunteers and NCC cadets have participated in the official campaign for spreading awareness on Covid-19 pandemic. They also rendered voluntary work in the Covid-19 frontline treatment centres. The NCC volunteers were extensively deployed in Neendakara region of Kollam district for assisting government officials in enforcing containment measures. NCC volunteers manufactured and distributed masks and sanitizers in the ESI hospital, Ezhukone.

Since 2015, the students of the college have been associated with a project called “Patheyam” under which packed food brought from student’s homes are collected and distributed to the poor patients and bystanders in the Municipal Hospital. This takes place every Friday and is being operated successfully as an outreach programme.

The women study unit of the college strives to nurture entrepreneurship skills among girls and as a part they organise sales during Onam festival and Christmas. The income generated from the sales programme is extended as charity to “Ashraya”, an important organization for the protection of destitute people.

The members of the Anti-intoxication club, Birds club etc. are actively involved in creative enterprises such as documentary making, awareness campaign on ecological and environmental protection and issues of public health. The magazine titled “Mukthi” by the Anti- intoxication club had won state level prize for best documentaries in the year 2017-2018. The documentary “SGC de Chirakochakal” on birds found in the campus bagged the award for best popular documentary.

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

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

Response: 5

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
1	0	1	3	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: 45

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
14	7	5	7	12

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

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

Response: 75.22

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
670	556	656	887	2064

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

3.5 Collaboration

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

Response: 4

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
1	0	1	1	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
Any additional information	View Document

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

Response: 2

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
1	1	0	0	0

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

NAAC

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:

As the institution has to create quality educational infrastructure for facilitating better instruction and student outcomes, the requirements are responsibly met in consultation with the heads of departments and the IQAC. The campus has four major building blocks; one administrative block and three academic blocks. There are 40 spacious classrooms with essential utilities, to serve eight departments. Among these, five are postgraduate departments and two are research departments. There are twelve ICT enabled classrooms and four separate smart classrooms. The additional needs for better utilization of the classrooms are met by means of portable projectors and accessories.

There are twelve different laboratories for the use of science departments. Six separate smaller computer labs are available in the research and postgraduate departments with a total of 46 computers. The science laboratories of the institution are DST-FIST supported. The English Language lab is equipped with 20 desktop systems and projector to facilitate training in Communicative English and diverse programmes.

The whole campus is provided with internet Wi-Fi connectivity facilitated by six Fibre to Home Connections (FTTH) and one broadband connection and the modems are solar powered. There is a fully air-conditioned Central Computer lab with 63 desktop computers and projector facility to serve as a common provision. The college has public address system that doubles up as a student radio station called 'Gregorian radio', during lunch intervals.

The science laboratories, NCC room and Sports centre are also having computers with internet connection. The staffrooms of the departments, College office, Principal's room, IQAC room and Examination Control room are equipped with internet-enabled computer systems. Uninterrupted power supply is ensured in the institution by Generator, Inverter and UPS systems.

There is a well-equipped central library with a spacious reading room and a collection of more than 35,000 books and Network Resource Centre, linked to INFLIBNET. Fifteen desktop computers with internet browsing and reprographic facility are provided to students.

There are two seminar halls including one fully air-conditioned ICT enabled hall which is used to conduct various national and international seminars, conferences and workshops. There is a fully air conditioned, sound proofed digital theatre to exhibit documentaries, short films and curriculum based video content.

A botanical garden with more than 300 varieties of plants, a pond, fish tank and a green house; and a separate butterfly garden with several host plants, a fungal herbarium, ornamental fish tank and a botanical museum are also maintained in the college, under the supervision of the Departments of Botany and Zoology. Common amenities include Cooperative store, Girls' Waiting room and Rest room with incinerator facility, College canteen and Water coolers. The institution has a Tailoring centre, Infirmary with Doctor on Call facility, Counseling centre, Kadhakali Museum and a College Chapel. A 10 KV Solar Plant powers the administrative office and the library.

A well furnished hall spanning more than 10000 square feet is maintained exclusively to conduct the various university and internal examinations without affecting regular classes. The institution has surveillance cameras, security staff and vehicle parking facility.

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

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

Response:

The institution has created sufficient facilities for cultural activities and sports and games which are integral to college education. The college inherits a rich tradition as proven by innumerable students' achievements in sports and games and also cultural activities.

The college has an open stage which is used for holding various events such as the Arts day, Sports day and competitions. A spacious auditorium located in First Floor of Rev. Fr. Varghese Memorial block is mainly used for conducting general programmes and events organized by the students' union including Arts festival and College day.

The seminar halls of PG departments and the large classrooms are also used as venues for conducting arts and literary competitions. The college has advanced audio visual facilities that facilitate all types of events. The various departments under the aegis of their student associations organize annual fests and competitions using these facilities. The Digital theatre is used to screen short films and documentaries including those made by the students.

Physical education programmes aim at contributing to the holistic growth by improving motor abilities so that students can adopt a healthy and physically active lifestyle. The institution has playing grounds, indoor facilities and multi-gym and fitness centre. The outdoor courts for sports and games include a Basket-ball court built according to international standards, a Sevens Football court, a Volley ball court and a Kabbadi

court. The football ground also doubles as the arena for various track and field items. The department of Physical education extends the available facilities to public institutions like Kollam Rural Police Headquarters, District Ball Badminton Association, among others.

A well-equipped multi-gymnasium functions in the college in a separate building. It is equipped with weight training machines, dumbbells and barbells; furnished with gym mats; well ventilated with fans and properly lighted. There is a separate dressing room and a washing area in this gym. It also includes a room and equipment for indoor games like table tennis, caroms and chess.

There is a store room to keep sports equipment and jerseys as well as a dressing room for students. The Sports instructor has a separate staffroom with an internet enabled computer. Review of sports facilities and audit is conducted annually. A spacious and well-ventilated area for yoga is also maintained on the B block. Ten bicycles for use by the girl students are kept in a separate room. A Kadhakali museum was set up with several display items and paintings keeping in tune with the local tradition and history of Kottarakara.

National Cadet Corps (NCC) and National Service Scheme (NSS) are provided convenient office rooms and separate store rooms. A shooting range has been established as a specialized facility for meeting the training needs of NCC Army unit. The Boys and Scouts of the college maintain own horticulture garden. The college canteen which is a hub of social life in the campus is equipped with two kitchens: one outdoor, powered by bio-gas and another indoors run on LPG.

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: 40.48

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during

last five years(INR in Lakhs)**Response:** 34.78**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
106.19	18.51	21.44	35.79	25.33

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 General library of the institution located in the First floor of Rev. Fr. Mathew P. Koshy memorial block, is easily accessible for all. The library was established in 1964, at the inception of the college itself and has been providing professionalized assistance to students and faculty in their academic activities. It has been renovated recently as part of institution's policy to create better academic ambience by providing modernized library services. The library occupies a total carpet area of about 5000 square feet with a seating capacity of 150 and spacious stack-rooms. It has a separate reference area with a seating capacity of 30 students.

The college library remains open on all working days from 9.30a.m to 4.30p.m. Individual department library collections were shifted to the general library for better library management and user convenience. However, certain departments are allowed to maintain limited reference library. The E-Library facility with 15 internet connected computers and fairly large CD/DVD collection can be availed by students without payment.

Recently, the library has been equipped with D Space, which preserves and enables easy access to different types of digital content. This software provides vast scope for the teachers and students to promote their academic activity. The power requirements for the uninterrupted functioning of the library are met by means of solar energy. Drinking water is provided by installing water cooler.

The General library has a good collection of more than 35000 printed books and a significant number of books and journals are added every year. It subscribes a number of leading periodicals and newspapers. The college library has also a fairly large collection of old and rare books. These books have been

categorized into old and rare books published before 1900 and those published during the period from 1900 to 1950.

The college has been a member of INFLIBNET N-List consortia for many years and provides access to thousands of e-resources. It provides web based services including access to e-books, e-journals, and research databases, which provides more than 6,000 online journals and 3135000 e-books.

Library is fully automated with LIBSOFT, since 2004 (Version 4.1). This ILMS follows International Library Standard protocols for entries ensuring user-friendly interface both in document searching and technical processing.

Library facilitates Web-OPAC, which provides remote access to the users. The automated Gate Register facilities of the software manage the daily visits to the library and provide usage statistics on all categories of visitors. The ILM Software ensures interoperability and data migration.

On completion of admissions and the issue of library card, orientation programme is arranged for the fresh users. Book exhibitions are conducted occasionally and new arrival display is arranged. Individual login/passwords are given to users for accessing UGC INFLIBNET-N-LIST resources. Provision is made to collect feedback and suggestions through questionnaire and the website.

Annual stock verification of the library is conducted by the committee constituted for the purpose. The Library Advisory committee advises on matters related to effective functioning of the college library.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 1.98

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
2.20512	2.554	0.4486	1.99078	2.70289

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

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

Response: 11.83

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

Response: 168

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has witnessed a huge escalation in IT facilities in the recent years, in terms of scalability and the amount invested. The change was comprehensive and the process was completed in stages.

The initial stage was characterized by the purchase of eight Acer Desktop systems along with Ink Tank Printers exclusively for use of the departments. It was followed by revamping the Computer lab by completely replacing important parts of the existing processing units. Altogether, sixty computers were overhauled by installing the latest CPUs, Motherboards, SSDs and accessories.

At present, the Computer lab has 64 systems, where 60 systems are earmarked for students and the rest for faculties and general users. Another significant improvement was brought about by replacing the old inverters with two brand new 10KV inverters for facilitating smooth and uninterrupted usage of the Computer lab. All the systems are interconnected with LAN through Server, facilitating file sharing with a single click. A high capacity inverter powers the systems in the IQAC Room.

In the next stage, 30 Lenovo All in One (AIO) desktop systems were purchased to cater to the needs of various departments. These are equipped with the latest configurations to make it future-proof. All the graphically intensive educational software is expected to run flawlessly in these computing systems. The desktop systems were mainly distributed to the research department of Commerce and the PG departments of Physics and Chemistry. Systems were also doled out to the department of Mathematics and the IQAC of the college.

Subsequently, a full-fledged Digital Theatre was instituted in the college. The fully air-conditioned and sound proof theatre is equipped with a 75-inch Ultra HD (4K) LED Smart Android TV and high quality audio system.

Three BENQ interactive smart displays equipped with all the bells and whistles for proactive teaching and learning was purchased and distributed to selected departments. Furthermore, a Multimedia Full HD projector, Eight Projectors for various departments, One Fujitsu Scan snap SV 600 high-end scanner, laptop, printers and refurbished systems for department labs and library were installed.

A major effort was taken for rebuilding the college website. The entire layout and the contents were transformed into a more user-friendly and interactive one, that is quite responsive and containing a Well Planned Information Architecture.

It was followed by the creation of a separate in-house Moodle platform for the college with a view to support and track online learning. The platform is well integrated into our website to be accessed at ease by all those who are privy to it.

The entire college is within the ambit of Wireless Fidelity (WIFI). The Wi-Fi setup is backed by six Fibre to Home Connections (FTTH) and one broadband connection. All the six FTTH connections are 100 MBPS connections, as confirmed by OOKLA speed test. Apart from the six original FTTH modems, nine Tenda Dual Band Gigabit Wi-Fi Routers are also installed in our campus. The entire native modems as well as the Wi-Fi extenders are solar powered.

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

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

Response: 10:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 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: 6.38

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
9.91996	4.91591	10.37002	5.10853	2.41599

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The Managing agency of the college is represented by the Manager and Administrator who are jointly responsible for the development and maintenance of campus infrastructure. Customarily, the assent of the Managing council is obtained before implementing proposals involving huge financial commitment. With respect to maintenance and optimum utilization of physical, academic and support facilities a system combining conventional practices and systematic procedures are in place.

The demands related to maintenance and proper utilization of facilities has to be submitted to the Principal in writing by the heads of departments or on behalf of IQAC. The Principal makes an assessment of the requirements based on feedback. Procedurally, most matters have to be discussed and finalized in the College council meetings before forwarding the proposals to the management. In the discharge of financial powers, the Administrator is ably assisted by the designated college officials and supporting staff. Mechanical appliances and laboratory equipment are usually serviced and maintained by the Lab assistants under the supervision of teachers. The services of skilled professors are also availed for the maintenance of computers, electronic appliances and laboratory equipment in their respective departments.

The maintenance of physical infrastructure including college buildings, class-rooms and laboratories are systematically executed by the management, mostly on annual basis. Routine maintenance of all sophisticated equipments and machinery in the campus are enabled and overseen by service providers and contracting agencies. Urgent requests for servicing and repair or demand for chemicals, stationery etc., are directly dealt by the Principal. The necessary amounts are expended out of PD account, PTA funds and funds provided by the management.

Wherever necessary, plumbers, electricians, gardeners, security staff, cleaning staff etc., are appointed on contract basis and paid out of management funds. A full-time mechanic is also available for assisting in the servicing and maintenance of electrical and electronic equipment in the science labs. Cleanliness and hygiene is maintained in the campus, classrooms, staffrooms, college office and laboratories by committed last grade employees and hired workers.

Closed circuit cameras are installed in several parts of the campus and linked to a server in the Principal's office. A private agency is contracted for replacement and repair of its hardware components. The college website is maintained with the support of a reputed service provider. The main Computer lab is operated with the help of a contract staff.

The utilization and maintenance of the library is overseen by the Library Advisory committee and the Librarian. Annual stock verification is conducted by the committees constituted by the Principal. The

allocation of physical facilities including classrooms, staff rooms, seminar halls and common amenities is made systematically so as to ensure its optimum utilization.

The college NCC and NSS units are allowed spacious rooms and stores and are responsible for the upkeep of facilities. The sports infrastructure such as the gym and basketball court is utilized on a regular basis by students which are overseen by the Physical Education instructor.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.23

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
876	990	1013	933	830

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: 3.82

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
51	51	51	50	46

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: 40.98

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
744	637	490	443	372

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: 6.37

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
52	37	23	15	14

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 125.87

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

Response: 579

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: 35.7

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
61	45	14	2	8

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
120	91	30	25	34

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: 40

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
6	9	13	2	10

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 institution follows a system of elections where college office bearers are directly elected as well as University representatives, as per directives of the Vice-Chancellor of the affiliating University. The college administration and the management firmly believe that democratic type of election ensures proper representation and engagement of students, as major stakeholders. The College Union comprises Chairperson, Vice-Chairperson (Female), General Secretary, Arts Club Secretary, Magazine Editor, two Lady Representatives and class representatives of all UG and PG classes. Two University Union Councilors are elected to represent the institution in the University Union. The students' union is mentored by a Staff advisor nominated by the Principal.

It is the collective responsibility of College Union representatives to address the genuine issues and concerns of students through good leadership. Besides, it plays an important role in training the students of the institution with respect to the duties, responsibilities and rights of citizenship, development of character, leadership and spirit of service. Under the leadership of the Chairman, the College Union organizes a number of academic and extracurricular programmes including debates, annual sports contest, arts festival and college day celebrations. Usually, it takes the lead in organizing film fests, music and dance competitions and photography contests, among others. Days of national and international importance are commemorated and cultural festivals like Onam and Christmas are also celebrated, by hosting fitting

events and competitions.

The College Union brings out the college magazine yearly, under the guidance of the Staff Editor. The contents include Principal's report, College Union report, reports of departments, informative articles, poems and other creative works and expressions of the students and teachers. The statutory Anti-Ragging Cell, Anti-Sexual Harassment Cell as well as IQAC, CLMC and Cooperative Society include student representatives. The long-established vibrant organs like NSS and NCC, apart from imparting training to students, organize various extension activities that promote community welfare.

The college has a number of cells and clubs in which students assume leadership role, under the guidance of the teacher in charge. These include Women-Study Cell, Health Club, Bhoomitrasena Club, Book Club, Energy and Environment Conservation Club, Tourism Club, Nature Club, Music Club, Debate Club, Anti-Intoxication Club and Quiz Club. Valuable opportunities are provided to students for enthusiastically participating in the activities of these cells and clubs. Besides promoting exposure and social orientation, it enables them to gain understanding regarding the socio-economic and cultural challenges of the society they live in and prepare for being responsible and productive citizens.

The department associations comprising all the students and the faculty facilitate participation in department-level activities and helps impart career motivation in their respective disciplines. Each class has a student representative who helps the faculty to monitor and coordinate academic matters. The Gregorian Campus Radio is envisioned as a creative platform for interested students to participate as Radio Jockeys. Interdepartmental cultural fests such as "Incendio" and "Polsa" are also ably organized by the students.

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: 893.8

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
0673	638	989	906	1263

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 Alumni association of the college is active with major chapters in Thiruvananthapuram and the Gulf region including Dubai, Sharjah and Bahrain. However, the association has not been registered so far. Generally, most former students are inspired by a sense of gratitude to the institution where they studied and the teachers who have contributed to molding their life and careers. The activities of the association are expressions of friendly cooperation with the institution and motivated by a desire to help the new generation of students in practical ways. Student progression to higher education is fairly good in the college. Altogether, eight teachers in various departments are also alumni of the college, and five among them are Assistant Professors in the Department of Chemistry.

The college alumni conduct meetings or annual conferences where their experience as students, current college related matters and future prospects are actively discussed. Certain departments organize annual get together of the alumni on department basis. The feedback given by the alumni has always been valuable for the institution. The contributions of the alumni aimed at the improved functioning and development of the institution are summarized below.

Alumni of the college has provided assistance in conducting career guidance classes for students and extended financial support to a student who participated in international competition and seminar.

Greening initiatives in the campus was consistently supported by the Alumni association by supplying and arranging plantation of tree saplings in the campus for many years.

The Dubai alumni had donated 10 bicycles to the college for improving the physical fitness and mind relaxation of girl students.

The department alumni have been actively involved in organizing seminars, fests and motivational programmes for students aspiring for higher education and career.

The college alumni have supported training programmes for developing communication skills and entrepreneurial abilities in students, for several years.

During the unprecedented floods ravaging several districts of Kerala during the years 2018 and 2019, the Alumni association actively participated by collecting and distributing food materials and clothing in the

flood affected areas.

The alumni have honored retired teachers on many occasions by organizing fitting programs. The latest event was “GURUVANDANAM”, organized by the Dubai chapter of St. Gregorios College alumni at Dubai in 2019.

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

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

Response: E. <1 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Gregorios College was established in 1964 by the stalwarts of the Malankara Orthodox Syrian Church who wanted to create opportunity for higher education, primarily to the vast population of Kottarakara and the neighbouring regions within the Kollam district of Kerala. The college has been accorded minority educational institution status. As envisaged in its motto, 'Study, Serve and Sanctify in God', the institution strives to enable the student to attain his full potential through acquisition of knowledge, skills and values for serving the public good.

The college envisions providing consistent and committed service in the cause of high quality and technology-supported higher education in accordance with national policy and social needs. The institutional efforts are focused on the holistic development of students for gainful employment and to empower them to navigate the multifaceted challenges of the global society.

The Governing Body is the apex body for making major policy decisions pertaining to governance of the institution. The Manager, Administrator and the Principal being members of the Governing Body are responsible for managing the affairs of the college. The college has revisited its vision and mission in 2020-21 and has specified its objectives in the college calendar. The existing governance framework is shaped by the goals, strategic plan, financial management, and the need for ensuring transparency, accountability and active participation of the stakeholders in the running of the institution.

The Principal provides strategic leadership by steering the college in the pursuit of its vision and mission and works closely with the Manager and Administrator. In the general administration and supervision of teaching programmes, the Principal is ably assisted by the Vice-Principal, administrative staff, heads of the departments and the College Council. The College Council comprises of the Principal, Vice-Principal, heads of departments, two elected representatives of teachers, Librarian and the office Superintendent with Principal as Chairperson. All the important academic and administrative matters are discussed in the College Council meetings before communicating to the staff and students. General meetings of the whole staff are held as and when necessary. The college administration, the academic bodies and the important organs work in tandem towards realizing the institutional vision and mission.

The active and purposive activities of the College Level Monitoring Committee, Discipline Committee, Anti-Ragging Cell, Anti-Sexual Harassment Cell and Counselling Cell contribute largely to make the college a welcoming and uplifting space for students. The IQAC plays an important role in the institutional efforts for quality enhancement and sustenance.

The college has always been instrumental in the education of the socially and economically marginalised sections of the society. The students availing government fee concessions come to almost 70 percent. The girl students compose about 60 percent of the total student strength. In student admissions, the University guidelines are meticulously followed.

Furthering its aim to provide high quality and technology supported education, the college has initiated several quality enhancement measures including launching of ICT enabled classes, digitalization of library, launching Research Quality Circle, Add on Courses and Bridge courses.

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

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

Response:

The institution naturally subscribes to the principles of decentralization and participative management and conducts its practices accordingly. The democratic style of leadership has generated a sense of collective responsibility along with harmony and order in the functioning of the institution. A case study on the renovation of the college library is presented below.

Renovation of College Library

The basic objective of the college library is to provide a healthy and disciplined environment for learning, research and completing assignments. The institution understands that a good library promote academic culture enriched by new ideas and perspectives that are central to a creative and innovative society. A notable challenge faced was on account of the huge transition from its traditional type functioning to administering electronic access to books and journals and other e-resources. The unlimited role of IT in the modernisation of library services and raising the standard of higher education is widely accepted.

Against this background, revamping the existing library became a felt need among the stakeholders of the institution, especially the teaching staff and the students. However, any major proposal needed due consideration and approval of the management with commitment to the necessary financial resources.

As an initial step towards revamping the existing library, the college IQAC was entrusted with the task of collecting feedback regarding the facilities already available, the standard of services offered, and the requirements for assessment and accreditation. Feedback was collected from the stakeholders including students, teachers and alumnae, as part of systematic approach. The IQAC team prepared a report emphasising the physical facilities and services expected by the chief stakeholders and submitted to the Principal. The College Council discussed the report and made important suggestions.

The Principal entrusted the Library Committee to prepare a detailed proposal for library renovation to be forwarded to the management for prior approval. The major areas listed out included improvement in physical facilities including computers and ICT enabled services, reference section renovation and up gradation of library software. The detailed proposal pertaining to library renovation was finalised in the College Council and was submitted to the Principal for necessary proceedings. The Principal and the IQAC team members met the management officials and held detailed discussions regarding the project for

revamping library infrastructure. At the initiative of the Manager, the proposal was approved by the Governing Council.

The Library Committee with Principal as Chairperson is represented by teaching faculty of all departments. The committee assessed and prioritised the requirements for modernisation. The improvements in physical facilities included separate cabins for teachers and scholars; purchase of periodical's rack, standard book shelves, revolving CD racks and refurbishment of the reference section.

The renovation work and the installations were carried out under the supervision of the Library Committee. The process of computerisation was completed by adding 10 more computers in the library, ensuring OPAC facility and Web OPAC facility for students. The periodicals section was expanded by adding a circulation desk.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Though the institution is known for its socially responsible management and broad-based approach, it has only limited claims to advanced strategic management. However, at the initiative of the IQAC, an institutional level strategic plan was prepared for the period 2018-2023. The components of the plan was finalised after consultation with the management. Accordingly, the thrust areas were identified, action plans were formulated and the same were incorporated in the institutional strategic plan. The plan targeted innovations in teaching-learning and research, development of infrastructure, mobilisation of funds, renovation of library and programmes for student enrichment. The concerted effort to mobilise funds has met with a fair amount of success.

Mobilisation of Funds: The College is a single management institution under the Ashram- based priestly community of St. George, Kottarakkara. Even though the managing agency is financially stable, it has its limitations in providing adequate financial support for implementing all components of the perspective plan. As financial resources are a crucial aspect determining institutional progression, it was decided to make efforts to augment financial resources and the faculty and all concerned were informed of the policy.

The strategy included submitting application for eligible grants from government and non-government bodies for financing the development of infrastructure and physical facilities, research promotion by taking up minor and major projects and conducting more academic programmes. Being committed to the goals of higher education and the institutional vision and mission, the management has made substantial investments in augmenting educational infrastructure including technological up gradation in the last five years.

In fulfilment of this clause in the strategic plan the institution received grants and financial assistance from various sources as listed below.

- Development grant for Rs. 2 crores was awarded in 2009 under Rashtriya Uchchar Shikshya Abhiyan (RUSA) for construction of new building, renovation works and purchase of equipment.
- Grant of Rs. 70 lakhs was awarded under FIST-DST, Government of India in 2019, for strengthening physical facilities for teaching and research.
- Financial assistance of Rs.171000/- was made by the National Commission for Women (NCW) towards conducting two day National Seminar on “Mediating Gendered Identities: Shifting Paradigms of Gender in Indian Public Sphere” in 2020.
- An amount of Rs.107000/- was awarded by the Department of Collegiate Education for implementing the schemes “Walk with a Scholar” and “Student Support Programme” in 2019-2020.
- Financial assistance of Rs.70000/- was received from Science and Research Board (SERB) towards conducting a national seminar on “Green Approaches towards Chemical Synthesis” by the Department of Chemistry.
- Financial assistance of Rs.31000/- was granted by the Patent Information Centre, KSCSTE for conducting National Seminar on “Intellectual property Rights.”

The Department of Zoology received minor financial assistance from KSCSTE, for aiding student projects. The institution also received minor assistance from different government departments.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The general management of the college is vested in a body consisting of the Manager, Administrator and Principal. The organisational structure consisting of the Principal, Vice-Principal, the administrative office, the College Council, IQAC and the student representatives is well-coordinated and functions effectively. The organizational set up of the institution is outlined below.

Governing Body: The institution is owned by the educational agency known as the Community of St. George, Kottarakara. The Governing Body of the said agency consists of seven members including the Manager and the Administrator of the college. The Principal is ex-officio member of the Governing Body.

Principal: The Principal, being head of the institution is responsible for the general administration and overall supervision of the teaching programmes. The Principal conducts the affairs of the college in accordance with the policy guidelines of the management, the norms and directives of the affiliating University, the Government and the University Grants Commission, from time to time.

Vice-Principal: The Vice-Principal assists the Principal in academic and administrative matters. In the absence of the Principal, the Vice-Principal shall be in charge of the duties of Principal.

College Council: The College Council is an important body constituted as per statutes of the University. It comprises of the Principal, Office Superintendent, and heads of various departments, Librarian and two elected representatives of teachers. All the major academic and administrative decisions are taken by the Principal in consultation with the College Council. Generally, meetings of the College Council are held at least twice a month.

IQAC: The IQAC of the college plays a vital role in building, maintaining and evaluating the quality of educational services provided by the institution. It is constituted strictly in accordance with NAAC guidelines with the Principal as Chairperson. The IQAC composes of Vice-Principal, teacher representatives, office Superintendent, student representative, Alumni representative, and representatives of industry and the local society. The management is represented in the IQAC by the college Manager or Administrator.

Support Mechanism: The Anti-Ragging Cell, the Student Grievance Redressal Cell and Anti-Sexual Harassment Cell has been duly constituted with the aim of awareness generation, grievance redressal and the effective prevention of offences, as outlined in the relevant Acts. The Counselling Cell, Discipline Committee etc., actively monitors the social behaviour of students and motivates them towards orderly and responsible conduct. The functioning of these cells ensures that caste-based or gender-based discrimination is totally prevented in the campus.

Appointment and Service Rules: Being a government aided college affiliated to the University of Kerala; the institution is governed by the rules and regulations of the UGC, state Government and the affiliating University in matters of student admissions, recruitment of faculty and implementation of curricular and extra-curricular activities. The college strictly adheres to the service rules contained in the Kerala State and Subordinate Services Rules, UGC guidelines and University statutes.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 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 welfare of the teaching and non-teaching staff is upheld by the management as a prime concern. It is the accepted principle of the institution that effective welfare measures are needed for accomplishing the objectives of career efficiency, productivity and raising the morale of the college staff.

Being a government aided college, the salary and benefits of the teachers and non-teaching staff are directly paid by the government. All leave benefits and allowances applicable to government employees are also applicable to the staff of this college. Benefits on retirement such as monthly pension including Commutation of pension, DCRG, Leave surrender, Family pension etc. are available to the college staff.

Casual leave to the extent of 15 days and 20 days are available to the teaching and non-teaching staff, respectively. Besides, twenty days of Half Pay Leave can be availed by the teaching staff on annual basis. Women employees are eligible for six months of maternity leave as per Government rules and Paternity leave is allowed to male teachers on request.

The institutional level welfare measures for teaching and non-teaching staff are listed below.

- Duty leave is granted to all the staff members who want to attend training programmes such as Orientation/Refresher courses and also Seminars/ Workshops etc.
- Adequate support is provided to teachers desirous of pursuing higher studies. Fellowships and Research projects are encouraged and supported.
- Financial assistance is provided to the teachers for attending Conferences, Seminars and Workshops.
- Adequate support and encouragement is given to the teaching staff for participating in Faculty Development Programmes (FDP).
- The mandatory insurance schemes for the benefit of college employees offered by the government are meticulously implemented by the college.
- Internet facility is provided to all the departments. The whole college campus has Wi-Fi connectivity.
- The management and college staff has a joint scheme to provide support to those staff in financial distress and also the dependents of those staff who expires while in service.
- The activities of the staff association are promoted in the college. The association mobilises funds through subscriptions and other means for facilitating recreational activities including staff tours.
- A Multi- Gymnasium set up in the college is also open to the teaching and non- teaching staff of the

college.

- A co-operative store is functioning in the campus where stationery items and essential goods are available at reasonable rates.
- Celebration of important festivals and commemorative events are organized in the college in which staff and students participate enthusiastically.

Parking facility is provided in the campus for the teaching and non-teaching staff so as to park vehicles safely. Entry and exit of vehicles are monitored by the security staff.

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: 10.6

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
7	8	7	6	6

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: 1.6

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
5	3	0	0	0

File Description	Document
Upload any additional information	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 21.86

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
27	12	15	7	10

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

An effective performance appraisal system can have significant impact on the work culture, efficiency and morale of the teaching and non-teaching staff of a higher education institution. By raising the level of employee engagement, performance appraisal helps to augment faculty performance and assess the strengths and weaknesses of the faculty members. The performance appraisal system is thus considered to be an imperative part of measures to ensure the efficient functioning of the college. In respect of performance appraisal system for teaching staff, the following methods are used.

Self-Appraisal Form: A self-appraisal form has to be filled up by all the teachers after the format prescribed by the UGC, at the end of each academic year. It includes basic details about the teacher, work allotted according to the time table, courses taught and involvement in non-academic activities. Details like additional responsibilities undertaken and positions held by the teacher are also included. Further, it highlights the academic achievements and distinctions of the teacher. The details of participation in seminars, workshops, paper publications, books authored, research projects and involvement in extension activities are to be recorded. This self assessment form is verified by the Head of the Department and forwarded to the Principal for appropriate proceedings.

Teacher's Diary: All teachers are provided with a Teacher's Diary in which they have to record details of the daily academic activity including the extra hours engaged, remedial coaching and examination duty performed. This is also periodically checked and verified by the HOD and the Principal.

Students' Feedback: One of the most significant measures of assessment of *teacher* effectiveness and professional development is feedback and *evaluation by students*. A 'Student Feedback Form' is used for student evaluation. The parameters contained in the questionnaire cover different aspects of the performance of teacher. The schedules collected from the students are processed by the IQAC subcommittee and a report is submitted to the Principal. The confidentiality of the evaluation is maintained. The Principal after studying the report takes proper measures for correction and improvement of teacher performance.

Parents' Feedback: The institution also collects feedback from the parents/guardians. The perception and experience of the parents are reflected in their opinions and viewpoints. Formal as well as informal methods are used to collect parental feedback. A simple but structured schedule is used to collect formal feedback from parents. It contains questions on curricular aspects, details of wards, educational facilities, teacher's performance and suggestions for improvement. On the basis of survey, necessary instructions are given by the Principal to the concerned faculty or to the departments with a view to address the shortcomings.

Non- teaching staff: The work performance of the non-teaching staff is jointly supervised by the office Superintendent and the Principal. Periodic meetings of non-teaching staff are held by the Principal as part of assessment of work and suggestions for improvement are given. Being the authority for recommending promotion the management assesses the job performance of non-teaching staff on the basis of established norms.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Being government-aided college the institution is eligible to receive funds from the state as well as Central government agencies like UGC, RUSA, FIST-DST etc. It also receives grants and financial assistance in the form of scholarships to students. The college is regularly funded by the college Management, PTA, and other agencies. The institution has a transparent and planned system for financial management. The Principal monitors the utilisation of funds through the Purchasing Committee so as to ensure that all financial transactions are done as per rules. The financial audit of the grants and funds received from government sources and non-government sources are conducted according to the prevailing rules.

Audit of funds from government sources:

The procedures prescribed in the Kerala Financial Code are followed for auditing the grants and funds received from State and Central Government agencies. The college accounts are audited at three levels.

Audit by Chartered Accountant: As provided in the sanction letter for UGC grants and government funds, all income and expenditure of the college are submitted for audit by a Chartered Accountant. The statement of accounts after the audit process along with the utilization certificate issued by the Chartered Accountant is submitted to the concerned sanctioning authority.

Audit by Directorate of Collegiate Education: Annual audit of accounts is conducted by the Directorate of Collegiate Education. After the audit of all financial transactions involving government funds by the departmental audit team, a detailed audit report is generated. The evaluative audit report that also records audit objections are officially given to the college for seeking clarifications or giving direction for necessary action by the college authorities. The final settlement of accounts by the DCE is subject to the clearing of audit objections by the institution.

Accountant General, Kerala: The Accountant General, Kerala periodically conducts audit of accounts in respect of all the government funds received and utilized by the institution. A copy of the audit report is furnished to the institution. The guidelines and suggestions contained in the report are meticulously followed so as to ensure financial accountability and effectiveness in the utilization of funds.

Audit of funds received from non- government sources:

The funds received from source other than the government is subject to statutory audit. All financial transactions of the institution need the approval of the Principal/Manager. A member of the Governing Council is responsible for the internal audit of management funds. The whole accounts of the college management are externally audited by registered Chartered Accountant.

PTA funds are internally audited by a team of members constituted by the PTA. Thereafter, the accounts are audited by a Chartered Accountant. The audit report is placed in the annual general body meeting of the PTA for getting approved.

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

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

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

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

Response:

The institution has its strategy for the mobilisation of funds and its optimum utilisation. The College Council and the IQAC takes the lead role in identifying various sources of funds and in ensuring the timely submission of proposals for financial assistance from government and non-government sources.

UGC grants: As the college is included under Section 2(f) & 12(B) category, it is eligible for assistance from the Government of India or any organisation receiving funds from the Central Government. Hence, the institution forwards proposals for UGC grants according to the pattern of assistance under various schemes. It is also our policy to encourage the faculty members to apply for minor and major research projects. The college also applies for UGC assistance for conducting seminars and workshops. UGC sponsored National Seminars were organised by the departments of Mathematics and Commerce. Two minor research projects were also implemented by the teachers.

Funds from Central and State Government Agencies: The institution has been granted financial assistance under the Central scheme Rashtriya Uchchatar Shiksha Abhiyan (RUSA). Based on the proposal submitted, an award of Rupees Two crores was made to the college for the development of building infrastructure, renovation works and purchase of equipment.

The college had submitted proposal for DST-FIST funding. According to the scheme, the Department of Science & Technology, Government of India granted Rupees Seventy lakhs for the development of basic infrastructure and R&D facilities in the college.

The National Commission for Women (NCW) accepted a proposal for financial assistance to conduct two day National Seminar on the contemporary topic 'Mediating Gendered Identities: Shifting Paradigms of Gender in Indian Public Sphere'.

The college had applied for financial assistance from Kerala State Council for Science, Technology and Environment (KSCSTE) for conducting various programmes. It has provided assistance for conducting Seminar, Annual Science Day celebration and for facilitating student projects.

The National Medicinal Plants Board under the Ministry of AYUSH has provided a substantial amount for establishing an herbal garden in the college. Similarly, the Science and Research Board (SERB), and other state government departments granted assistance for conducting seminar and for financing a few other academic programmes.

PTA Funds: Voluntary contributions from parents are received by the Parent Teacher Association, a statutory body, at the time of admission. PTA funds are used for improving student amenities, paying remuneration to lecturers on contract and financing minor developmental activities.

State Government: The state government has instituted schemes viz. e-grants scheme, post-metric scholarships to the SC/ST and OBC students. The institution takes effective measures to help students to avail the scholarships and financial assistance. The college zealously implements the NSS, NCC; Walk With a Scholar, Student Support Programme, and Additional Skill Acquisition Programme etc. The college is also assisted under various schemes by the MLA and the local self-government.

The Staff Council, Purchasing Committee, Administrative Office and the IQAC are involved in the joint monitoring necessary to ensure that the scarce resources are utilised optimally. All accounts are properly audited.

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

6.5 Internal Quality Assurance System

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

Response:**Practice 1: Revitalising Research Committee**

The IQAC plays a pivotal role in institutionalising the quality building initiatives of the institution and in sustaining the quality of educational services. It has been instrumental in revitalising the Research Committee with the objective of streamlining research among the faculty by arousing interest and dedication to quality research. It also aims at supporting the faculty as well as students for carrying out their research activities. The Research Committee of the college has eight faculties as members. The coordinated functioning of the Research Committee and the IQAC has positively impacted the quality generation and quality assurance process in the college.

The department of Physics has been recently upgraded as research centre next to the department of Commerce.

The department of Commerce and Zoology have organised International Seminars. The Department of English organised a National Seminar sponsored by the National Women's Commission of India. UGC sponsored National Seminars were held by the Departments of Mathematics and Commerce. Sponsored by the Science and Research Board (SERB), the Department of Chemistry conducted a National Seminar.

A National Seminar on "Intellectual Property Rights (IPR)" was jointly organized by the IQAC and Patent Information Centre with the objective of generating awareness on IPR and facilitating patent filing among researchers.

Several Webinars were hosted during the pandemic period amid the Covid-19 restrictions in force.

Altogether, 13 teachers got approval as research guides from the University. Five of the permanent faculty were awarded PhD during the period. Nearly all of the teachers without research degree are now research scholars pursuing PhD.

Two UGC sponsored minor projects and one sanctioned by the Ministry of AYUSH were implemented.

The number of publications by the teachers increased to about 60. The student progression to doctoral research also showed increase in the recent period. A quadric-lingual research magazine namely DAKSHA was published by the Department of Oriental Languages.

Practice 2: Curriculum Enrichment through Add-on/ Certificate/ Bridge Courses

The institution is committed to providing opportunities for broadening and enriching the educational experience of students. The IQAC spearheaded a policy for starting more Add on courses and Bridge courses to enhance the quality of the curriculum and further the career expectations of students. Accordingly, it was decided that each teaching department should start Add on course. Consequently, the number of Add on courses offered by the institution has increased from 3 to 12, by 2019. Some of the courses are job-oriented that impart vocational skills. A general Add on course on Yoga and Meditation was also introduced.

Further, bridge courses were started in all departments to benefit the newly admitted UG and PG students.

It is administered just before the commencement of the first semester classes and the main objective is to bridge the gap between subjects studied at the previous level and subjects they would be studying in graduate/ post-graduate classes. The syllabus for the course is framed by the respective departments in such a way that students acquire basic knowledge in the subjects they would be studying.

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

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

Response:

1. Feedback system

The IQAC periodically monitors the teaching-learning strategies implemented in the institution and make effective interventions. The college used to have a regular system for collecting feedback right from the first cycle of accreditation. The IQAC takes the lead role in assessing the teaching-learning process so as to understand its effectiveness. Every year feedback is collected from different stakeholders such as the students, teachers, parents and alumni. The college has introduced an online feedback system for students, teachers and alumni. The IQAC has also conducted a Student Satisfaction Survey to ascertain students' satisfaction in relation to the teaching-learning process and the educational facilities. The feedback thus collected is systematically analysed and on its basis the necessary follow up action is recommended to the Principal. Some of the incremental changes are outlined below.

- Successful add on courses can impart career and market oriented skills in students. Due to the initiative of IQAC, numerous Add on courses and Bridge courses were started in the college.
- There has been marked improvement in ICT facilities and the use of online teaching-learning methods. All the departments were provided with laptops, desktops, printers to suit their requirements along with total WiFi facility. Twelve ICT enabled classrooms, 4 smart classrooms and 1 seminar hall equipped with ICT facilities were set up. The Online Learning Platform, Moodle was installed and teachers were given training to manage courses through this platform.
- IQAC has also contributed to student support by revamping the mentoring system and reinforcing the Career Guidance and Placement Cell of the college.
- The IQAC participates in organising seminars, workshops and training programmes for the teaching staff to help them keep abreast of contemporary developments in their respective fields. The IQAC has invited resource persons to give classes on the revised methods for assessment and

accreditation and share their best practices.

1. Parent Teacher Association

The PTA is a statutorily constituted elected body which aims at eliciting the co-operation and participation of the parents in the smooth functioning and overall development of the college. The general body meeting of the PTA is held once in a year which elects the executive committee members and the office bearers. The PTA has been instrumental in the quality enhancement initiatives of the institution and works in tandem with the IQAC. As a part of strengthening physical facilities, the PTA has contributed for setting up some ICT enabled classes.

Advance salary to lecturers on contract and support staff is paid from the PTA funds.

The PTA has also instituted proficiency awards to meritorious students.

Orientation class is conducted for the parents and students of First Year UG classes every year.

The departments conduct regular meetings of parents and provide opportunity to interact with the tutors and review the progress of their wards. The IQAC coordinates the process of feedback collection and analysis of the information gathered. The IQAC encourages departments to launch new initiatives like peer teaching, group study and remedial teaching. It also monitors the remedial classes and tutorials conducted in each department.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

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

NAAC

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:

Over 60 percent of the institution's student body is female. The college is committed to ensuring the well-being of women students by safeguarding their security, improving their health (physical and psychological), and nurturing their leadership skills. This is accomplished through the activities of several committees, clubs and facilities on campus. The Women's Study Unit routinely conducts awareness classes on a variety of topics related to women's welfare, including health, protection against harassment, and gender sensitization. It strives to promote women entrepreneurship by organizing special sales during Onam and Christmas celebrations. A portion of the revenue thus generated is donated to charity. Jewellery making and tailoring classes are other commendable ventures of the Women Study Unit that aims to promote financial self-reliance among women. International Women's Day is also celebrated with various programmes designed to impress upon the student body of the urgent need to achieve gender equity in today's world. Free medical checkups are provided to women students as part of the programme.

The Counseling Cell convenes regular sittings led by trained psychologists to resolve any possible psychological issues faced by female students.

The institution has a zero tolerance policy toward verbal, physical and sexual harassment. Students may approach the Anti-Sexual Harassment Cell for prompt redressal of instances of sexual harassment. Verbal and physical harassment may be reported to the Anti-Ragging Cell. CCTVs have been installed throughout the campus as a security measure to deter potential miscreants.

The institution has a well-equipped gymnasium which may be utilized by women students to enhance their physical fitness. All interested women students may avail of this facility from 3 to 4 pm on weekdays. Additionally, a cycling exercise programme has been initiated by the Health Club specifically for women students. By lending bicycles to interested students for fixed time slots during weekdays, the club hopes to encourage greater numbers of women to take up this confidence-boosting and stress busting exercise with proven physical and mental benefits.

The Common Room is a safe restorative space designated specifically for women. It is furnished with a bed, medicine cabinet and sanitary pad dispenser, which can be utilized by those experiencing spells of ill health.

The institution has provided a space for several academic deliberations on gender equity and women empowerment through a number of seminars and conferences. The most recent amongst such programmes are: the national seminar on "Mediating Gendered Identities: Shifting Paradigms of Gender in the Indian Public Sphere" sponsored by the National Commission for Women, the international seminar on "Women Entrepreneurship Development and Gender Equality" organised by the department of Commerce, and the seminar on "Cyber Bullying and College Girl Students", organised jointly by the IQAC and WSU.

Through the medium of the Population Education Club, the institution aims to raise awareness on the issue

of gender justice, not only among students, but also amongst the general public. The Club has organised a lecture on “Legal Literacy and Women’s Safety” which was attended both by students and by local Kudumbashree workers.

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
Link for annual gender sensitization action plan	View Document

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

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

Response: B. 3 of the above

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

Solid waste management: The College has a policy to consistently maintain a “Clean, Green and Plastic-Free Campus.” In keeping with the directives from the state government, the institution encourages students, faculty and non-teaching staff to abstain from utilizing single-use plastic products. They have

been notified to use steel water bottles and lunch boxes instead of plastic ones. All functions organized on campus utilize cloth flexes and banners in place of plastic ones. The district administration of Kollam has been spearheading a campaign against non-biodegradable materials including plastics and flex boards.

Plastic and paper waste generation is further curbed by using steel cups and plates for serving food at functions. Colour coded bins have been installed in the campus to facilitate the smooth segregation of waste into degradable and non-degradable types. Degradable waste is put into green bins, while non-degradable waste is put into blue bins. Non-degradable waste materials are handed over to the municipality while degradable waste is used to power the college bio-gas plant. The Bhoomithrasena Club and the NSS play an important role in keeping the campus precincts clean.

Biomedical waste management: There is provision for incineration of sanitary pads near the women's toilets of the college. There are two electric incinerators and one manual incinerator to dispose of used sanitary pads.

E-waste management: Special attention is given to repair and service of the electronic equipment and thereby to reuse it effectively. Irreparable electronic waste from the college is specially segregated. There is an arrangement with a local scrap dealer to shift waste outside the campus for further processing.

Hazardous chemicals management: Hazardous waste from various science labs are effluated after treating them chemically, based on the chemical nature of the effluating wastes. The liquid wastes are systematically drained away into sock pits.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

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

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

The institution strives to promote amongst students, an appreciation for the plurality and multiculturalism intrinsic to the Indian nation, while also encouraging them to cultivate a high regard for their own regional and cultural heritage. The notions of unity in plurality and acceptance of differences are central to our ethos. This message is amplified amongst the student community by means of a number of programmes conducted on campus.

During the academic year 2019-20, a costume rally titled "Indiotsav 2020" was organised in conjunction with the arts festival. The theme of the rally was "United India." The rally paid tribute to Indian diversity by featuring costumes, artwork, collages and posters which celebrated the different regions, religions, customs and professions that form the bedrock of the nation.

The two-day Azora film fest screened movies from different regions of India and around the world, so as to give students an insight into different communities and cultural backgrounds. The Department of English organized a special lecture on "Beyond Binary and Heteronormativity: SOGI Inclusive Campuses" by Mr. Prijith P.K. (President, Queerhythm) and Mr. Krishnavardhan (Project Assistant, Transgender Cell, Government of Kerala). The aim of the lecture was to promote tolerance amongst the student body towards sexual diversities, reduce bullying on the basis of gender identities, and make students aware of the misrepresentations of gender and sexual minorities in media such as film and television. The department also organized a poster designing contest, one of the subthemes of which was "Gender Minorities in Society." Prizes were awarded to the best entries.

File Description	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:

The values enshrined in the Constitution, such as the spirit of egalitarianism, rejection of all manner of discrimination, loyalty and responsibility to the country, cultivation of scientific temper, protection of the natural environment, etc, form the life blood of our democracy. Each year, by facilitating various programmes that highlight these principles, the institution strives to help students grow into responsible and conscientious citizens of the Indian Republic.

The Department of Political Science has organised a number of invited lectures on issues that are relevant to contemporary Indian democracy. This includes the talks on "Democratising the Democracy, the Indian Prospects and Retrospects" (2020), "Challenges and Future of Indian Democracy" (2018), "Political Science in the Age of Social Media" (2018). Students of the Department played a major role in organising the costume rally titled "Indiotsav 2020. The rally had the theme of "United India", and featured posters, costumes, slogans, etc that creatively highlighted the diversity of India, critiqued various challenges faced by our democracy, and reaffirmed our faith in the Constitution. In association with the University of Kerala's Survey Research Centre, the Department trained students to undertake pre-poll surveys before the Lok Sabha elections.

During the annual Republic and Independence Day observance carried out under the aegis of NCC and NSS, our students renew the pledge to cherish democratic values.

The IQAC organised a one day seminar on "Intellectual Property Rights" which was funded by the Kerala State Council for Science, Technology and Environment.

During the academic year 2019-20, the Book Club in association with the library organized a programme to mark the Constitution Day. During the event the Principal, the club coordinator and the librarian expounded the significance of the constitution to democracy. Chairperson of the College Union led the gathering in reciting the Preamble. This was followed by live streaming of the Constitution Day observance in Delhi, as also of the Joint session of Parliament convened for the occasion. A Rajya Sabha TV documentary on the Indian Constitution was also screened in the library at the behest of the club. The founding fathers of the college were driven by a strong spirit of nationalism and social commitment that is reflected in the vision and objectives of the college right from its inception. The annually held founder's day and other commemorative events are grand occasions wherein the messages on the values and responsibilities as citizens are transmitted to the staff and students.

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:

Response:

Teacher's Day: Under the aegis of the Women's Study Unit, a special event was organized to celebrate National Teacher's Day 2018. The function honored five former teachers of the institution, including some who had been with the institution since its inception. Drawing upon their wealth of experience, the esteemed educators spoke about the significance of a well-educated individual to society, the importance of self-reliance, and inspired the assembled students and faculty to remain life-long learners. Subsequently, they interacted and answered questions from the students and the present faculty. The meeting paid homage to Dr. Sarvapalli Radhakrishnan and gratefully acknowledged his contributions to the educational field.

National Mathematics Day: The Department of Mathematics organized a one day seminar titled "Mathematics: Through an Indian" to commemorate National Mathematics Day. The programme was sponsored by KCSTE, Department of Science and Technology, Government of India. Distinguished academicians from the Universities of Kerala and Calicut delivered lectures designed to cultivate interest and appreciation for Mathematics. The seminar was well attended by students and faculty from our institution.

Ozone Day: Various departments and clubs commemorated Ozone Day with a number of student centric activities to highlight the adverse impact of anthropogenic activities on the ozone layer and the need to preserve it from further depletion. Bhoomitra Sena organized essay writing, painting and pencil drawing contests on the occasion of Ozone Day 2018. The Department of Chemistry marked Ozone 2015 with a programme titled "Ozone: The Safe Zone for Life." The programme featured an innovative lecture, an intercollegiate quiz competition and a video about ozone layer preservation.

Armistice Centenary: To mark the centenary of the First World War Armistice, the Department of English organized an intradepartmental quiz competition followed by a film screening for students.

World Environment Day: The Physics Department celebrated World Environment Day (ENVIRON – 2018) memorably by organizing a number of events. This included an informative lecture on "Plastic Pollution in Marine Environment", an interdepartmental quiz, and an essay writing competition. Certificates and cash prizes were handed out to the winners.

World Soil Day: The Bhoomitra Sena club marked World Soil Day with a visit to Krishi Vigyan Kendra, Kottarakara. The club members attended an interactive lecture on soil nutrients and plant growth given by the scientist Dr. Poornima Yadav.

World Wetland Day: The Bhoomimitra Sena organised the following events to highlight the theme of World Wetland Day 2019 “Wetlands and Climate Change.” This included an invited lecture on “Conservation of Wetlands”, an interdepartmental poster competition, and a Nature Education Camp, at Periyar Tiger Reserve.

Festivals such as Onam, Christmas and Holi are celebrated with gusto by all departments. Onam provides an ideal occasion to reconnect to Kerala’s cultural past, myths, and customs. The celebrations which are marked by recitals of traditional Kerala folk songs, games popular in the Kerala countryside and the customary Onam feast, engender a spirit of camaraderie on campus. Christmas celebrations are made memorable by recitals of popular carols and the interdepartmental Christmas tree decoration contest.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice I: “Patheyam”- Food Distribution Drive for the Underprivileged

Objectives

- Make students aware of the seamy realities of society
- Inculcate empathy for the destitute and the underprivileged
- Instill respect for senior citizens
- Encourage students to live out the spirit of service enshrined in the motto
- Impress upon students the importance of collaborative work in mitigating social problems
- Develop the organizational and leadership capabilities of students
- Strengthen the bond and rapport between the college and the larger community in which it is located.

Context:

Coming from different strata of society, the students of our college are blessed with a great commitment to society. They were inspired by the earlier NSS initiative of providing food to the underprivileged. The student’s union took up the initiative, with the support of the college authorities. The purpose of the initiative was to inculcate fellow feeling, the need to share one’s resources with others, and to become

socially committed towards building a less divisive and more egalitarian society.

Practice:

Originally begun as an NSS initiative in 2012-13, the student's union took up Patheyam as a regular practice from 2014-15 onwards. Around 10 to 15 volunteers are entrusted with the task of collecting food packets from students on Thursdays. The students are reminded to bring an extra lunch packet of home cooked meals packed in eco-friendly material. Around five packets are collected from each class and a minimum of 150 lunches are received every week. The volunteers deliver the packets to Kottarakara Taluk Hospital and to Ashraya, a renowned NGO which houses a wide range of underprivileged individuals, including senior citizens and very young children. The student team then distributes the food packets to the inmates of the Home and the hospitals and if possible, the team spends quality time with the residents.

Evidence of success:

The food distribution drive has been successful in inculcating a philanthropic sense of duty and responsibility towards fellow beings. Ashraya has entered into an agreement with the college in relation to this practice, and a certificate of agreement has been issued in this regard. The number of lunches received and related documentation which is regularly entered in registers and the photographic evidence of the practice go to prove that the Patheyam drive has been successful so far despite some drawbacks. It has been extremely helpful to the charitable organization and beneficial and rewarding for the students who have volunteered in this scheme.

Problems:

The biggest problem with the practice is the difficulty to maintain regularity of distribution. Firstly, the number of lunches collected every Friday depends on the willingness of students. On some weeks and in some batches there is more engagement and enthusiasm on the part of students, but this support cannot be regularly maintained. Secondly, around ten Fridays are lost every year owing to vacation, holidays, exams and other contingencies. Therefore, the frequency of lunch distribution is affected. (487 words)

Best Practice II: Provision of Interest-Free Micro Loans to Students

Objectives:

- To promote the ideal of educational equity to all, regardless of social and economic circumstances.
- To ensure that no meritorious student fails to achieve their potential owing to a lack of financial assistance.
- To provide relief especially to vulnerable students from marginalized sections such as those with disabilities or those hailing from SC/ST communities.
- To identify and hone the natural aptitudes of students by guiding them to participate in various co-curricular and extracurricular events.
- To facilitate the holistic advancement of students and strive to reduce the student drop-out rate.

Context:

The faculty and management at St. Gregorios College are keen to ensure that all students receive the best possible educational experience. However, being financially disadvantaged a section of students are blocked from accessing the resources necessary to perform well on academic, co-curricular and extracurricular indices. A large segment of our student body hails from families belonging to the lower-middle and low income group. Many guardians are employed in professions which do not necessarily provide a steady or substantive income: including work in cashew factories, daily wages, farming, etc. Hence, such families routinely struggle to meet the educational expenses of their wards. This could potentially force them to drop out. This issue needs to be effectively addressed so that the educational prospects of students are not hampered. Provision of micro-loans from the corpus fund is a means of resolving this issue to some extent.

Practice:

The management has set aside a fixed amount as part of the institution's corpus fund. The interest accrued from this fund is utilized to promote student welfare in a number of ways. This may be in the form of:

1. Extending financial assistance to deserving students, to help those meet essential academic or non-academic needs. This can include funds for books and other educational material, funding for participation in paper presentations, conferences, youth and sports festivals, etc
2. Providing monetary aid and necessary amenities to students with medical conditions or disabilities
3. Funding activities and initiatives under the aegis of various clubs, which benefit the student community as a whole.

Each year, the College council solicits applications from students who are in need of monetary support. This list is forwarded to the Council via the respective Heads of Departments. Subsequently, under the leadership of the Principal, the applications are scrutinized by the Council. Those students, whose needs are deemed genuine, are then granted the requisite amount as a micro-loan from the corpus fund. The beneficiaries have the option to repay the amount if and when they are able to do so. Addressing the financial requests of students belonging to SC/ST communities is a priority for the Council. Upon requests from clubs, the Council also grants them capital to organize student welfare programmes, or to procure amenities for the same. Notable instances of this include: funds granted to the Women's Study Unit to institute year-long tailoring classes and funds to Health Club for purchasing bicycles as part of its Cycling Programme. Since the onset of the Covid-19 pandemic, the corpus fund has been used to implement some valuable student-service measures. The fund was instrumental in aiding the Department of Chemistry to manufacture sanitizers for the college. Pamphlets detailing the means to contain the pandemic were published using aid from these funds. These were distributed to all in the college.

Evidence of Success

Providing financial aid to meet urgent educational expenses reduces the likelihood of students dropping out. Thanks to the scheme, several meritorious, but financially disadvantaged students have been able to participate in prestigious state-level, national and international summits and conferences. Notable examples include:

- Bibin Johnson (First year BSc. Zoology) who attended the Asia World Model United Nations held at Bali, Indonesia.

The scheme has made available wheel chairs for students facing motor disabilities. This has facilitates a

more inclusive learning environment. General feedback from students indicates a high level of satisfaction with measures such as the Cycling Programme which enhances their physical fitness, and with vocational training programmes such as the tailoring classes.

Problems:

Students are sometimes unwilling to disclose financial difficulties to the faculty. They may also be unaware of avenues such as summits, conferences, etc, which help them to hone their inborn capabilities. Therefore the teachers have to make a greater effort in identifying students who may face such concerns. Faculty must be sensitive, invest time in developing an amiable relationship with students, and guide them to participate in such events.

File Description	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:

Fostering Student Leadership Skills

The stated vision of St. Gregorios College is to provide high quality education which aids the holistic development of our students, thereby enabling them to navigate and adapt to the multifaceted challenges posed by the modern world. As an institution driven by a student-centric ethos, we perceive students not as passive recipients of curricular knowledge, but as powerful agents of change, with the potential to pioneer substantive progress in our nation. We believe that education becomes truly meaningful when it nurtures this latent leadership potential in students, empowering them to become effective leaders in a domain of their choice.

The common skill sets which characterize Gregorian student leaders include: pragmatic problem solving skills, decision making abilities, effective communication, the capacity for teamwork and above all, an enduring social commitment (the last mentioned being the most cherished of our values). A number of established institutional mechanisms such as the mentor system, clubs, and subject associations, are tasked with identifying, promoting and give a platform for budding student leaders to hone their skills. The following sections will comprise a list of notable initiatives that were brought to fruition by the efforts of our students.

POLSA: This intercollegiate academic fest was organized in 2019 exclusively under the aegis of the students of the Political Science Association. The various contests in this programme, such as the paper presentation contest, debate, and Just a Minute contests, were designed to make student burnish their curricular knowledge as well as deliberate upon issues of social significance. Prizes were instituted to

winners in all categories.

Incendio: A student-led initiative of the department of English, Incendio was an inter-departmental literary and cultural fest organized in 2019. The two-day fest aimed at being a platform for students of the college to showcase their talents by means of an array of cultural programmes such as dance, singing, photography, painting and quiz. A special focus was given to improving the English language skills of students by means of competitions such as Spelling Bee, Elocution, Debate and Ad making. Incendio also paid tribute to the memory of the late student Jijo T. George through the Jijo T. George memorial ever rolling trophy which was awarded to the department that emerged victorious in the fest. The trophy was instituted by the batch of 2014-17, in memory of their late classmate.

Annual Commerce and Management Fest: The intra-collegiate fest featuring various game shows, quiz and other contests are entirely coordinated by a student committee.

Women's Study Unit Blood Donation Drive and Festive Sales: The members of the college Women's Study Unit, in collaboration with the NSS, routinely take part in Blood Donation drives. Another commendable student initiative of the WSU is the festive sales organized twice in an year during the Onam and Christmas celebrations in the institution. The sales feature a variety of homemade delicacies, arts and crafts prepared entirely by members of the WSU. Part of the profits generated from the sales is donated to charity.

Birds Club International: The Birds Club International has been functioning in the college since June 2017 to nurture the interests of students in the natural environment, and heighten their awareness about the detrimental effect of anthropogenic activities on the health of ecosystems. Club members have resorted to the medium of short documentaries to bring issues of ecological significance into the spotlight. Most recently, the short documentary film "Punarjani", created by SARGAM, a six-member student team of the Birds Club International unit, highlighted the threat posed by unsustainable development to the natural environs and biodiversity of Kottarakara. This student initiative was crowned with success when "Punarjani" was awarded the Golden Hornbill Prize for Best Short Documentary (Youth) at the Second Rain International Film Festival held at Kumarakom in 2020.

Gregorian Campus Radio: The Gregorian Campus Radio has been actively functioning since January 2019. Within a limited time, it has left an indelible imprint on the campus. The radio hosts weekly broadcasts that are anchored by two student Radio Jockeys. The goal of the radio is to be a student-centric platform that updates the student body of major local, national and international news events, other issues of social relevance, employment and educational opportunities.

Helping Hands: Student-led flood relief work: Following the floods that ravaged Kerala in 2018, the students and alumni of the institution collectively contributed relief materials to the tune of Rs 50,000.

Annual Sports Meet and Other Student-Co-ordinated Sports Events: Sports is a uniquely opportune arena for students to cultivate valuable life skills like self-discipline, social skills, team spirit and the capacity for leadership. For this purpose, a roster of sporting events is organised each year under the commendable guidance of the Department of Physical Education. A notable feature of these events is that they are largely coordinated by the student members of the Physical Education Department. Examples of such events include the Annual Sports Meet, various friendly matches, interdepartmental and intercollegiate matches, etc.

CELTS (Communicative English Language Training in Schools): CELTS is an entirely student-led community extension activity of the Department of English. Each month, a group of six student volunteers from the Department conduct activity oriented lessons on Listening, Speaking Reading, and Writing in English for eighth graders of the nearby St. Gregorios High School.

File Description	Document
Link for appropriate web in the Institutional website	View Document



5. CONCLUSION

Additional Information :

The college takes pride in the fact that all along in its journey it has been serving as a haven for young and ambitious scholars seeking good education aimed at diverse careers. The college was reaccredited by NAAC in 2015 with CGPA of 2.85 at B Grade. The institution has made serious and conscientious efforts for addressing the recommendations for quality enhancement in the Peer Team Report on Assessment and Accreditation of the college. The management and the college administration have been keen to bring about the required improvements, particularly in attending any deficiencies discovered as part of the self-assessment.

Six teaching posts in Commerce and 12 vacancies of non-teaching staff have been sanctioned by the government and appointment is in progress. The college is RUSA assisted and the FIST-DST funding has enhanced the facilities for teaching and research and the overall ambience. A two storied sophisticated instrumentation centre for research studies in science, including two smart classrooms and a wet lab is nearing completion.

Two departments are upgraded as approved research centres of the University. The government has sanctioned M.Sc. Zoology programme this year. The college is making continual efforts to get sanctioned more PG programmes under both conventional and new generation schemes.

The library infrastructure has been modernized and services are enhanced. A part of energy requirements are met by installing solar power plants. Research and publications have received a boost due to the initiatives of IQAC and more teachers have registered for PhD research.

Academic and administrative audit have been conducted and measures to increase the pass percentage of the students are underway. Hostel facility is available for girl students. Facilities for the physically challenged students have been created with ramps, wheel chair and restroom.

However, institution still has to augment efforts to mobilize larger funds for implementing its strategic plan and future expansion of operations.

Concluding Remarks :

Concluding remarks:

Established in 1964, St. Gregorios College, Kottarakkara has grown into a fully-fledged and reliable institution providing opportunities for higher learning. This government aided co-education institute having minority status is committed to creating and sustaining the conditions that enable the students to experience a unique educational journey that is challenging and transformative. In 2021, just three years short of its diamond jubilee, the institution is submitting SSR for the current cycle of Assessment and Accreditation. The college has as its motto "Study, Serve and Sanctify in God" and it has recently revisited the vision and mission.

The foremost matter in the current context is that the institution has adopted an assessment mindset which will transform its self perception and quality outlook.

The management has instituted a participatory and effective governance structure that would ensure transparency and social accountability in the functioning of the institution. However, it aims at establishing a modernized Management Information System for raising operational effectiveness. There are immediate plans to introduce a student management system in the college.

The institution has established vast infrastructure, including physical facilities and support systems that has given a boost to the curricular and co-curricular activities of the students on campus. Advanced ICT facilities have been established and these are extensively used for ICT enabled teaching-learning and research. In general, the faculty composes of highly qualified, skilled, young and vibrant teachers that hold great promise for the future.

The college is known for its student centric approach by providing numerous platforms and spearheading activities that nurture leadership skills amongst students which enable them to evolve into socially conscientious citizens. Many students of the college have excelled in the fields of academics, sports and games and cultural activities. The college management is having excellent rapport with the stakeholders, including parents, alumni and retired professors. To the best of our belief, the institution is poised for greater qualitative and quantitative growth in the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>5</td> <td>2</td> <td>2</td> <td>2</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>278</td> <td>176</td> <td>48</td> <td>53</td> <td>50</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	12	5	2	2	2	2019-20	2018-19	2017-18	2016-17	2015-16	278	176	48	53	50
2019-20	2018-19	2017-18	2016-17	2015-16																	
12	5	2	2	2																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
278	176	48	53	50																	
2.1.2	<p>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)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise 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>74</td> <td>73</td> <td>70</td> <td>81</td> <td>85</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>074</td> <td>73</td> <td>70</td> <td>81</td> <td>85</td> </tr> </tbody> </table> <p>Remark : Observation not accepted . Count is as per data provided</p>	2019-20	2018-19	2017-18	2016-17	2015-16	74	73	70	81	85	2019-20	2018-19	2017-18	2016-17	2015-16	074	73	70	81	85
2019-20	2018-19	2017-18	2016-17	2015-16																	
74	73	70	81	85																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
074	73	70	81	85																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 68 Answer after DVV Verification: 44</p> <p>Remark : Observation accepted .As per list provided only 44 mentors are shown</p>																				

2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 5981 Answer after DVV Verification: 498.42</p>																																								
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>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:</p> <table border="1" data-bbox="308 629 1046 763"> <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>251</td> <td>289</td> <td>311</td> <td>281</td> <td>251</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 842 1046 976"> <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>304</td> <td>289</td> <td>311</td> <td>281</td> <td>251</td> </tr> </tbody> </table> <p>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:</p> <table border="1" data-bbox="308 1099 1046 1234"> <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>370</td> <td>403</td> <td>439</td> <td>419</td> <td>370</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1312 1046 1447"> <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>444</td> <td>403</td> <td>439</td> <td>419</td> <td>370</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	251	289	311	281	251	2019-20	2018-19	2017-18	2016-17	2015-16	304	289	311	281	251	2019-20	2018-19	2017-18	2016-17	2015-16	370	403	439	419	370	2019-20	2018-19	2017-18	2016-17	2015-16	444	403	439	419	370
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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370	403	439	419	370																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
444	403	439	419	370																																					
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="308 1722 1046 1856"> <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>27</td> <td>12</td> <td>11</td> <td>4</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1935 1046 2069"> <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>27</td> <td>12</td> <td>11</td> <td>4</td> <td>9</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	27	12	11	4	19	2019-20	2018-19	2017-18	2016-17	2015-16	27	12	11	4	9																				
2019-20	2018-19	2017-18	2016-17	2015-16																																					
27	12	11	4	19																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
27	12	11	4	9																																					

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
45	9	19	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	9	16	3	1

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	6	5	7	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	7	5	7	12

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
122.75	31.79	40.75	62.21	34.66

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
106.19	18.51	21.44	35.79	25.33

Remark : Observation accepted and corrected accordingly

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

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
160	1024	909	962	878

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
876	990	1013	933	830

Remark : Observation accepted and corrected accordingly

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

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
55	67	55	55	54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
51	51	51	50	46

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
6	9	13	2	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	9	13	2	10

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
673	638	989	906	1263

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0673	638	989	906	1263

Remark : observation noted but as no perfect student list is provided by HEL, it is difficult to count , so no changes made

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Edited as no data provided

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

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

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

Answer After DVV Verification: B. 3 of the above

Remark : observation noted and changes done But , no bills for the purchase of types of equipment for the facilities created under this metric are provided.DVV is of the opinion not to consider

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: C. 2 of the above

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>377</td> <td>383</td> <td>374</td> <td>386</td> <td>389</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>377</td> <td>383</td> <td>373</td> <td>387</td> <td>387</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	377	383	374	386	389	2019-20	2018-19	2017-18	2016-17	2015-16	377	383	373	387	387
2019-20	2018-19	2017-18	2016-17	2015-16																	
377	383	374	386	389																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
377	383	373	387	387																	
1.2	<p>Number of programs offered year-wise for 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>14</td> <td>13</td> <td>13</td> <td>13</td> <td>13</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>13</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	14	13	13	13	13	2019-20	2018-19	2017-18	2016-17	2015-16	13	13	13	13	13
2019-20	2018-19	2017-18	2016-17	2015-16																	
14	13	13	13	13																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
13	13	13	13	13																	
2.1	Number of full time teachers year-wise during the last five years																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
68	64	66	62	66

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
67	63	65	61	65

2.2

Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
67	67	58	62	62

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
65	65	65	57	61