



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**THUNCHAN MEMORIAL GOVT. COLLEGE, TIRUR**

THUNCHAN MEMORIAL GOVT. COLLEGE, TIRUR VAKKAD PO,  
MALAPPURAM  
676502

[www.tmgctirur.ac.in](http://www.tmgctirur.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Thunchan Memorial Government College, Tirur**, is a prestigious institution that towers over the cultural and educational landscape of **Malappuram district, Kerala**, with its remarkable contributions. The college was a key player in the educational upliftment of the coastal belt of the area by spreading the light of knowledge to the masses. The college was instituted in the name of the illustrious poet reformer and the father of Malayalam language, Thunchathu Ezhuthachan, who vigorously contested the social discriminations and orthodoxies of this soil through his literary works.

The zeal for societal transformation is rooted in the history of the college. The college was the culmination of a long-cherished dream of an earlier generation of selfless and socially committed benefactors and owes its existence to their diligence and perseverance. Since its inception in 1980 and its modest beginnings in the makeshift class rooms of the nearby Paravanna Government High School, the institution has trodden a long path to reach its present glory. The college moved to its present location in 1984 on 22.5 acres of land donated by generous local residents.

The college is affiliated with the University of Calicut, and recognised by the UGC (vide 2(f) & 12 (B) of UGC Act) since its inception. Presently, the college offers 5 UG and 4 PG programmes, one Integrated MA programme and one PhD programme. The college has a strength of 45 teaching and 17 non-teaching staff, and a student strength of 935.

The college has adequate infrastructural facilities for the holistic development of the students. Bodies as per UGC guidelines, such as the Minority Cell, SC/ST Cell, OBC Cell, Internal Complaints Committee, Anti-ragging Cell, and Grievance Redressal Cell, are functioning in the college. NSS, NCC, and various departments coordinate extension programmes as part of community development initiatives. A vigilant PTA and a vibrant Alumni Association impart constructive input and greatly contribute to the overall achievements of the institution. The college canteen provides food at subsidised rates as part of the Hunger Free Campus initiative. The college avails scholarships to all beneficiaries among students.

### Vision

### Emblem

The college has designed and accepted an emblem with the image of a rising sun in the centre, surrounded by images of an open book, a parrot, coconut trees, and a ship. The mantra "**Thena Thyakthena Bhunjidha**" is also inscribed on it. The rising sun represents light and expectation. It symbolises the hope that the institution will be fortunate to have a student community that, like the sun, will brighten the world. The open book suggests that life and knowledge are open books, and the doors of knowledge remain open for all seekers. Coconut trees rising up to the skies symbolise the uniqueness of the land of Kerala. The parrot recalls the parrot narrator Thunchathu Ezhuthachan devised in his Kilipattu (Bird Song) writings, to sing sweet songs of philosophical wisdom. Just as Thunchan's parrot embodies Malayali's love for their mother tongue and their cultural heritage, it also evokes the undying love and reverence of the institution for his legacy. The ship sailing across the waves represents the determination and enthusiasm of the students, who, with their free minds and

fertile imaginations, are all set to navigate the oceans of life and knowledge.

### **Motto**

The inscription "Thena Thyakthena Bhunjidha" is the motto of the institution, adopted from the opening verse of the Esavasya Upanishad. It exhorts that it is only through renunciation and not through greedy clinging to material things that true enjoyment is found. Life's pleasures and pursuits become meaningful only when they are dedicated to the welfare of all beings in the world.

### **Vision**

The vision of the college is to be an institution that strives for excellence in higher education and to create a just and vibrant society through the development and promotion of knowledge, upholding the values envisaged by Thunchathu Ezhuthachan.

### **Mission**

In accordance with this vision and guiding principles, the mission is to facilitate the creation and promotion of socially relevant education towards the creation of a society that is sensitive to human rights, ecology, the environment, and sustainable development.

The college is committed to its mission of providing quality education to all, especially the underprivileged, girls, and the differently abled, and aspires to be an agent of change for a more inclusive and just society.

Under the aegis of various clubs and committees of the college, initiatives for promoting inclusiveness, gender equity, and environmental sustainability are implemented, and days of national and international significance are duly observed.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

**Government run college:** The college has the benefit of getting all the govt projects and schemes. In addition, the College Council has authority to take timely decisions on any academic and administrative matters.

**Assured source of funding:** The college receives annual allocation funds from the government.

**Land for further development:** The college has 22.5 acres of land in total. It is sufficient for further developments. The Thunchathu Ezhuthachan Malayalam University and a Meteorological Observatory of the Meteorology Department of Kerala are functioning on the land of the college on a temporary basis.

**Merit based selection of staff and students:** Merit is the sole criteria for appointment of staff and selection of students.

**Local community support:** Since its inception, the local community has been extending their all-type support.

**Contribution of the community:** The land and the first academic block and other necessary facilities were donated by the sponsoring committee of formed for the inception of the college.

**Dedicated team of faculty and staff:** Qualified, hardworking and well experienced team of faculty members and young and smart administration staff are one of the key contributing factors to the current growth of the college.

**Active participation of all stakeholders:** The stakeholders, including students, teachers, alumni, parents, employers and the community, are always cooperative with the developments of the college.

**Vibrant research ecosystem:** One of the departments is a Research Centre and the number of faculty members with PhD is high.

**Accommodation facilities on the campus:** The college provides accommodation facilities for women students, teaching and non-teaching staff.

**Facilities for sports and games:** The college is equipped with various facilities for sports and games. The college has contributed many national and international players of different games.

**Clean and serene atmosphere:** The campus offers conducive atmosphere for academic transactions and holistic development of students.

**Scholarships and freeships:** Majority of students of the college pursue their studies with the financial support of different scholarships and freeships of the government, Parent Teacher Association and alumni.

### **Institutional Weakness**

**A rural and coastal area:** The basic advantages of urban areas, availability of facilities and easy access to all kinds of services are limited.

**Frequent transfer of staff:** The stability of administrative head and supporting staff is crucial for the steady growth of any institution. The government norms of transferring staff apparently affect the overall development and functioning of the college.

**Lack of highly demanding new-generation courses:** Programmes in humanities and applied sciences are lack at this campus

**The time-consuming administrative procedures:** As the college mainly depends on the Plan Funds of the state government for development activities, time-bound execution is often difficult.

### **Institutional Opportunity**

**A rural and coastal area:** The locality and the neighbouring community need active intervention in their academic, social, cultural and economic domains. This gives the college opportunities for various community outreach and extension activities.

**Facility for nurturing arts and sports talents:** The past track records of the college shows that many students had good talents in both sports and arts, which could be nurtured with proper training.

**Chance of emerging the locality as an academic hub:** The locality, with the presence and functions of the Malayalam University, the college, and many other educational institutions like schools, has a potential to emerge itself as an academic hub in this region.

**Utilization of the land:** Academic and extra-academic facilities can be implemented to ensure the proper utilization of the land.

**Research Centres:** All postgraduate departments can be upgraded to Research Departments.

**Finishing School:** A permanent finishing school can be set up to help students succeed in competitive examinations conducted by KPSC, UPSC, and CSIR-UGC NET since the majority of students require immediate employment and financial support.

**Online learning and E-contents:** The pandemic situation necessitated teaching-learning process in online mode. The introduction of online learning and the increased preparation and utilisation of high-quality online study materials can be promoted.

### **Institutional Challenge**

**Augmenting infrastructural facilities for further development:** The present infrastructure is not sufficient for additional academic facilities including to offer new programmes.

**First generation learners:** The majority of students in the college are first generation learners who lack learning support from the household.

**Limited resources:** Less interactions with industry and absence of strong industrial and academic collaboration limit the resource for internships and career ready trainings.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Effective planning and implementation of the curriculum delivery are carried out in the college through a planned and documented process by the faculty members and monitored by various bodies like the College Council, Academic Steering Committee, IQAC, and Departments.
- An academic calendar following the academic calendar of the university is developed for every year.
- Internal assessment is a continuous process with planned mechanisms.
- Add-on and Certificate courses are offered, and facilities are arranged for access to MOOC programmes. During the last five years, 46 such courses were offered, and on average, 50.56 students completed the courses.
- Crosscutting issues relevant to professional ethics, gender, human values, the environment, and

sustainability are integrated into the curriculum.

- As part of experiential learning, 36.65 percent of students carried out projects, field work, and internships during the last five years.
- There is an effective mechanism to collect feedback on academic performance and the ambience of the institution from the primary stakeholders: students and teachers. The feedback is analysed, and actions are taken accordingly.

### **Teaching-learning and Evaluation**

- The college ensures the maximum number of intakes against the sanctioned seats of each programme in line with government and university norms. During the last five years, the total enrollment percentage was 92.2.
- The percentage of students who were admitted into the various reservation categories during the last five years was 87.41.
- Thrust is given to experiential learning, participatory learning, and problem-solving methodologies. The practicum, projects, assignments, field visits, workshops, etc. are used to make teaching and learning student-centric.
- ICT-enabled instruction methods are encouraged. ICT-enabled classrooms, Edusat-ORICE, Arabsat, access to free high-speed internet connections, and Wi-Fi hotspots for students make this effective. Teachers used online platforms for teaching as well.
- All teacher posts were filled, and the current teacher-student ratio is 20.12:1. All the teachers were full-time and qualified with a NET or PhD.
- The internal and external evaluations have weightages of 20 and 80 percent, respectively. The evaluation systems are transparent.
- The college has a transparent mechanism to address grievances related to examinations. A three-tier system that comprises department-level, college-level, and university-level mechanisms for grievance redressal is used.
- Activities of clubs, forums, and magazines provide students with opportunities to develop, exhibit, and apply skills and knowledge.
- There are different mechanisms, including display on the college website, to communicate POs and COs to students.
- The attainment of POs and COs is evaluated through internal and external assessments, students' placement and progression, feedback, and research projects.
- The average pass percentage of the last five years is 88.11%.

### **Research, Innovations and Extension**

- The college receives research grants from governments.
- Facilities are provided to create an ecosystem for innovations and have initiatives for the creation and transfer of knowledge.
- There is a research centre in the college, and 19 research scholars are pursuing PhDs. A research room and a library are the facilities of the centre. More than 50% of teachers are qualified with research degrees. Ten faculty members are research guides in various disciplines.
- ED Club, LED light manufacturing units, and several other initiatives encourage innovations.
- Faculty members are engaged in research activities and deliver invited talks.
- Faculty members have membership in academic bodies, including the Board of Studies.

- Workshops and seminars on research methodology were conducted at the college. The total number of such sessions is 32.
- Faculty members authored 38 books or chapters and contributed 79 research papers to journals.
- Community extension and outreach activities were conducted to create awareness about social issues that lead to the holistic development of students. The college community extended their wholehearted service during the floods of 2018 and 2019 and the COVID-19 pandemic, which were praised by all.
- The college has received awards and recognitions from the government and government-recognised agencies for extension activities done under the NSS and NCC units, which have received awards and recognitions from different government and government-recognised bodies.
- The college has signed 27 MOUs and collaborations with other institutions.
- The NSS and NCC units have conducted 93 community extension and outreach programmes during the last five years.

### **Infrastructure and Learning Resources**

- The college has adequate infrastructure and learning resources for the smooth running of all the programmes offered there.
- The total land area of the college is 22.5 acres. The total built-up area is 2276.7 sq m.
- The infrastructure and physical facilities available on the campus are classified as facilities for teaching and learning, facilities for cultural and sports activities, support facilities, administrative facilities, specific facilities, and other facilities.
- The college has made available sufficient ICT facilities for academic and administrative purposes.
- The institution frequently updates its IT facilities and provides sufficient bandwidth of an average 60 mbps with seven internet lines for academic and administrative purposes.
- The institution receives funding from the state government to procure infrastructural facilities. The college has spent Rs. 216.69 lakh on infrastructure augmentation during the last five years.
- The General Library is automated using the Integrated Library Management System. It has a stack of 30,965 books and many other publications. The library has a subscription to INFLIBNET, which facilitates access to e-resources like OER repositories. During the last five years, 9.86 lakh was spent on the procurement of books and other publications for the library.
- The college frequently updates its IT facilities and provides sufficient bandwidth for internet connections.
- The expenditure incurred on maintenance of infrastructure during the last five years is 51.116 Lakhs.

### **Student Support and Progression**

- The college has a systematic and efficient mechanism for student support and progression.
- On average, 95% of students receive scholarships and freeships provided by the government. The PTA of the college also provides scholarships to students.
- There are many initiatives implemented at the college for capacity building and skill development. Language Lab, Continuing Education Cell, ED Club, LED light making unit, Computer Labs, Yoga and Meditation Centre, etc. impart soft skills, life skills, language and communication skills, and computing skills to students.
- The Career Counselling and Placement Cell supports the academic progression and career placement of students. The Jeevani Centre imparts psychological support for the mental wellbeing of students.
- The college has constituted all statutory and regulatory bodies, like the ICC and Anti-raging committee.

Students' grievances of all types are addressed by the committees in a timely manner, and actions are taken according to their recommendations. Online and offline facilities are available to address the grievances of students.

- The students' progression and placement are high at this college. Students join prestigious institutions for higher studies, qualify state- and national-level examinations, including UGC NET and JRF, and join different sectors for employment.
- Students receive medals and prizes in sports and cultural activities at all levels. During the last five years, 64 students received such recognition for various items.
- Sports and cultural activities at the college witness the participation of the majority of students.
- The college alumni association (Thunchan Old Students' Association, TOSA) is actively involved in the development of the college.

### **Governance, Leadership and Management**

- The college promotes decentralised and participatory governance and leadership in the formation and practices all bodies.
- It seeks to achieve its vision and mission effectively by utilising the mechanisms of the College Council, IQAC, and other bodies. All the organisational hierarchies of the college work in harmony for the attainment of the vision and mission.
- E-governance has been implemented in administration, finance and accounts, student admission and support, and examination.
- The college strives to maintain a professional and academic environment for the functioning of all bodies. The appointment and service rules are as per government rules.
- The college has prepared strategic and prospective development and deployment plans. The college has attained commendable infrastructural development during the last five years.
- Effective welfare measures for teaching and non-teaching staff are implemented. This includes the measures introduced by the government and the college. Career development and progression are also sufficiently supported. The college conducts training for the professional and administrative development of the staff and also encourages staff to attend FDP and training programmes. The college has implemented an effective performance appraisal system for the staff.
- Strategies have been implemented for resource mobilisation and utilisation at the college. The college receives funds from the government, MLAs, MPs, and PTAs. The agencies for external financial audits are DCE, AG, and CA.
- IQAC initiates measures for quality assurance in academic and administrative functions. It takes initiatives for feedback, institutional collaborations, audits, NIRF participation, and assessment accreditation by NAAC.

### **Institutional Values and Best Practices**

- Gender equity is ensured through the effective implementation of the curriculum that deals with such values as well as the co-curricular activities that are organised by the Women's Cell, ICC, and other bodies. The college takes measures to ensure gender equity based on the recommendations of the gender audit.
- Observances of national and international days and celebrations of festivals are part of the routine of campus life.
- Effective mechanisms for the treatment and management of solid waste, liquid waste, and e-waste are



implemented on campus.

- Facilities for alternative energy like solar, biogas plants, and measures for energy conservation are introduced on the campus. The college has an abundant water source and a well-maintained water distribution system.
- The college promotes green initiatives. The campus promotes green initiatives beyond the campus as well.
- The institution has taken measures to make the campus disabled-friendly by providing scribes, wheel chairs, human assistance, ramps, sravyam, and braille books.
- The college regularly conducts environmental audits, energy audits, and water quality testing.
- The college sensitises the community regarding constitutional values, rights, and obligations through the curriculum and activities of various clubs and forums like ELC, FDSJ, and the College Students' Union.
- The college has several good practises, and the Thunchan Outreach Programme and Maths Aspirants are considered the two best practices. The Abhyam Home, Hunger Free Campus, Helping Hand for Online Learning, and coaching for competitive exams are part of the best practices.
- The college has distinctiveness with its vision, mission, quality initiatives, and achievements.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | THUNCHAN MEMORIAL GOVT. COLLEGE,<br>TIRUR                       |
| Address                         | THUNCHAN MEMORIAL GOVT. COLLEGE,<br>TIRUR VAKKAD PO, MALAPPURAM |
| City                            | Tirur   |
| State                           | Kerala  |
| Pin                             | 676502  |
| Website                         | <a href="http://www.tmgctirur.ac.in">www.tmgctirur.ac.in</a>    |

| Contacts for Communication |                |                            |            |                 |                          |
|----------------------------|----------------|----------------------------|------------|-----------------|--------------------------|
| Designation                | Name           | Telephone with<br>STD Code | Mobile     | Fax             | Email                    |
| Principal(in-charge)       | Ajith M.s.     | 0494-2630027               |            | 0494-2630027    |                          |
| IQAC / CIQA coordinator    | Abdul Jaleel T | 0494-4942630027            | 8921075030 | 0494-4942630027 | jaleedata22020@gmail.com |

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

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

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

| Establishment Details |  |
|-----------------------|--|
|                       |  |

| State  | University name       | Document                      |
|--------|-----------------------|-------------------------------|
| Kerala | University Of Calicut | <a href="#">View Document</a> |

| Details of UGC recognition |            |                               |
|----------------------------|------------|-------------------------------|
| Under Section              | Date       | View Document                 |
| 2f of UGC                  | 03-05-2005 | <a href="#">View Document</a> |
| 12B of UGC                 | 03-05-2005 | <a href="#">View Document</a> |

| 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   |   |                                |                    |         |

| 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            | THUNCHAN MEMORIAL GOVT. COLLEGE, TIRUR VAKKAD PO, MALAPPURAM | Urban     | 22.5                 | 2276.7                   |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Arabic                       | 36                        | HSE / Equivalent           | English + Malayalam          | 56                         | 53                             |
| UG  | BCom,Commerce                   | 36                        | HSE / Equivalent           | English                      | 67                         | 67                             |
| UG  | BA,Malayalam                    | 36                        | HSE / Equivalent           | English + Malayalam          | 56                         | 56                             |
| UG  | BSc,Mathematics                 | 36                        | HSE / Equivalent           | English                      | 45                         | 44                             |
| UG  | BSc,Physics                     | 36                        | HSE / Equivalent           | English                      | 42                         | 40                             |
| PG  | MA,Arabic                       | 24                        | Degree / Equivalent        | English                      | 27                         | 25                             |
| PG  | MCom,Commerce                   | 24                        | Degree / Equivalent        | English                      | 21                         | 19                             |
| PG  | Integrated(PG),English          | 60                        | HSE / Equivalent           | English                      | 34                         | 32                             |
| PG  | MA,Malayalam                    | 24                        | Degree / Equivalent        | English + Malayalam          | 28                         | 27                             |
| PG  | MSc,Mathematics                 | 24                        | Degree / Equivalent        | English                      | 21                         | 18                             |
| Doctoral (Ph.D)   | PhD or DPhil,Arabic             | 60                        | Postgraduation             | English                      | 22                         | 19                             |

**Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 6                          |        |        |       | 38                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 5                          | 1      | 0      | 6     | 19                         | 19     | 0      | 38    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |  |               |  |               |              |
|---|-------------|--|---------------|--|---------------|--------------|
|   | <b>Male</b> |  | <b>Female</b> |  | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |  |               |  |               | 16           |
| Recruited   | 12          |  | 4             |  | 0             | 16           |
| Yet to Recruit  |             |  |               |  |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |  |               |  |               | 0            |
| Recruited   | 0           |  | 0             |  | 0             | 0            |
| Yet to Recruit  |             |  |               |  |               | 0            |

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

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 5                          | 1             | 0             | 7                          | 2             | 0             | 15           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 1                          | 7             | 0             | 8            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 9                          | 7             | 0             | 16           |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 3      | 0      | 5            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

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

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

| Programme       |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG              | Male   | 165   | 1                             | 0            | 0                   | 166   |
|                 | Female | 551   | 1                             | 0            | 0                   | 552   |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG              | Male   | 32  | 0                             | 0            | 0                   | 32    |
|                 | Female | 185   | 0                             | 0            | 0                   | 185   |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D) | Male   | 19  | 0                             | 0            | 0                   | 19    |
|                 | Female | 0   | 0                             | 0            | 0                   | 0     |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |



| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 8             | 6             | 11            | 5             |
|  | Female | 33            | 39            | 32            | 26            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 5             | 1             | 6             | 3             |
|  | Female | 11            | 9             | 8             | 6             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 7             | 7             | 16            | 11            |
|  | Female | 48            | 58            | 38            | 44            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 10            | 20            | 17            | 20            |
|  | Female | 135           | 136           | 119           | 120           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 24            | 28            | 25            | 30            |
|  | Female | 32            | 33            | 29            | 19            |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>313</b>    | <b>337</b>    | <b>301</b>    | <b>284</b>    |

### **Institutional preparedness for NEP**

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The college adopts the adaptable and cutting-edge curricula of the University of Calicut, consisting of choice-based and credit-bearing courses for all the programmes offered. The college aspires to become a holistic, multidisciplinary institution despite the limited autonomy of an affiliated Govt. college. All the programmes offered at the college are in the semester system, which comprises various courses with different course objectives. The syllabi for the first four semesters of undergraduate programmes in languages and science include the Common Courses and the Additional Language Courses of Arabic, Hindi, and Malayalam. In the undergraduate programmes of commerce, the first two semesters</p> |
|--|--|

follow the same pattern as in languages and science programmes. Moreover, in the first and second semesters of the undergraduate programmes, the courses of Environmental Studies and Disaster Management are offered as Audit Courses. In the third and fourth semesters students have the choice to select their Audit Courses from a pool of courses comprising Human Rights, Intellectual Property Rights, Consumer Protection, Gender Studies and Gerontology. These courses that are taught across the programmes, create a multidisciplinary nature to the entire curricula of the college. The open courses taught in the fifth semester of all undergraduate programmes that are selected by the students beyond their mother programmes demonstrate the flexibility and interdisciplinary nature of the curricula. This approach in all the programmes makes it possible to integrate humanities, language and science with STEM. The Integrated MA English and Media Studies programme offered at the college is multidisciplinary in all aspects. The programme comprises General Courses like Indian Constitution and Politics, Science and Society, Culture and Society of Kerala, Language and Culture (Malayalam), and Allied Core Courses of Introduction to Cultural Studies and Introduction to History of Media India. These courses are offered along with the Core Courses like Introducing Literature, Appreciating Poetry, Appreciating Prose, English Grammar and Usage, Appreciating Fiction, Literary Criticism, Indian Writing in English, Classics of World Literature, Film Studies, New Literatures in English, Literature of the Marginalized, and so on. This integrated programme is also more flexible in its structure. The programme permits entry into its 1st and 3rd years and exit in its 3rd and 5th years. The students in all programmes are encouraged to engage in research projects and dissertations, one of the mandatory requirements to complete their programmes, in the areas of community engagement and service. The environmental education and value-based academic transactions in the college inspire students to think and learn in a multidisciplinary context. The college has a tradition of community extension activities to find solutions to society's pressing issues and challenges, which help the students' holistic development. The college envisions undertaking multidisciplinary research under its

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|   | <p>Postgraduate and Research Department of Arabic, upgrading its two other departments, namely Malayalam and Mathematics, to research departments, and promoting research in an interdisciplinary fashion. That would be one of the good practices of the institution to promote a multidisciplinary and interdisciplinary approach in view of NEP 2020</p>   |
| <p>2. Academic bank of credits (ABC):</p> | <p>The college has a tradition of absorbing and supporting every progressive initiative introduced in the higher education system of the country. As per NEP 2020, the Academic Bank of Credits (ABC) shall be a national-level facility to promote the flexibility of the curriculum framework and interdisciplinary and multidisciplinary academic mobility of students across the HEIs in the country with an appropriate ‘credit transfer’ mechanism. On this digital platform, students will be benefitted from seamless mobility between or within degree-granting HEIs and vocational education, training, and skilling through a formal system of credit recognition, credit accumulation, credit transfer, and credit redemption. That will enable the integration of multiple disciplines, leading to the desired learning outcomes, including increased creativity, innovation, higher-order thinking skills, and critical analysis. That will provide students with significant autonomy with an extensive choice of courses for a programme of study, flexibility in curriculum, and novel and engaging course options across a number of higher education disciplines and institutions. As an affiliated institution, when NEP 2020 is fully implemented, the college will also become part of the Academic Bank of Credit. Even if the college does not have autonomy to initiate the credit transfer beyond the syllabus prescribed for each programme, the college encourages students to join NPTEL, SWAYAM, and other MOOC platforms. At present, the college makes provision for students to pursue additional courses from the national and international knowledge centres online</p> |
| <p>3. Skill development:</p>              | <p>The college makes all possible efforts to strengthen the vocational education and soft skills of students in alignment with the National Skills Qualification Framework (NSQF). The Continuing Education Cell (CEC) in the college is aimed at promoting vocational education and its integration into</p>   |

mainstream education. The college is an approved Training centre (TC No. 90493) of the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship, Government of India. The CEC is also affiliated (Reg. No. CE/A/370/13) with the Centre for Continuing Education Kerala (CCEK), an autonomous body set up by the Government of Kerala. to promote continuing education programmes. The CEC offers programmes in blended and campus-modular modes. The CEC is a good practice for skill development in the college. The LED bulb manufacturing unit also impart skill training to students. The students make LED bulbs, which are used in the college as part of a strategic plan to reduce electricity consumption. The college arranges training, celebrations, and observances of days that are relevant for soft skills development. Self-Defence through Taekwondo Training, the Paper File Making Workshop, the Drama Workshop, and the programmes related to World Yoga Day observation are a few initiatives of the college with the objectives of soft skill training and vocational education. The college gives due importance to value-based education to inculcate positivity amongst the students, which includes the development of humanistic, ethical, constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, and citizenship values. The curriculum and the academic ambience in the college are compatible to foster all these. The courses in the programmes of languages include lessons on universal human values. The course entitled "Science and Society" in the integrated MA English programme is committed to inculcating a scientific temper among students. The day of observation with a slogan, "Say No to War - Solidarity to Syria", the "Abhayam Home" project with an objective to build homes for homeless people, the "Disaster Management Training" to equip students to render efficient service to the society in the face of calamities, the "Students' Initiative for Palliative Care" with an objective to lend assistance to needy people who are suffering from chronic and fatal diseases, the "Sky-Watch Camp" to inculcate scientific temper and taste in astronomy, participation in "Flood Relief" and "Flood Victims Rehabilitation"

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|   | <p>activities with an objective to share social responsibility of community service, the "Eradicate Corruption; Build a New India" programme with an objective to spread the message of truthfulness and Constitutional values were a few among the events and programmes conducted at the college and on its premises with the broad vision of value based education. The "Honesty Shoppe", a shop without a shopkeeper, is an initiative that imparts to students the lessons of satya and dharma in their day-to-day lives. All these events and programmes are often supported by industry veterans and master craftspeople who give students better exposure and inspiration in their fields of activity.</p>  |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The guiding principle of the college is to strive for the development and promotion of socially relevant knowledge, upholding the values envisaged by Thunchath Ezhuthachan. The college has developed mechanisms to integrate indigenous traditions of knowledge and culture into the curricula. All curricular and extracurricular activities of the college reflect this mission. The college offers studies of Indian languages and literatures as courses in additional languages and complementary courses, that are mandatory for students of all undergraduate programmes. These courses are prescribed to be taught in either of these three Indian languages: Malayalam, Hindi, or Sanskrit. The courses, including Readings on Kerala, Readings on Indian Literature, Language and Culture, Studies of Art in Kerala, Indian Literary Theories, Intellectual History of Kerala are concentrated on cultures, languages and literatures of India. The common and core courses offered by the departments of Arabic and English also contain lessons on Indian culture and literature. The classroom transactions in these courses are delivered in bilingual mode (in the languages in which the courses are prescribed and in the mother tongue, Malayalam), facilitating a better understanding of the content for the students. The departments of Malayalam, Hindi, and Sanskrit languages observe and celebrate days and events relevant to their disciplines. Mother Tongue Day, Kerala Piravi Day, Reading Day, and Bharana Bhasha Day are the days observed with the objective of promoting the Malayalam language and culture. The college occasionally conducts exhibitions on the</p> |

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|   | <p>historical, cultural, and literary contributions of the country in general and the region in particular. The programme titled "Vettom Ettukaatham" was an event organised to celebrate the glorious olden days of the locality of the college, which was known as 'Vettatthu Naadu'. The martial arts tradition of the locality was exhibited in the college with the objective of making the students aware of the art and the medical practices based on it. Local art forms like "Kalamezhuthu Pattu", a ritualistic art of drawing very intricate and complex pictures on the floor with the hands, were exhibited in the college with the objective of giving students hands-on experience in this local art tradition. The art and literary competitions conducted as part of the annual cultural fest of the college facilitate the appreciation and promotion of Indian languages, literature, and art. The premises of the college have a glorious past in knowledge production and dissemination. The pioneers in the School of Kerala Mathematics, Thrikandiyoor Achuthapisharadi and Samgama Grama Madhavan, lived centuries ago in Tirur. The attempts made by the college to explore and acknowledge their contributions to the disciplines of mathematics and astronomy are considered good practices of the institution pertaining to the appropriate integration of the Indian Knowledge System in view of NEP 2020. The field trips to the sites of archaeological and cultural importance, including the Ajanta, Ellora, and Edakkal caves, ancient temple complexes in South India, and monumental buildings in different parts of the country, encourage students to stay connected with the rich culture and heritage of the country.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The curricula for all the programmes offered in the college follow the Outcome-Based Education (OBE) methodology. In this system, the emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do when they complete the programme. The syllabus prescribed for each programme in the college is outcome-based on cognitive abilities namely, Remembering, Understanding, Applying, Analysing, Evaluating and Creating. In this system, Programme Outcomes (POs) and Course Objectives (COs) are clearly stated, and the evaluation process is aligned with them. The evaluation is a dual-mode process: internal and</p>  |

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|   | <p>external. The external evaluation is based on the credit-based and grade-based written examination, viva voce, and practical intended for the 80% of score. The internal evaluation is a continuous formative process comprising assignments, projects, seminars, test papers and classroom performance intended for 20% of the score. The internal evaluation is the major device used to measure the attainment of the Course Objective (COs). The institution has adopted a system of exhibiting the programme outcomes (POs) in the classrooms as a good practice related to the institutional commitment to OBE. The majority of faculty members are properly trained in Bloom's Taxonomy and the teaching and evaluation processes in outcome-based education.</p>   |
| 6. Distance education/online education: | <p>The institution promotes the possibilities of technological tools for teaching and learning processes. The academic transactions in the new normal days after the pandemic in the college are more ICT-enabled and technologically driven. During the pandemic period, regular classes were conducted through online and distance learning (ODL) modes. Vocational education and training through the Continuing Education Cell were also fully switched into ODL mode. It was effectively executed using the different platforms of Google, including Google Meet and Google Classroom. That was a period that taught the entire college community about the efficient and purposeful use of technology in the teaching and learning process. The faculty members and students are trained to use educational technology during and after the pandemic. The college invests a large amount of money in the enhancement of ICT tools for teaching and learning. The majority of classrooms are equipped with projectors and public address systems. The college provides facilities like an audio-visual theatre, seminar halls, a language lab, Arabsat media room, and conference halls that are also equipped with technological tools for teaching and learning. The state-of-the-art library of the college is fully automated with access to digital resources through INFLIBNET and N-List. At present, the college follows a blended mode of teaching and learning in all possible courses. Maths Aspirants, one of the innovative projects of the college with the objective of supporting aspirants in mathematics and</p> |

spreading the spirit of pure science, is solely relying on the online mode of academic transactions. The test papers and seminar presentations for internal evaluations are often conducted online. The postgraduate departments provide coaching for competitive examinations, including classes for UGC NET and Public Service Commission examinations, through the blended system. This system is proven effective by the number of students who clear the tests. This is a good practice of this institution pertaining to distance education and online education, in the view of NEP. The college, being a higher education centre that supports distance learning programmes, has been approved as a 'Learning Centre' under the newly incepted Sree Narayanaguru Open University, Kerala. The college has signed an MoU with the university to ensure the online and offline academic support to students who are pursuing programmes in this university. The college is also an examination centre for distance education programmes of the University of Calicut. A good number of teachers in the college, being members of the board of studies (BoS) and examiners, actively contribute to the syllabus formation and evaluation systems of both universities.

### Institutional Initiatives for Electoral Literacy

|  |   |
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| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>  | <p>The college has formed an Electoral Literary Club (ELC) with the objective of lending a platform to engage students through different extracurricular activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. The club is envisioned by the Election Commission of India with the broad idea of strengthening the culture of electoral participation among young and future voters in educational institutions.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>The ELC is open to all students. Coordinators from the student body are representatives of classes and they are elected through a voting process among the general body members of the club. The club is steered by a body of working committee members comprised of a faculty coordinator as Nodal Officer, a student coordinator, and other working committee</p>  |



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|   | <p>members. The club occasionally convenes meetings to plan its activities. The ELC functions according to the guidelines provided by the Election Commission of India.</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>3. The ELC has conducted different innovative activities among the college community. The club has undertaken a drive to make the entire college community aware of linking the UID card with voters' identity cards. Prior to this activity, the club administered a digital survey among the students and faculty members to get an insight into the activities arranged for this purpose. The ELC organised a Ballot Bistro at the college canteen, which discussed the significance of electoral literacy among the youth. The Bistro was also a session to discuss the initiatives that can be implemented under the ELC to promote ethical voting and enhanced participation of the underprivileged sections of the society in the election processes. The college extends assistance to the election administration in conduct of polling in the district. The NCC Cadets of the college render their service as Special Police Officers for the smooth conduct of the elections.</p>   |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>The ELC has taken initiative to several socially relevant programmes. The ELC conducted an awareness drive among students to introduce the functions of EVM and VVPAT using the model made available by the Election Commission. On January 25, the club conducts programmes, including mass pledge-taking sessions, to make students aware of the importance of their right to vote. On the same day, the club makes arrangements to air the "Main Bharath Hoon" song through the public address system of the college. The club has taken initiative to encourage students to participate in the quiz competitions conducted by the Election Commission. Apart from the activities of the Electoral Literacy Club, the college has formed a Forum for Social Justice and Democracy (FSJD). This forum is also engaged in different programmes to make students aware of the electoral and governance systems of the country. The forum has observed a Constitutional Week Celebration from November 25th to December 2nd, 2022. The week of observation was inaugurated by the MLA of Tirur constituency. Elocution competition, poster exhibition, reading of the preamble of the Constitution, and debate were</p> |

|  |   |
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|  | <p>conducted. The Model Parliament Competition, conducted by this forum with the support of the Institute of Parliamentary Affairs, was an exceptional and highly appreciated programme. Ms. Shana Fathima NP of II B.Com emerged as the Best Parliamentarian and she participated in the state level competition representing the college.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The college has various mechanisms to advance democratic values among the college community. The associations of different stakeholders of the college are formed through the democratic electoral procedures. The college permits Students' Union activities on the campus which conducts academic and extracurricular activities on different occasions for students. The election of Students' Union of the college is a training for the participation and practices of electoral democracy. Thus, the college makes sufficient efforts to channelize the contribution of the college community in advancing participation in electoral processes. The different programmes conducted in the college by the ELC, FSJD and the Students' Union a promotes the timely enrolment of students as voters.</p> |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 865     | 837     | 801     | 820     | 788     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 76

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40      | 40      | 42      | 41      | 42      |

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23.55   | 30.54   | 90.08   | 132.97  | 50.58   |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The college ensures effective curriculum delivery through a well-planned and documented process. All the programmes offered in this college are based on the **Choice-Based Credit and Semester System (CBCSS)** of the University of Calicut. Being an affiliated college, the institution adheres to the curricular framework and academic calendar prescribed by the university. Though it limits the autonomy of the college in the formation of curricula, the college prepares an **Academic Master Plan** well in advance of the commencement of semesters to ensure effective curriculum delivery. This plan includes the college academic calendar, programme outcomes, courses offered, course objectives, course outcomes, credit points, mode of delivery, teaching-learning strategies, assessment procedures, and the timeline for completing the courses. Based on the plan, the departments prepare the syllabus distribution and timetable for each class. The faculty members create teaching plans for each semester and keep diaries to document the transactions. This helps with the clear and effective delivery of the curriculum within the timeline.

The teachers adopt innovative and effective strategies and devices, including audio-visual aids and ICT, for teaching and evaluation. The institution also emphasises the importance of practical and experiential learning. Teachers rely on **learner-centred methods**, including group discussion, brainstorming sessions, peer teaching, field trips, and projects, to make the curriculum more engaging and interactive. This provides students with the opportunities to develop practical skills and to apply the knowledge gained in the classroom in real-world scenarios. This teaching-learning system makes them self-motivated and career-ready.

The institution has a system of **continuous assessment through formative and summative evaluations**. The students are assessed periodically using a variety of assessment methods, such as classroom participation, quizzes, assignments, presentations, projects, and examinations. The **internal assessments** are designed to test the students' understanding of the concepts taught and their ability to apply them in real-world situations. This is for 20% of the aggregate score. The assessments are also used to provide feedback to the faculty on the effectiveness of their teaching-learning methods. The feedback is used to make necessary adjustments to the teaching methodologies and to provide additional support to students and remedial teaching to those who may require it. At the end of semesters, the university administers summative evaluations and proposes a Semester Grade Point Average for their attainment. At the end of the programme, the SGPA's are aggregated into Cumulative Grade Point Average (CGPA) which reflects their score in the grading system.

The college strives to keep the curriculum updated and relevant. The regular mechanisms of the college seek timely feedback about academic transactions from all stakeholders. Through the feedback analysis

and the actions followed by it, the college ensures that the university Boards of Studies are duly informed of the shortcomings of the curriculum. The problems of curriculum delivery are addressed by the **Academic Monitoring Committee** of the college. The regular performance appraisal and various measures to upskill teachers are envisaged according to the suggestions of the committee.

Thus, the entire teaching-learning process of the college is well-structured, documented, student-centred, and outcome-based.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 38

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                   | <a href="#">View Document</a> |

### Other Upload Files

1

[View Document](#)

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses***

*of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 50.26

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 865     | 0       | 730     | 471     | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

The college has an inclusive perspective on education. To create awareness and address issues related to **professional ethics, gender, human values, environment and sustainability**, the college has put in place **three mechanisms**. The **syllabi of programmes, activities of clubs, forums and committees, days of observances and other events** undertaken by the college are the three mechanisms.

All the programmes offered at the college include courses that deal with these issues. The common courses in English, which are compulsory for all programmes, include several lessons on these **cross-cutting issues**. The additional language courses in Arabic, Malayalam and Hindi impart thoughts about gender, human values, environmental and sustainability issues. A complementary course in Sanskrit also meets this need. General courses and allied core courses for some programmes elaborately deal with the theories and different perspectives of gender and human values.

Moreover, the syllabi for undergraduate programmes specifically includes **Audit Courses in Environmental Studies, Disaster Management, Human Rights, Customer Rights, Gender Studies and Gerontology**. Apart from this, a certificate course has been introduced to impart lessons on renewable energy sources. Several core courses in different programmes include lessons from **professional ethics**. In total, there are (95) courses across the programmes that discuss these issues.

The college has many clubs, forums and committees that specifically address these issues. Under the

agies of the **Women's Cell and Internal Complaints Committee**, the college organises Women's Day celebrations, seminars and lectures pertaining to gender sensitization. Various cells like the **Equal Opportunity Cell, the OBC Cell, and the SC ST Cell** uphold solidarity with students belonging to vulnerable sections of society and a great lesson of human values and gender issues are imparted.

Various days of observations, like Environment Day, Water Day and Wetland Day, are conducted to inform the campus community about the need for conservation of environment and sustainability. Activities under the NCC and NSS spread into all realms of these cross-cutting issues, including professional ethics to instil a better sense of responsibility and accountability among the volunteers and cadets. **Blood donation camps** and participation in fundraising campaigns for the Shanti School for mentally challenged children are also events conducted on the campus that impart lessons of human value. To the same purpose, **Students' Initiatives in Palliative Care** of students to lend assistance to needy people are also promoted on the campus.

The **Hunger Free Campus** initiative, introduced by the college, taken up by Kerala government and spread across the state, provides midday meals free of charge to hundreds of students every day. The college ensures women's participation and membership in the Students' Union, clubs, forums and committees. Green initiatives and the systematic waste management system on the campus bring environmental lessons into the everyday lives of students.

All these ensure that all students have a deeper understanding of the issues relevant to professional ethics, gender, human values, environment and sustainability and are better equipped to deal with them. Thus, the college has been integrating cross-cutting issues into the curriculum in an effective manner

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:** 36.65

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 317

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |



## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description  | Document                      |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies  | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                     | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 92.2

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 313     | 337     | 301     | 284     | 313     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 341     | 364     | 328     | 321     | 325     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 87.41

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 168     | 180     | 165     | 144     | 162     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 194     | 206     | 185     | 179     | 173     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.   | <a href="#">View Document</a> |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 21.63

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The teaching-learning activities in the college are student-centric, with an effective combination of theoretical knowledge with sensible experiential and participatory learning resources. The college offers every student a free and conducive learning environment and sufficient guidance according to their needs and aptitude. The resources and strategies that the college has introduced to sustain the active participation of students in their holistic learning experience are the following:

**The practicum** using the laboratory facilities ensures experiential learning.

**Language Lab** for language training and testing imparts experiential learning.

**Projects and assignments** carried out by the students **ensure experiential learning.**

**Filed visits** to culturally, historically, environmentally, and academically relevant sites and centres, and **Exhibitions** under the aegis of departments and clubs on historical, cultural, technological, theatrical, and art aspects provide experiential learning.

**Surveys and field studies** conducted by students as part of their academic and extra-academic activities ensure participatory learning.

**Workshops and training** sessions on different topics and areas for hands-on experience

**Seminars and erudite talks** conducted by the college and the participation of students in seminars in other institutions provide them with experiential and participatory learning.

**Clubs and forums** in the college focusing on curricular and extracurricular activities provide a platform to engage students in multidimensional experiential learning.

**Participatory learning methods** like **debates, quizzes, seminars, discussions, reviews,** etc. are practised. These methods also help the students acquire problem-solving skills.

**Skywatching** sessions arranged under the aegis of the department of Physics using astronomical telescopes offer experiential learning on different celestial bodies and events.

**Model Parliament** conducted by the FSDJ provided students with an experiential introduction to parliamentary procedures, the constitution, and politics.

**Peer teaching** by research scholars and PG students in the PG and UG classes and their assistance in remedial coaching sessions enable them to acquire deeper knowledge in the area concerned and to develop their teaching skills.

**Role Play:** Language departments engage students in role plays to enable them to learn experientially the lessons of communication.

**The Add-on Courses** offered in the computer labs ensure opportunities for students to get training in computer skills and online self-paced learning.

**College Magazine** provides platforms for students to bring out their talents and creativity and to publish their creative works in print and electronic forms.

**The Earn While You Learn** project provides students with different jobs on campus, which enables them to earn while they are learning and get experience in different jobs.

**Management Meet:** Students from the department of commerce attend management meets conducted by leading institutes that provide them with practical experience in the field of management.

#### **ICT for Teaching-Learning Activities:**

Problem solving and ICT-enabled teaching and learning methods make teaching more effective and enhance the learning experience. The college has facilities like ICT-enabled classrooms, and seminar halls, Audio-Visual Theatre, ArabSat, Edusat-ORICE, etc. for ICT-enabled teaching. The teachers use Google utilities, including Google Classroom and Google Meet. During the pandemic, teachers used several platforms, including Zoom and TeachMint. The college provides Wi-Fi connectivity, INFLIBNET, N-List, and common computers for the student-centred learning supports

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## **2.4 Teacher Profile and Quality**

### **2.4.1**

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 96.7

#### **2.4.1.1 Number of sanctioned posts year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 44      | 42      | 42      | 42      | 42      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 100

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40      | 40      | 42      | 41      | 42      |

| File Description  | Document                      |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | <a href="#">View Document</a> |
| Institution data in the prescribed format   | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**2.5 Evaluation Process and Reforms****2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

This college, being an affiliated institution, follows the regulations formulated at the university level in all matters pertaining to syllabi, delivery of content, and evaluation. The assessment system of each course in all programmes is comprised of internal and external evaluations that are fully transparent and reliable to learners. The external assessment conducted by the University at the end of each semester accounts for 80% of the weightage, and the rest of the marks (20%) are awarded through the internal assessment. Students are well-informed about the assessment system through the induction programmes and bridge courses.

### **External Assessment**

The external evaluation for theory courses is through written examinations based on the question papers prepared by the university. In the practical courses, it is based on the assessment of the skills and knowledge of students in the laboratory procedures and experiments and their performance in the viva voce. The project courses are evaluated with stipulated value points and through viva voce. In some programmes, visits of students conducted to national-level research institutes, laboratories, and industries are also considered for assessments.

### **Internal Assessment**

The common components of internal assessments in theory courses are the test paper, seminar, assignment, and classroom performance of the student. The test papers, seminars, and assignments are notified and assigned to the students by the course teachers. Teachers prepare question papers for tests. They correct the answer scripts and return them to the students. The assignments are seminars, which are topic-based and time-bound activities. Classroom performance is evaluated based on the attendance of the students in the classes and practical sessions. The assessment in the practical courses is based on the laboratory experiments and records, the regularity of the activities, and viva voce.

The internal marks are presented to the students for verification on the class WhatsApp groups, the notice board, and the college website. Signatures of students are obtained on the documents of internal marks for transparency.

### **Grievance Redressal System**

The college has a systematic grievance redressal system to redress grievances of students related to internal and external assessments. There exists a three-tier system of grievance redress with respect to internal assessment.

**Department Level:** Students may approach the faculty concerned if they have any grievances or concerns related to the internal assessment.

If the grievance is not satisfactorily redressed at the faculty level, students may approach the head of the department.

**College Level:** Students may approach the Students' Grievance Redressal Committee if their grievances are not satisfactorily redressed at the department level.

**University Level:** Students may use the university-level mechanism if their grievances are not satisfactorily redressed at the college level.

Since the external evaluation is completely under the control of the university, the college directs students to use the mechanism if the nature of the grievance is related to the marks awarded in the examination. Any other grievance, like out-of-syllabus questions and changes in pattern, is brought to the attention of the Controller of Examinations through the Chief Superintendent of Examinations of the college.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### **Response:**

All the programmes that are offered at the college have well-defined Programme Outcomes (POs) and Course Outcomes (COs). The Board of Studies of the University of Calicut designs the programmes, develops the syllabi, and formulates the POs and COs. These are stated in the respective syllabi and displayed on the website of the university.

The college has the following mechanisms to communicate the POs and COs to students:

**The college website** provides an overview of each programme and a detailed description of POs and COs.

**Inductions Programmes** conducted at the beginning of each academic year include a special session to describe the POs of each programme.

**The Bridge Courses** offered by the departments for the new intakes comprise a course to communicate to students the POs and COs in a detailed manner.

**The copy of the syllabus** shared by teachers at the onset of each semester provides a detailed description of COs. The preliminary discussion on each course done in the class also communicates the POs and COs.

**The Course Teachers**, who are responsible for the coordination of internal assessment of respective courses, communicate the COs in detail.



**Display boards** exhibited at the departments and in the classrooms provide a brief overview of the programmes and their outcomes.

**The Handbook and Calendar** published by the college provide a brief outline of each programme.

**Attainment of POs and COs:**

The college adopts a holistic approach to ensure that the POs and COs are attained by the students to the maximum.

The college has the following mechanisms to evaluate the attainment of POs and COs:

**Internal Evaluation:** The college has an effective and transparent internal evaluation system, of which the written test, assignment, seminar, and practicum are the major components. The performance of each student in the internal assessment is a true reflection of the student's progress in attaining POs and COs. Classroom activities like discussions, debates, and role plays are also used to evaluate the attainment of students in terms of COs.

**External Evaluation:** The performance of students in the university examinations conducted at the end of each semester is an indication of their attainment of POs and COs. The result analysis conducted by the departments helps the faculty gauge the level of attainment of POs and COs.

**Placements of Students:** The performance of students in terms of admission to higher studies and getting jobs are considered clear indicators of POs. Many students of the college have been admitted to many reputed institutions for higher studies in the country and abroad. Many alumni of the college are either successfully employed or engaged in entrepreneurship across the globe.

**Feedback:** The college collects feedback from all its stakeholders, including alumni and employers. The feedback helps the college evaluate the attainment of POs.

**Project/Dissertation:** The research project/dissertation is a course in all programmes. The project/dissertation submitted by individual students reflect the totality of all the skills they acquired during the course of the programme. They clearly indicate the attainment of POs and COs.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The college offers 5 undergraduate, 4 postgraduate, 1 Integrated PG and one research programmes with well-defined Programme Outcomes (POs) and Course Outcomes (COs). The POs and COs of these programmes are formulated by the University of Calicut in tune with the Graduate Attributes identified by the UGC. The college has also formulated POs and COs for the Add-on, Certificate and Bridge Courses that are developed and offered by the departments of the college.

As common outcomes, in tune with the motto and vision of the college, students are guided to identify and analyse real-life problems, design and develop solutions, and reach valid conclusions using the basic principles of their studies. Students are familiarised with how to adapt to new environments and situations and to take a humanistic and value-based approach while solving problems. The residential camps, community extension activities, cultural events, festivals, and art and literary competitions are also favourable to the attainment of the graduate attributes.

The college has adopted an outcome-based teaching and learning methodology for the holistic development of students through the maximum attainment of POs and COs. The college communicates the POs and COs of each programme to the students and faculty members through various mechanisms. The college effectively evaluates the attainment of POs and COs through the following mechanisms:

**External Evaluation:** The external evaluation system is designed and administered by the university with a weightage of 80% of marks. The performance of students in university examinations assessed with a credit-based grading system is an indication of their attainment of POs and COs. The batch-wise, programme-wise, and course-wise result analyses conducted by the departments help the faculty gauge the level of attainment of POs and COs.

**Internal Evaluation:** The internal evaluation system is administered by the departments in tune with the guidance of the university, with a weightage of 20%. The major components of the internal evaluation are the written test, assignment, seminar, practicum, and classroom performance of the students. The classroom teaching-learning activities like discussions, debates, quizzes, presentations, and role plays are also in accordance with the COs of each programme. The performance of students in the internal evaluation and other classroom activities is a true reflection of their progress in attaining POs and COs.

**Placements of Students:** The performance of students in terms of progression to higher studies and enrollment for jobs are indicators of POs. Many students from each batch have joined for higher studies at premier institutions. Many alumni are employed either in the public or private sectors. Many others are successful entrepreneurs across the globe.

**Feedback:** The college has a system to collect feedback from all its stakeholders, including alumni and employers. The feedback helps the college evaluate the attainment of POs.

**Project/Dissertation:** All the programmes include a course in research project/dissertation, carried out and presented by individual students, which reflects the totality of all the skills acquired by the students during the course of the programme. The internal and external evaluations of this course clearly indicate the attainment of POs and COs.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 88.11

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 209     | 245     | 260     | 272     | 237     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 282     | 277     | 284     | 296     | 249     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.59

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## 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 in the institution during the last five years (INR in Lakhs)*

**Response:** 1.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1.5     |

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

As the vision tells, the college strives to create an ecosystem that fosters innovations and promotes knowledge creation and transfer through various practices.

In the college, the Department of Arabic is a **research centre**, where 19 research scholars are pursuing their research under the five guides. The research centre has a well-furnished **research room** with IT facilities and a library.

In the college, all the faculty members are UGC NET or JRF qualified, and a very good number (53.33%) of faculty members are PhD or MPhil holders. **11 faculty** members have been granted recognition as **research guides**, and several others are pursuing their research at different universities. During the last five years, the faculty members have published more than 70 research articles and around 40 book chapters or books. The faculty members are also actively involved in peer reviewing, book

editing, delivering invited talks, and paper presentations at various academic sessions.

The college assiduously promotes a research culture among students. All the UG and PG students carry out research with the guidance of the faculty members and submit project reports and dissertations. The departments conduct research-oriented workshops and lectures to give students the opportunity to learn about the world of research and innovation. Eminent scholars from various disciplines visit, handle different sessions, and interact with students in the college. Students are also encouraged to attend and participate in academic sessions conducted at other institutions as well. The college has signed MoUs and collaborations with different institutions with this end.

The college has set up more resources and facilities, including the General Library, subscriptions to INFLIBNET N-List, the National Digital Library, and high-speed internet connections, with a vision to promote research. The departments and various other bodies observe various days with a broad consideration of initiatives for the transfer of knowledge.

### **Ecosystem for Innovation:**

The college systematically encourages a culture of innovation among the students. The Department of Physics has an LED bulb manufacturing unit on campus. The students make LED bulbs, which are used in the college as part of a strategic plan to reduce electricity consumption. The bulbs are also sold to students and staff at an affordable price.

The college has set up a Talents Gallery with the aim of promoting a culture of art and innovation, which creates a suitable venue for artistically gifted students to showcase their talents and find markets for their products. As a best practice, the college has launched the **Maths Aspirants initiative**, which renders study and research support in mathematics to several thousand students across the country. The **Sky Watching Centre**, under the aegis of the Department of Physics, is engaged with astronomical observations and awareness programmes.

The **Entrepreneurship Development (ED) Club** of the college provides hands-on training in innovative fields, arranges platforms for skilled students, and organises programmes bringing successful entrepreneurs to interact with the students.

To conclude, these activities create an effective ecosystem for innovations and creation and transfer of knowledge.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **3.2.2**

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

**Response:** 30**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 10      | 4       | 4       |

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.21**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04      | 04      | 0       | 07      | 01      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | <a href="#">View Document</a> |
| Link to re-directing to journal source-cite website in case of digital journals   | <a href="#">View Document</a> |
| Links to the papers published in journals listed in UGC CARE list or  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 3.3.2

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

**Response:** 0.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 15      | 12      | 2       | 6       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1



**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

This institution's motto, 'Thena Thyakthena Bhunjitha', urges the college community to look upon their fellow beings with compassion. It lands in action with the active involvement of the college in community extension activities under the auspices of different bodies. This is facilitated by the strong bond that the college maintains with the neighbouring community. These activities sensitise students to social issues and promote values of integrity and social responsibility among them. These programmes help the students with their holistic development.

**Extension and Outreach Activities Carried Out in the Neighbourhood Community During the Last Five Years**

**'Abhayam Bhavanam' and 'Sahapadikkoru Sneha Veedu'** built two homes for homeless people.

**The Sky Watching Centre** conducted astronomy-based programmes in colleges and schools.

**"Sastrayan"** showcased the resources of the college and imparted innovative ideas to the community.

**'Maths Aspirants'** disseminates learning in mathematics to several thousands of students across the country.

**The 'Hunger Free Campus'** initiative provided midday meals at no cost to hundreds of beneficiary students. It opened job opportunities to women in the neighbourhood of the college.

**The 'Online Padanathinoru Kaithangu'** initiative provided mobile phones, digital gadgets and data recharge to deserving students during the COVID-19 pandemic.

**Cleaning Drives** were conducted on the seashores near the college under various banners such as Swachta Bharath Abhiyan', 'Puneeth Sagar Abhiyan', 'Swatchtha Pakhwada', NSS, and NCC.

**Relief and rehabilitation activities** were organised at several localities during the floods in 2018 and 2019.

The college **donated** sanitizers, oximeters, and masks to the needy during the COVID-19 pandemic. Faculty members served as **Sectoral Magistrates** to assist the government in containing the pandemic.

**The blood donation camps** were organised every year under the Students' Union, NCC, and NSS.

**A hair donation camp** was conducted jointly by NSS and NCC, which donated hair for cancer patients.

**A Workshop on Family Budgeting'** was conducted by the ED Club for the members of 'Kudumbashree'.

**Flash Mobs, Street Plays, Rallies, and Surveys** were conducted at different localities as part of

awareness programmes on various social issues.

**The LED bulb manufacturing unit** sold its products at a reasonable price to the public with a mission to promote energy conservation.

**An energy exhibition** was conducted in a rural residential area in conjunction with the 'Urjakiran'—National **Energy Conservation Programme**.

**Fund-raising campaigns** were conducted to assist the needy.

**Planted 1604 saplings at different localities** as part of the **Green Clean Kerala programme**.

**The Vegetable Garden** maintained under the Students Union and NSS donated its produce to the 'Community Kitchen' at rehabilitation centres during the COVID-19 pandemic.

**Health awareness programmes** like 'Mission Indradanush', the Malaria and Dengue Awareness Camp, the Cataract Survey, the Anti-Drug Campaign, and 'Arogya Sandesha Yathra' were conducted in collaboration with different governmental agencies.

**Honoured the Olympiad Winners of Shanthi Special School** for their achievements and to inculcate compassion among the community towards the mentally retarded children.

**TMG Jumps Academy** and the College Fitness Education Programme were organised to promote the health and fitness of youth in the neighbouring community.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

The college believes that community service is a requisite for a well-rounded education. The college has carried out a wide range of community extension and outreach initiatives and activities that have not only benefited the holistic development of the students but also sensitised them towards social issues. And the college views such initiative and activities as a social responsibility.

The college has received recognitions and awards from various organisations and the public for its outstanding performance in the field of neighbourhood community extension and outreach programmes. The individual teachers and students who actively participated in community-related activities were also

honoured.

In the year 2019, the NSS unit and the Programme Officer brought laurels to the college by receiving the Certificate of Appreciation from the Vice Chancellor of the University of Calicut for their selfless efforts to build a home for a homeless family under the banner of 'Abhayam Home'.

In the academic years of 2017-18 and 2018-2019 the NSS units were engaged with several community outreach programmes including flood relief activities in Vettom and Triprangode Grama Panchayaths. That activities were acknowledged and praised by the authorities with a Certificate of Appreciation.

The college community rendered its wholehearted relief and rehabilitation services at many locations during the floods in 2018 and 2019. NCC cadets and NSS volunteers were at the forefront of these activities.

NCC units received letters of appreciation for the relief and rehabilitation activities during the floods in both years from the Local Self-Government bodies, including Nannambra Grama Panchayaths, and Tirurangadi Municipality.

The college received appreciation from the public for its commendable activities during the COVID-19 Pandemic. The services of the NCC during the COVID-19 pandemic were often acknowledged and praised on social media by the PRD of Defence, Thiruvananthapuram. NCC received a letter of appreciation from the Grama Panchayath of Vettom for their activities to contain spread of the virus.

Ms. Ramya, who was an NCC Cadet at the college in the academic year 2019-2020, holds the record of being the youngest person from Kerala and Lakshadweep to conquer the Himalayas.

Mr. Aboobacker Sidheeq was another NCC cadet who conquered the Himalayas in the academic year 2019-2020. He was the only cadet selected for this expedition in that year under the Kerala and Lakshadweep Directorates.

Mr. Sibin. EP, the Chairman of Students' Union in the academic year 2021-2022, won the 'Fr. Jose Chunken Kalalaya Ratna Award, instituted by the Christ College (Autonomous), Irinjalakuda, for the best social activist among students.

The 'Hunger Free Campus and 'Maths Aspirants' initiatives were lauded by the public and were in the news several times.

The different awareness programmes conducted by the college were acknowledged by the government agencies in their communications.

As part of the Tree Caring Competition conducted under the banner of Green Clean Kerala by the Green Clean Earth Movement, the NSS volunteers planted 1604 saplings, and two volunteers, named Anamika A. and Agna T., won gold coins in a lucky draw among the participants in the academic year 2021-2022

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05      | 03      | 04      | 04      | 06      |

| File Description   | Document                      |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**3.5 Collaboration****3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 02

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | <a href="#">View Document</a> |
| List of year wise activities and exchange should be provided   | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise     | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

**Response:**

The campus of the college spreads over **22.5 acres of land** with adequate infrastructure and physical facilities. The total built-up area of the college is **2276.7 sqm.** comprising **three blocks for academic and administrative purposes**, and a new academic block is in the pipeline. The **Thunchath Eezhuthachan Malayalam University and a Meteorological Observatory** under the Disaster Management Department are also functioning on the campus of the college.

The infrastructural and physical facilities on the campus are listed below:

**(a) Teaching-Learning Facilities.**

**Class Rooms: 26** (12 are ICT-enabled.)

**Examination Halls: 2** - 270 seats

**Seminar Hall: 1** - ICT-enabled, airconditioned hall, 200 seats.

**Laboratory: 1** – For BSc Physics programme.

**Faculty Rooms: 7** – The Departments of Arabic, Physics, English, Malayalam, Commerce, Mathematics, and Physical Education.

**Central Library: Automated**, stack of 30965 books - **INFLIBNET and N-List**, Digital Library, reprographic and digital resource sharing facilities.

**Computer Labs: 4** – For the Departments of Arabic, Commerce, Mathematics, Computer Science.

**Internet and Wi-Fi Facility:** 7 lines, average speed of 60 MBPS. The campus is Wi-Fi-enabled.

**Media Centre:** Facility for experiential learning of Media Courses and e-content development.

**Edusat-ORICE:** - Specialised studio facility for distance learning, virtual conferences, and webinars.

**Researchers' Room and Library: 1**

**Audio-visual Theatre: - 1**

**CD Library:** A large collection of world cinema.

**'ArabSat':** A specialised facility for visual media screening.

**Sky Watching Centre:** Three advanced telescopes and an exhibition gallery.

**'Srvayam':** Specialised learning support facility for visually impaired students and staff.

**(b) Facilities for Cultural and Sports Activities:**

**Auditorium:** ICT-enabled, PAS, 250 seats.

**Open Air Theatre:** An elevated stage and two greenrooms.

**Play Ground:** 90 m by 64 m. area.

**Courts and Fields:** Football, Rugby, Kho-Kho, Volleyball, Beach Kabaddi, Cricket, Softball, Baseball

**Track:** 200 metres

**Pits:** Sand pit for **long jump, foam mats for high jump, and pole vault.**

**Outdoor Training Courts:** Adventure Sports, Physical Fitness Testing, Taekwondo, Cricket Net practice, Tug-of-War Practice.

**Indoor Courts:** Table Tennis, Chess

**Yoga and Meditation Centre:** An alternative use of the auditorium.

**Fitness Centre:** Gymnasium for women.

**Staff Recreation Room:** Leisure time facility for staff

**c) Accommodation Facilities**

**Girls' Hostel: 1-** 90 students.

**Staff Quarters: 7 - Teaching and non-teaching staff.**

**Principal's Quarters: 1**

**d) Support Facilities**

**Students' Amenity Centre:** For Women

**‘Jeevani’: A specialised centre for psychological counselling and support**

**Canteen: 1**

**Campus Park: 1**

**College Bus: 1**

**Gardens: 3 - Butterfly Garden, Herbal Garden, and Vegetable Garden.**

**Students’ Huddle: 1**

**Stationery Store: 1**

**Filtered drinking water facilities: 6**

**Washrooms: 25**

**Campus Public Address System: 1 - All class rooms are connected with the Principal’s chamber through a PAS.**

**CCTV cameras** are installed in the entire campus to ensure safety

**e) Administrative Facilities:**

**Principal’s Office: 1**

**College Office: 1**

**IQAC Room: 1**

**Examination Control Room: 1**

**Continuing Education Cell: 1**

**(h) Specific Facilities: (Rooms/Offices)**

**Visitors Launch, Career Guidance and Placement Cell, NSS, NCC, Alumni, Students Union, Power Supply and Regulation, Security**

**(i) Other Facilities:**

**Parking areas, Wells, Waste Management, Rain Harvesting System, Bio-gas Plant, Uninterrupted Power Supply Systems, Alternative Energy Sources**



| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 52.16

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.53    | 0.25    | 62.12   | 99.98   | 4.06    |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**4.2 Library as a Learning Resource****4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

In the Thunchan Memorial Government College, the Central Library serves as an invaluable resource hub and an intellectual haven for students and staff. It provides a diverse collection of books, journals, and digital resources that cater to the college community's academic needs and intellectual curiosities

across various disciplines. Beyond its extensive collection, the Central Library offers a conducive environment for research and study, inculcating a culture of intellectual exploration. With its welcoming ambiance, knowledgeable staff, and state-of-the-art facilities, the library stands as a vibrant centre of learning, supporting students in their quest for knowledge and fostering a deep appreciation for the power of information.

#### **Key features:**

- The library is well-furnished and has a carpet area of 140 sqm.
- The library is comprised of a different section for reading, reference, periodicals, new book display, CD-based e-resources and stack.
- The infrastructure of the library is equipped with a high-speed internet connection, 60 seats, six computers, and a UPS.
- The library has a collection of 30,965 books and many other publications.
- It has subscriptions to all major newspapers and other relevant publications.
- Copies of the college magazines published by the students are kept in the library.
- Library orientation and information literacy programmes are conducted every year to promote the best use of it.
- The library is open on all working days from 9:30 a.m. to 4.30 p.m. and records an average of 50 users per day.

#### **Library Automation:**

The work is in progress to make the library fully automated with the Integrated Library Management System (ILMS). The automation is facilitated with the Open-Source Library Automation Software KOHA (Version 21.11.07.000). The Online Public Access Catalogue (OPAC) facility will be introduced in the library, which will enable users to search online and locate books and other materials available in the library. It will facilitate users to reserve, renew, and recommend books in online mode.

#### **Subscription to E-Resources and Provision of Links to OER Repositories:**

A Digital Library is provided in the General Library with four computers and a multifunction printer. The library has an active membership in INFLIBNET N-LIST consortia (College ID: 5844) and provides more than 6,000 E-journals and 1.9 lakh E-Books on various subjects. Students are also provided with facilities at the NDL (National Digital Library), through which they can access 3 million books and 4.5 million journals in digitalized format.

#### **Library Development:**

The college has given due importance to the General Library. An amount of Rs 9,86,189 has been expended on purchasing books and e-resources for the library during the last five years. The library follows a system of recommendations for the purchase of books and other resources through the teaching departments. A proposal for a more spacious and convenient library block is in the pipeline.

#### **Additional facilities:**

There is a Research Library in the Research Centre for Arabic and Book Banks in Faculty Rooms that cater to resources pertaining to specialised areas. The 'Srvayam' is an initiative to ensure the availability

of books in audio format for visually impaired students.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The college has immensely invested in its IT facilities, and it has been frequently updating the facilities to make the teaching, learning, and administrative practices of the college ICT-enabled and student-friendly.

In the college, there are 4 internet connections with sufficient bandwidth and an average speed of 60 mbps, five switching units, and 10 Wi-Fi routers to ensure uninterrupted internet access and Wi-Fi connectivity on the campus.

All the major facilities, such as Classrooms, laboratories, the Central Library, the Seminar Hall, the Audio-Visual Theatre, ArabSat, Edusat-ORICE, and offices, are ICT-enabled, connected with LAN, and equipped with internet accessibility.

The Computer Labs in the college are used for discipline-based teaching and learning and content development under the departments of Arabic, Commerce, Mathematics, and Computer Science. The Language Lab, 'Sruvayam', Digital Library, and CD Library are the other IT-based facilities. In total, 54 computers are provided for the common use of students.

The Faculty Rooms are equipped with internet connectivity, computers, printers, scanners, recording cameras, and public address systems that support all academic transactions, including e-content development and online teaching. A Digital podium and big-screen televisions are also procured at two departments.

The administration of university examinations is IT-based. The physical delivery of question papers for semester examinations from the University has been replaced by an online delivery involving one-time password protection. In this system, the question papers are downloaded using the OTP and printed within the stipulated time before the commencement of the examination. This newly introduced

examination administration system is smoothly conducted with sufficient IT facilities of high specifications. The entire system is supported by an uninterrupted internet connection of 80 mbps and a power supply with a UPS and generator.

The college office is fully automated. The file movements are through DDFS, and money payments are through e-Pose. The service and payroll of the staff are managed through SPARK with a PEN. The different services to students from the office are arranged with a QR Code-Assisted system, which enables them to download various forms, access the college website and social media platforms, get programme details, admission procedures, seating arrangements for examinations, etc. The office has uninterrupted multi-line highspeed internet access with UPS backup and generator.

The institution has a G-Suite (Google Workspace) account, and faculty and students can avail of the services through the college domain ID. The common IT facilities available in the college, along with personal gadgets, provide students with the facility to access digital resources.

The institution has a well-maintained website that reflects the everyday academic and administrative transactions of the college.

Along with the upgrade in the physical infrastructure of the college, more surveillance cameras have been installed to ensure the safety of the campus.

The college frequently update and ensure the IT facilities the functions of the college and to provide sufficient bandwidth for internet connections to make them easy and effective. The Government has sanctioned Rs 45 lakh for further additions and updates to IT facilities, and work in this direction is progressing.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.3.2

#### Student – Computer ratio (Data for the latest completed academic year)

**Response:** 16.02

#### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

**Response:** 54

| File Description  | Document                      |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 2.8

**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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.51    | 0.46    | 1.66    | 2       | 2.53    |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 98.81

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 816     | 837     | 801     | 820     | 788     |

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

**Response:** B. 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 15.98

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 444     | 213     | 0       | 0       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 5.1.4

***The institution adopts the following for 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                      |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance   | <a href="#">View Document</a> |
| Proof related to Mechanisms for submission of online/offline students' grievances  | <a href="#">View Document</a> |
| Proof for Implementation of guidelines of statutory/regulatory bodies  | <a href="#">View Document</a> |
| Details of statutory/regulatory Committees (to be notified in institutional website also)  | <a href="#">View Document</a> |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 46.2

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 124     | 151     | 92      | 105     | 93      |

**5.2.1.2 Number of outgoing students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 209     | 245     | 260     | 272     | 237     |



| File Description   | Document                      |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)   | <a href="#">View Document</a> |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 6.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37      | 6       | 2       | 7       | 2       |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

### 5.3.1

**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) during the last five years**

**Response: 14**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 2       | 4       | 2       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting document                                   | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates | <a href="#">View Document</a> |
| Institutional data in the prescribed format                  | <a href="#">View Document</a> |

### 5.3.2

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

**Response: 6**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05      | 05      | 03      | 09      | 08      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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 institution has a very strong and vibrant alumni network that closely works with the college, provides dedicated support, and has contributed significantly through academic, non-academic, financial, and non-financial means during the last five years.

The alumni association is named "**TMG College Old Students' Association**", which is abbreviated as **TOSA**. The TOSA was formed in 1983 with a registration number of MPM/CA/88/2016 under the Societies Registration Act XXI-1860. The general body of the association encompasses alumni of all batches who are now in various walks of life. Noted personalities, including teachers, professionals, and legislators, adorn the key positions of the association.

The TOSA arranges its annual get-together on January 26 at the college. On that day, the general body elects the executive committee and deliberates the annual reports. Department-level and batch-wise reunions are conducted on different occasions. A Global Alumni Meet was conducted recently in the United Arab Emirates. Alumni residing in several countries in the Middle East joined the event. Prof. V. P. Babu, former Principal, inaugurated the function, and Prof. Abdullakoya Thangal, former teacher, was the chief guest. These gatherings impart an emotional bond with the institution, which highlights them as genuine ambassadors and worthy stakeholders of their alma mater.

The TOSA supports, guides, and participates in various activities of the college. The following shows how the support of alumni is utilised by the institution.

**Financial Contributions:**

- Alumni associations receive financial contributions in the form of alumni registration fees and donations. During the last five years, alumni contributions to different departments and the college have amounted to more than Rs 5 lakh.
- The alumni association lends a hand to the departments in organising conferences, seminars, and competitions by providing financial support.
- The alumni always support the college's neediest students by providing them scholarships, digital learning devices, placement training, and a variety of other student assistance programmes.
- The alumni appreciate the students' achievements in sports and contribute jerseys and other amenities every year.

**Non-Financial Supports:**

- The college owes a great deal to the useful feedback of alumni members, which is efficiently channelled to improve the college's operation and development.
- In 2018 and 2019, the Alumni joined hands with the NSS and NCC volunteers of the college in flood relief activities and in cleaning houses in flood-affected areas in the neighbouring places of the college.
- They extended moral support to the activities undertaken by the college during the COVID pandemic to overcome the situation.

**Academic Assistances:**

- The alumni have initiated a distinguished alumni lecture series to share the personal, research, and industrial experiences and insights of distinguished members with the students.
- Distinguished alumni members interact with the students to inspire their academic and career development.
- Mementos were sponsored to appreciate the rank holders in all programmes.
- Personality development and soft skill training sessions were conducted for students.

**Non-Academic Assistances:**

- Alumni act as judges and referees for cultural and sports activities.

The President of the alumni association represents them in all meetings of the College Development Committee and PTA general body

| File Description                        | Document                      |
|---|-------------------------------|
| Provide Link for Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### **Response:**

TMGC has a standing of about 42 years of dedicated and glorious service to the cause of higher education in one of the most socially and economically backward areas, the Vettom Panchayath of the District of Malappuram, Kerala.

#### **Motto**

This institution's basic philosophy finds eloquent expression in its coat of arms, which emblazons the motto "Thena thyakthema bhunjitha", meaning that renounced thou shouldst enjoy. By adopting this philosophy, the college embodies its commitment to community engagement, intellectual growth, sustainability, biodiversity, and environmental stewardship.

#### **Vision**

To be an institution that strives for excellence in higher education, to create a just and vibrant society through the development and promotion of knowledge upholding the values envisaged by Thunchath Ezhuthachan, the father of modern Malayalam.

#### **Mission**

In pursuance of our vision and guiding principles, we endeavour to facilitate the creation and promotion of socially relevant education towards the creation of a society that is sensitive to human rights, ecology, the environment, and sustainable development.

The pursuit of excellence and the striving to create a just and vibrant society, as articulated in the vision and mission statements, are reflected in the academic and administrative policies and functions of this college. The college promotes a culture of mutual respect and adheres to a democratic and decentralised system of governance with due representation of all stakeholders.

This institution, being a government college, is completely under the supervision of the Higher Education Department and Directorate of Collegiate Education, Government of Kerala. In academic affairs, it follows the guidelines of the University of Calicut.

The Principal is the prime authority and the chairman of the academic and administrative bodies of the college. He presides over the process of framing policies with regard to the daily functioning of the college and their implementation.

The College Council, the statutory body that takes all the policy decisions and advises the Principal, consists of the heads of the departments, two members elected from the faculty, the Office Superintendent, and the College Librarian.

The IQAC, a body headed by a senior faculty member and composed of representatives from different stakeholders, defines quality benchmarks to improve the efficacy of the college's functioning. This body is entrusted with academic and infrastructural advice and interventions and to bring innovation and professionalism to the college.

The Purchase Committee monitors the effective utilisation of the total funds allotted and the procurement practices of the college.

The heads of the departments lead all departmental activities and ensure the functioning of their departments in line with the vision and mission of the college.

The PTA extends all possible support for the overall development of the college through its timely financial support and intervention.

To conclude, the institutional governance and leadership are in accordance with the vision and mission of the institution and it is visible in constitution and functioning of all bodies and in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short-term and long-term Institutional Perspective Plan.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The college functions according to the rules and regulations of the governments, the UGC, the Directorate of Collegiate Education, and the University of Calicut. The college also follows the guidelines proposed by other responsible agencies. Though it is limited, the college enjoys sufficient autonomy in policy formation and day-to-day administration.

Since its inception, the policy of inclusiveness has been the hallmark of this institution's administrative system. It ensures the maintenance of a culture of unity and respect among the entire college community,

which prompts this institution to follow a decentralised system of administration that utilises the skills, aptitude, and readiness of all its stakeholders. This system, which is rooted in mutual trust and cooperation, paves the way for the effective and efficient functioning of all the bodies of the college.

The policy formation and decision-making mechanism of the college is systematic and follows the hierarchy of positions. But it does not hinder the leadership from soliciting suggestions and recommendations from every stratum of concerned people and encouraging their participation in discussions. This participatory management approach has immensely helped the institution enhance trust and professionalism in governance.

A decentralised management mechanism is the rule of thumb for the administrative setup of this institution. The leadership of the Principal is facilitated by delegating persons in charge of the operations of different bodies and offices. The Vice Principal, Head of Departments, faculty members, Office Superintendent, students, ministerial staff, parents, and alumni contribute adequately to the efficacy of this method of functioning. The College Council, College Development Council, IQAC, other statutory bodies, teaching departments, the Students' Union, committees, forums, and clubs are the different arms of this manner of governance. The arrangements for different events, observations, festivals, and celebrations are also made in the same way under a decentralised and participatory management system. This policy has effectively helped in streamlining the academic and administrative operations of the college.

The appointment and service rules for teaching and non-teaching staff are formulated by the government and the Kerala Public Service Commission. The selection procedures are undertaken by the KPSC, and the appointment is made by the Directorate of Collegiate Education for the government. In the appointment and service procedures, the Principal has the duty of reporting the vacancies in positions and recommending a declaration of probation to the government after the incumbent's two years of service.

The college has formulated its strategic, perspective, and development plans, considering inputs and feedback from all stakeholders and bodies. The SWOC analysis of the college also shows a possible roadmap for the coming years. The College Council, College Development Committee, Planning Committee, Purchase Committee, and IQAC hierarchically and jointly perform the formulation and deployment of these plans. The funds and grants allotted by the government through different bodies and agencies and the funds raised in the college are utilised for all the developmental needs of the college. The procedures for fund expenditure and procurement followed in this institution are laid down by the government from time to time.

| File Description   | Document                      |
|--|-------------------------------|
| Upload Additional information  | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

## 6.2.2

*Institution implements e-governance in its operations*

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 of each module reflecting the name of the HEI | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

#### **Welfare Schemes and Measures**

#### **Supported by the Governments:**

- **General Provident Fund:** All employees have to subscribe to specific amount to the GPF. The employees can avail of interest free loans from their account.
- **Pension:** All employees are covered under pension scheme.
- **Insurance Schemes:** All employees have to subscribe to insurance schemes namely State Life Insurance and Group Insurance Scheme. In addition to the facility to avail loan, incumbents will receive maturity amount at the time of retirement.
- **Medical Reimbursement Scheme** provides refunds of medical expenditure of employees and their dependants.
- **GPAIS** provides insurance to the employees and dependants in the case of accidents.
- **MEDISEP** provides medical support and treatment to all employees during their service and after retirement.
- **On Duty Leave** for all employees to perform duties outside the station of employment.
- **Duty Leave** for teachers to attend professional development programmes.
- **Maternity Leave** for a period of six months for all women employees.
- **Paternity Leave** for ten days for all male employees.
- **Special Casual Leave** for limited working days for medical treatment of physically challenged, fatally diseased or accidents met employees.
- **Leave Travel Concession** to meet travelling expenses of the incumbent and the family to tour any place in India.
- **Transport Allowance** for official journeys.



**Sponsored by the College:**

- **Canteen:** College canteen provides quality food at a reasonable price for the college community.
- **Staff Quarters:** The college has made available the staff quarters on the campus.
- **Recreational Facilities:** The college provides simple recreational facilities like table tennis and badminton to the members of staff.
- **Gymnasium:** Physical fitness facilities are provided to all employees.
- **Staff Club:** This informal body acts as a platform to ensure fellow-feeling, togetherness and mutual support among the members of staff. The staff club organizes picnics, joining parties, send-off parties, honouring higher achievements of the staff members and also involves in social service activities.
- **Wi-Fi:** High-speed internet at free of cost.
- **CCTV:** The surveillance camera on the campus ensures the safety and security of the college community and their belongings.

**Performance Appraisal System:**

- **PBAS:** Performance Based Assessment System of faculty members is conducted every academic year. That is part of the service rules and the PBAS monitors are used for promotion and placement purposes.
- **Peer Evaluation:** The college has developed a system of evaluation of employees by the head of concerned departments and the heads are evaluated by the Principal.
- **Self-Appraisal:** Non-teaching staff have to submit their self-appraisal form and confidential report to facilitate their career advancement along with their results in the departmental tests based on the Kerala Service Rules.

**Avenues for Career Development/Progression**

The college extends support for the academic and professional development of all the staff. The career progression of teachers is based on the **Career Advancement Scheme of the UGC**. Faculty members attend Orientation programmes, FDP, SPT, and Refresher Courses for their career development. The **Institute of Management in Government** conducts training programmes for the career development of non-teaching staff. The career progression of non-teaching staff is as per the **Kerala Service Rule**

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**6.3.2**

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

**Response:** 0

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3**

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 31.72**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 27      | 17      | 19      | 5       |

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 17      | 17      | 17      |

| File Description   | Document                      |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.  | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

The college has formulated a strategic plan for mobilisation and optimal utilisation of resources and funds from various sources. Every year, the committee concerned prepares an action plan according to the needs and priorities of the institution and submits proposals to funding authorities for approval.

The major funds allowed to the institution each financial year are:

#### Plan Fund:

The college receives funds in this account by submitting prior proposals to the government, and it is used to maintain and upgrade infrastructural facilities, purchase library books, materials and equipment for the labs, conduct faculty development programmes, seminars, workshops, and study tours. This fund is also utilised for conducting sports coaching programmes, starting new courses, and for Walk with a Scholar, Scholar Support Programme, EWYL and Jeevani Centre.

#### Non-Plan Fund:

The fund in this account is used to meet recurring expenditures like electricity, water, telephone, and stationery items, TA and medical reimbursement. It is also used for asset maintenance and for disbursing travel allowances for activities related to the institution.

#### PTA Fund:

It is the fund collected from the parents of students during their admission. This fund is used for student-related special expenditures and welfare measures. This fund is systematically allocated and monitored by the executive committee of the PTA.

#### **Other Funds:**

The institution also receives funds from KIIFB, UGC, RUSA, CDC, MP and MLA. The KIIFB fund is used for infrastructural development at the college. The UGC Fund is utilised for disbursing salary to the guest faculty working in the vacancy of FDP faculty. The RUSA fund is also used for infrastructural augmentation and additions. The CDC fund is a matching grant; an equal amount of money is sanctioned by the government for the funds collected from students during their admission. The fund is exclusively used for infrastructural development and welfare programmes for the students. The funds received from MP and MLA have been utilised for different developmental measures and additions.

In this college, all financial transactions and fund utilisations are strictly monitored and regularly audited by government agencies and internal arrangements.

There are three mechanisms for audits in the college:

#### **1. External Audit:**

1. Department Audit under DCE: The Department of Collegiate Education conducts regular audits at government colleges. In the auditing process, every document related to financial and non-financial transactions is verified and points out any discrepancies found. The final accounts are settled only after hearing clarifications, producing missing documents, or correcting clerical errors.
2. General Audit under AG: Accountant General Kerala conducts their periodic verification of all the funds sanctioned by the government. If any financial discrepancy is found, such an amount is levied on the person concerned. Their suggestions and directions are incorporated into the further utilisation of funds.

#### **1. Internal Audit:**

The college has an Internal Audit Committee which is usually headed by a member from the department of commerce. Several funds, like PTA, are audited by this team.

#### **1. CA Audit:**

Document verifications for NAAC assessments and financial transactions of some special funds are audited by Chartered Accountants.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

The Internal Quality Assurance Cell was constituted in this college on August 24, 2007, in accordance with UGC and NAAC guidelines. Ever since its inception, it has been making significant interventions in quality enhancement initiatives at the college. It has spearheaded the introduction of a lot of innovations, quality improvements, and best practises at the college. Here is a brief description of the remarkable contributions of the IQAC.

#### **Academic Innovations of the IQAC**

**Academic Calendar and Action Plans** for academic and extracurricular activities are formulated at the college-level under the leadership of IQAC

**Additional Learning Resources** are arranged with the advice and suggestions of the IQAC. The designs of bridge courses, add-on/certificate and other additional skills acquisition courses finally recommended for approval by the IQAC.

**Induction Programmes** are conducted to introduce freshmen to the new learning environment. As a part of the induction programme, icebreaker sessions, motivation classes, and other counselling programmes are conducted to create self-confidence and righteous ambition among the students.

**Academic orientation programmes** are conducted for the newly enrolled UG and PG students to familiarise them with the policies, rules, and regulations of the institution. In this programme, the clubs, cells, and other associations of the college are introduced to the students. They are also informed about the other facilities on campus, like the library, computer lab, smart and ICT-enabled classrooms, and the INFLIBNET.

**Orientation sessions** are offered to students to help them opt for open courses according to their interests and aptitudes.

**Training sessions** are conducted for the faculty to familiarise them with online teaching and other innovative methods.

**Guidance** is provided to the faculty members to register for research and other career enrichment programmes.

**Career Development and Progression** of faculty is ensured by rendering assistance for the timely participation in induction programmes, refresher courses, and FDPs.

**Collaborations and cooperations** with other institutions are promoted and facilitated with assistance to sign MoUs

**Feedback** at periodic intervals is collected from all stakeholders to review the teaching learning process, structures and methodologies of operations and learning outcomes.

**Result Analysis and Performance Audits** are conducted under the IQAC to sustain the performance excellence of the college.

#### **Administrative Interventions**

**Assessment and Accreditation** processes of NAAC and NIRF at the college are facilitated by IQAC.

**Student/Teacher Profiles** are collected and timely updated at the departments with the advice of IQAC. It makes the academic intervention efficient.

**Orientation Programmes** for teaching staff on quality enhancement of HEIs are conducted in view of the new framework for NAAC accreditation,

**Placement and Promotion** of faculty members are assisted with e-filing and submission of documents in accordance with the CAS of UGC.

#### **Infrastructural Development**

IQAC makes efforts to develop and maintain the infrastructural facilities at the college. The proposals for funding and administrative sanctions to the governmental agencies are furnished by the IQAC. Innovations in infrastructural augmentation, campus beautification, and green campus initiatives are the few focus areas of IQAC activities. The IQAC has initiated various measures to transform the campus disable friendly and ICT-enabled

| File Description                        | Document                      |
|---|-------------------------------|
| Provide Link for Additional information | <a href="#">View Document</a> |

#### **6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions                             | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website                               | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)          | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Gender equity is a fundamental aspect of a progressive society that ensures equal opportunities and treatment for individuals of all genders. The college has taken significant steps to foster gender equity among its students and staff members. Through various initiatives, facilities and curricular interventions, the college strives to create an inclusive environment where all individuals feel safe, supported and empowered.

Recognizing the importance of providing a conducive environment for girls and women, the college has invested in adequate facilities. Washrooms, amenity center, canteen and counseling services are made available for women staff and students. The college has staff quarters and ladies hostel ensuring safe accommodation for resident scholars. The college has a Women Cell which regularly conducts awareness programmes for promoting gender equity and empowering women. The Internal Complaints Committee and anti-Ragging cell play a crucial role in addressing any incidents of sexual harassment and student misconduct, ensuring a safe and secure environment on campus.

The college curriculum actively promotes gender equity by sensitizing students on gender rights. Mandatory courses such as Common courses and Audit courses include content that encourages a deeper understanding of gender issues. By incorporating gender sensitive perspectives into the syllabus, students are encouraged to think critically about gender equity. The college ensures that female students receive necessary educational support through central government grants and scholarships. Such initiatives alleviate the financial burden of women students and help them pursue their educational aspirations without undue financial constraints. The college is committed to providing equal opportunities for all students irrespective of their gender. Every student can participate in activities organized by National Service Scheme (NSS) and National Cadet Corps (NCC) and other clubs. This inclusivity ensures that all students actively engage in co-curricular and extracurricular activities, thus enhancing their personal growth and development.

Various days of national and international significance are celebrated in the college to raise awareness and promote important social causes. These days serve as reminders of our social obligations to our immediate society and the world at large. Women's day honors women's achievements and promotes a gender equal society. International Day of the Disabled encourages understanding of disability issues and garners support for their rights for a life of dignity. International Yoga Day is celebrated to raise awareness about the many benefits of practicing Yoga. Kargil Vijay Diwas is observed to commemorate the brave heroes of Kargil War. Two extremely important national days, Independence Day and Republic Day honor the historic winning of India's freedom and its later transformation into Constitutional



republic.

The commitment of the college to gender equity is reflected in all its initiatives for an inclusive environment. through the institutional facilities, cells and committees, gender sensitive curricula and financial support initiatives. The institution tries its best to secure for every student equal opportunity for personal growth and success. By nurturing an atmosphere of respect, understanding and empowerment the college paves the way for a more equitable and progressive society

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus.                              | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                      | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)           | <a href="#">View Document</a> |

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**

**2. Energy audit****3. Clean and green campus initiatives****4. Beyond the campus environmental promotion activities**

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency   | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

TMGC envisions creating a just and vibrant society through the development and promotion of knowledge. To fulfil this vision, the institution makes a conscious effort to provide an inclusive environment that manifests tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. This is reflected in the administrative, infrastructural, academic, and co-curricular activities of the college.

The college strictly adheres to the reservation policy and rules for admission, thus assimilating students from a wide spectrum of socio-economic, communal, regional, cultural, and linguistic backgrounds. The institution ensures the provision of all advantages possible to students from the underprivileged sections of society, in terms of scholarship, fee concession, hostel accommodation and moral support. The college ensures the membership of students in clubs and committees, regardless of their caste, economic, cultural, regional and linguistic backgrounds.

The college caters to the higher educational needs of students from different parts of the country who belong to all sections of society. All cultural and religious festivals like Onam, Christmas, Holi, Eid, and Ramadan are celebrated on campus with equal delight, which helps to create socio-religious tolerance and harmony among students. During these festivals, various programmes, including cultural events and feasts, are organised to provide a healthy and nourishing platform to strengthen a sense of togetherness.

The national days are observed on the campus with great significance. Gandhi Jayanthi is celebrated on the campus with a cleaning drive on the premises of the college. Sri. Sardar Vallabhai Pattel's birth anniversary is observed in a befitting manner as Rashtriya Ekta Divas. The Rashtriya Ekta Pledge is taken by staff and students. The Constitutional Day was celebrated with a week-long programme under the Department of English. This was a fruitful occasion to impart constitutional obligations to students and faculty through an erudite lecture and a mass reading of the preamble. In order to make the entire campus community aware of parliamentary procedures, a mock parliament session was arranged under the Forum for Social Justice and Democracy of the college with the support of the Institute of Parliamentary Affairs, Government of Kerala. Martyr's Day, Kargil Vijay Divas and Pulvama Day were also observed on the campus.

International days like World Arabic Day and International Mother Language Day are celebrated in the college under different departments, which would help to create an inclusive environment on the campus. The field trips and visits made by the students and faculty to different regions of the country create a feeling of national integrity among them.

The college has created all possible facilities to support differently-abled students. The "Shravayam" initiative, collection of Braille books, ramps and wheelchairs are the other facilities provided for these students. Jeevani centre is instrumental in providing support for the psychological well-being of students.

The college accentuates social consciousness and inclusiveness with various programmes and initiatives. And the college sensitises the students and the employees to the constitutional obligations about the values, rights, duties and responsibilities of citizens, which enables them to conduct themselves as responsible citizens

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice 1: Thunchan Outreach Programme**

The **objective** of **Thunchan Outreach Programme** is to provide voluntary service and assistance in areas such as health, education, medical care and basic necessities to support and empower the

marginalized. It resonates with the institution's vision of a just and vibrant society, through its mission of providing socially relevant education.

During the inception of this coastal college, the local community had selflessly contributed land, labor and money. The college continues this legacy through effective interventions in providing assistance to deserving people. In this **context**, various outreach initiatives are implemented to transform the learners into socially conscious citizens. Hunger Free Campus is an initiative to provide midday meals to beneficiary students. Abhayam Bhavanam is an ongoing project for building homes for the homeless. The NSS units and NCC extended their service to Rebulid Thavanur and other flood relief during the 2018 Kerala floods. Online Padanathinoru Kaithangu (A Helping Hand for Online Learning) was started to ensure digital accessibility to all students during Covid 19 pandemic. Masks and sanitizers were distributed in the locality and Pulse oximeters were donated. Learning support was provided to school children during lockdown. Yoga at Home, Yoga with Family was conducted to promote the physical and mental well-being of our students and their family. Blood Donation camps were organized with the support of Government authorized blood banks. Hair donation camp was conducted on World Cancer Day. Students visited Shanthi Special School and interacted with the differently abled children. Abhayam Payasam challenge was conducted to raise fund for dialysis patients. Body safety awareness classes were conducted for kids of nearby schools. NSS volunteers prepared a kitchen garden in a nearby Anganawadi. A class on monthly budget preparation for women of Kudumbhashree units was conducted. Students took part in a foot rally to spread public awareness against drug abuse. Consumer Rights awareness survey was conducted on National Consumer Day.

Hunger Free Campus witnessed increasing demand from the students and attracted media attention. The success of the programme later secured government funding for the programme. A Helping Hand for Online learning enhanced the participation of students in online classes. The staunch support extended by the local administration and other responsible authorities for the institution's ventures during Abhayam Bhavanam, flood relief activities, Rebuild Tavanur, and Covid pandemic is **evidence of success**

Lack of readily available fund poses **problems** for the institution to conduct outreach programmes and each time funds have to be raised through sponsorship and individual contributions. It is a time-consuming process and sometimes results in a delay in execution. Identifying potential beneficiaries in a timely manner, especially if they are students, is at times difficult as they may be reluctant to seek help. Since the faculty and students have to adhere to a hectic academic schedule, to find the required time and effort to coordinate and contribute to these programmes is an exacting task.

## **Best Practice 2: Maths Aspirants**

**Maths Aspirants** is an online community of students, research scholars and faculty members across India passionate about Mathematics. Maths Aspirants caters to students interested in higher studies in Mathematics and supports aspirants prepare for JAM/NET/JRF/GATE/TIFR exams. It is envisioned as a space for participatory learning by promoting peer group interactions, where the student participants can interact with one another, voice their queries, share their resources, collaborate in solving mathematical problems, peer review solutions.

Maths Aspirants is an initiative started in 2017 by Dr. P. Vinod Kumar, Associate Professor of Mathematics initially for students of this college. The first Maths Aspirants WhatsApp group was created

in 2017, help students prepare for CSIR-NET examination. During the COVID19 pandemic when regular classroom transaction came to this online community helped students to be in touch with the subject and to keep up their preparation for competitive examinations in a time-bound manner.

Maths Aspirants began with limited number of participants from Dr. Vinod Kumar's student circles but soon emerged as a sought-after platform. More than 50 online examinations and more than 80 live problem-solving sessions have been conducted. The recordings of online problem-solving sessions are made available on You Tube. 6 National Webinars were also organized under the Math Ecstasy Series. It was intended as a platform for budding academics to know their field of interests through the words of experts and thus to help them better navigate their academic careers. Varied topical and intellectually rewarding topics were taken up for discussion in the Webinars. The resource persons comprised faculty from IIT and other premier institutions. In 2021-2022 Maths Aspirants organized an exclusive training programme to B.Sc. Mathematics students of the state. Motivational classes are also occasionally organized for the aspirants preparing for competitive exams.

Many members of Maths Aspirants have cleared entrance examinations and secured admissions in various IIT/NIT/IISER/Central Universities and State Universities. This online community which started as a single WhatsApp group has extended to 5 more such groups. It also has a Telegram group with more than 4 K members and a Google group with around 5 K members. Another evidence of its popularity is the willingness of expert faculty from premier institutions to become resource persons of the programme. Newspapers such as Indian Express, Mathrubhumi, Manorama and news channels like Asianet have run news stories applauding the venture.

Since this is a not a funded venture, any expense incurred is met by the coordinator himself. As governmental funding is not available for such an initiative, rendering financial support for the programme is out of bounds for the institution. The activities of Maths Aspirants are solely managed by Dr. P. Vinod Kumar. In addition to his regular classroom teaching, to prepare questions for online examinations and practice sessions, to immediately evaluate the answers and to provide feedback to the students on their performance on a daily basis is a challenging task.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

### 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:**

Institutional distinctiveness is a crucial factor in the growth and development of educational institutions. Our college holds significance in the cultural heritage of Kerala, making it an integral part of the cultural landscape of the region. The institution is located in Vettathu Nadu, renowned for its rich cultural heritage and excellence in various knowledge traditions. The contributions of notable figures such as mathematicians Thrikkandiyur Achutha Pisharody and poets like Thunchathu Ezhuthachan further enrich this heritage. Thunchathu Ezhuthachan, the 16th century Bhakti poet and reformer, holds an important place in the cultural history of Vettathu Nadu. His visionary literary sensibility which blended elements from Tamil and Sanskrit traditions, challenged prevailing caste dynamics and social hierarchies, thus paving the way for a more inclusive society by liberating Indian knowledge traditions from existing orthodoxy.

This sense of liberty and thirst for knowledge is embedded in the cultural soil and left a lasting impact on future generations. The very establishment of the college through the local community's collective effort in the late 20th century is a remarkable testament to this. They demonstrated a unified desire to provide opportunities for future generations. The shared vision and commitment to providing education by donating their private lands prompted us to choose our motto. The motto of the college, "That renounced thou shouldst enjoy" taken from Esovasya Upanishad, encapsulates a profound and inspiring philosophy that resonates with cultural legacy of the institution. It is a perfect metaphor to remind us of the values and principles the college community must uphold and its responsibility to the larger society. The college's geographical location adds to its distinctiveness, nestled amidst the breathtaking beauty of Kerala's diverse ecosystem. The biodiversity within the campus premises serves as a testament of environmental conservation and sustainability. The harmonious blend of sand, wetland areas and tree lines lanes provide a sanctuary for a thriving abundance of life. The pollution free skies above the college offer an ideal setting for star gazing and celestial appreciation. These natural wonders, coupled with the college's proximity to the sea, contribute to a unique campus atmosphere.

Recognizing the region's vulnerability to potential disasters, the college hosts a meteorological observatory regulated by disaster management department under the state government. The commitment to environmental preservation extends beyond the college premises, with regular beach clean-up activities organized to maintain the pristine beauty of the coastline. By actively participating in such initiatives, the college not only safeguards the natural habitat but also promotes environmental awareness among its students and staff. The college collaborated with the Government department of Agriculture to establish an organic vegetable garden within the campus. By prioritizing the protection of habitats and engaging in environmentally conscious initiatives, the institution sets a shining example for others to follow. The college's values and initiatives create a strong identity and make it stand out socially.

Our college's strong connection with local community strengthens its distinctiveness. Situated in the coastal belt of Kerala, where the local community holds immense importance, the college actively engages with the people, fostering trust, reciprocity and cooperation. During the Covid 19 pandemic, the college exemplified its commitment to social welfare by supporting emergency health measure. It includes distribution of masks and sanitizers, holding awareness classes on Covid, and supplying organic vegetables to the nearby community kitchen

The college's clubs and cells, such as NSS and NCC, also actively engage in youth empowerment by conducting awareness programs on relevant topics of health and environment. The Physical Education department of the college intermittently provides fitness training sessions for the students. Awareness programmes against drug abuse, life style diseases, mental health and healthy living were conducted for the benefit of the student community. They also provide opportunities for students to participate in

socially beneficial projects and programs initiated by the government and other organizations. Additionally, the institution celebrates regional, national, and international days of significance, promoting gender equity, social harmony, and universalism.

Promoting a culture of entrepreneurship is another notable aspect of the college's distinctiveness. The Smile Shop, a student-cantered self-help program, fosters honesty, trust, and mutual cooperation. It serves as a platform for income generation, where students can sell their handmade products and develop entrepreneurial skills. The college occasionally organizes motivational talks by successful entrepreneurs, further inspiring students to explore their potential in entrepreneurship

One remarkable project undertaken by the college Abhayam Bhavanam focuses on building homes for the homeless. This initiative, achieved through collective efforts of students and representatives from local bodies, highlights the institution's commitment to community development and social welfare. Our college aims at dissemination of scientific knowledge to empower the local society. The local community welcomes night skywatching sessions hosted by the department of Physics. Shastrayan, a program hosted by our college in 2017 directed by the state government, witnessed the showcasing of indigenous knowledge systems alongside pragmatic scientific discourses. The programme provided an opportunity to bridge different perspectives and foster an inclination towards empirical thinking among the participants. The student community's creative representation of their departments showcased the fascinating charm of science. The nearby educational institutions and the local community enthusiastically participated in the program, which further highlighted the impact and success of the event.

In conclusion, the institutional distinctiveness of this college lies in its deep-rooted connection with the local community, its commitment to social welfare, sustainability, youth empowerment, scientific awareness, and fostering entrepreneurial spirit. Through its initiatives and programs, the institution cultivates trust, reciprocity, and academic excellence, positioning itself as a prominent and unique educational establishment in the region.

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

The college has a standing of about 42 years of dedicated and glorious service to the cause of higher education in one of the most socially and economically backward areas, the Vettom Panchayath of the District of Malappuram, Kerala. The establishment of this centre for higher education was necessary for the educational empowerment of all socially marginalised populations in this locality. The college works to create a breed of qualified, innovative, and dynamic professionals for different sectors of society, industry, self-employment, and academic and research institutions, and to encourage them to make vibrant contributions in their respective fields.

Now the college is aspiring to heighten its role in the higher educational scenario of this district. Academic research and innovations are the thrust areas of the college's future plan. The college has a plan to upgrade all its undergraduate departments to postgraduate departments and the postgraduate department to research centres. Being a centre of higher education in the coastal area, the college seeks to tap the scope of offering programmes in marine science and related disciplines. As a socially committed institution, the college also seeks to channel its potential to guide and support the young generation on its premises. Though the college carries out community extension and outreach programmes catering to the timely needs of the locality, a permanent centre for finishing programmes and capacity building is a need of the hour. Lack of sufficient infrastructural facilities at the college is a challenge for all these.

The college has made strides to build an additional academic block, a multi-purpose sports arena, an indoor stadium, and many more supporting facilities. The college also plans to install elevator facilities in all blocks and build sky bridges between buildings to make the campus barrier-free and disable-friendly.

As a college that gives equal emphasis to co-scholastic activities, more facilities in that area are in the pipeline. To give the students ample opportunities for skill development, experiential learning, and nurturing of their inherent talents, the college is striving to bring more innovations.

### **Concluding Remarks :**

The college has witnessed several infrastructural developments and achieved academic accomplishments in the last five years. As rapid changes are happening in the educational landscape, this college is looking forward to capturing the affirmative strides in education like the adoption of outcome-based education, the mobility of students, academic freedom, the skilling of the new generation, and the switchover to the student-centric revised curriculum visualised in NEP 2020.

The college moves ahead with the aim of achieving its vision. The college believes that NAAC accreditation will pave the way for acquiring quality in all aspects of the institution.



## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
|-----------|---|---------|---------|---------|---------|---------|-----|----|-----|-----|----|---------|---------|---------|---------|---------|-----|----|-----|-----|----|
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :38</p> <p>Remark : Input edited excluding the repeat certificate courses across the years.</p>  |         |         |         |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 1.2.2     | <p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>865</td> <td>0</td> <td>730</td> <td>471</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>865</td> <td>0</td> <td>730</td> <td>471</td> <td>0</td> </tr> </tbody> </table> <p>Remark : input edited as per the supporting documents</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 865 | 0  | 730 | 471 | 0  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 865 | 0  | 730 | 471 | 0  |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 865       | 0   | 730     | 471     | 0       |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 865       | 0   | 730     | 471     | 0       |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 2.4.1     | <p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p>2.4.1.1. <b>Number of sanctioned posts year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 43  | 42 | 42  | 42  | 42 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 44  | 42 | 42  | 42  | 42 |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 43        | 42  | 42      | 42      | 42      |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 2021-22   | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |
| 44        | 42  | 42      | 42      | 42      |         |         |     |    |     |     |    |         |         |         |         |         |     |    |     |     |    |

| 2.4.2   | <p><b>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</b></p> <p><b>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>42</td> <td>41</td> <td>42</td> </tr> </tbody> </table> <p>Remark : Excluding the teachers from each academic year who served for part of the year. The input was edited accordingly.</p>                       | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 43 | 42 | 42 | 42 | 42 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 40 | 40 | 42 | 41 | 42 |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 43      | 42   | 42      | 42      | 42      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 40      | 40   | 42      | 41      | 42      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.2.2   | <p><b>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</b></p> <p><b>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>10</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>5</td> <td>10</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 9  | 5  | 10 | 4  | 4  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 7  | 5  | 10 | 4  | 4  |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 9       | 5  | 10      | 4       | 4       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 7       | 5  | 10      | 4       | 4       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.3.1   | <p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>10</td> <td>19</td> <td>17</td> <td>12</td> </tr> </tbody> </table>  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 13 | 10 | 19 | 17 | 12 |         |         |         |         |         |    |    |    |    |    |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 13      | 10   | 19      | 17      | 12      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04      | 04      | 0       | 07      | 01      |

Remark : Input edited as per the research papers published per teacher in the Journals notified on UGC care list , Scopus and Web of science.

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20      | 12      | 19      | 15      | 27      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05      | 03      | 04      | 04      | 06      |

Remark : Input edited as per the supporting documents

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :02

Remark : MOU/linkages only as per intent of the metric focusing on internship, on-the-job training, project work, student / faculty exchange and collaborative research will be considered and MoUs are not in assessment period will not considered. Hence input edited accordingly.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6.55    | 0       | 64.19   | 107.28  | 21.66   |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.53    | 0.25    | 62.12   | 99.98   | 4.06    |

Remark : Input edited as per the Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9.56    | 2.75    | 14.33   | 9.26    | 15.18   |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.51    | 0.46    | 1.66    | 2       | 2.53    |

Remark : Input edited from supporting documents as per the 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)

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 124     | 151     | 92      | 105     | 93      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 124     | 151     | 92      | 105     | 93      |

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 282     | 277     | 284     | 296     | 249     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 209     | 245     | 260     | 272     | 237     |

Remark : 5.2.1.2- Only pass students will be considered. Hence input edited accordingly with reference to metric 2.6.3.1

**5.3.1 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) during the last five years**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 6       | 4       | 19      | 11      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 2       | 4       | 2       |

Remark : HEI has provided only participation and appreciation certificate so input was edited

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

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37      | 25      | 37      | 41      | 43      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05      | 05      | 03      | 09      | 08      |

Remark : Input edited as per the number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per the supporting documents.

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21      | 27      | 14      | 15      | 5       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 27      | 17      | 19      | 5       |

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 3       | 4       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 17      | 17      | 17      |

Remark : 6.3.3.1- Input edited as per the number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years. 6.3.3.2- Input edited from IIQA.

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>                     Answer before DVV Verification : 80<br/>                     Answer after DVV Verification : 76</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>42</td> <td>41</td> <td>42</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 43 | 42 | 42 | 42 | 42 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 40 | 40 | 42 | 41 | 42 |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 43      | 42  | 42      | 42      | 42      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 40      | 40  | 42      | 41      | 42      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |