



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SRI C ACHUTHA MENON GOVERNMENT COLLEGE,
THRISSUR**

**SRI C ACHUTHA MENON GOVERNMENT COLLEGE
680014**

www.govtcollegethrissur.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri C Achutha Menon Government College was founded in the year 1972 when Late Sri C Achutha Menon was the Chief Minister of Kerala. It is located in Kuttanellur, hardly 6 Kilometers east of Thrissur. The college is affiliated to the University of Calicut and is reaccredited with B Grade by National Assessment and Accreditation Council of UGC. The college offers eight regular programs at UG level and five at the PG level catering about one thousand students. Besides, the college is offering a Ph.D. in Commerce and Management. The college earns the status of a prominent center for teaching and learning in arts and science education in the region. The college has already proven its excellence in research and extension which is revealed by the number of publications and awards and achievements made by the faculty members during the past five years.

Vision

To mainstream the institution as a college that provides quality higher education and produces intellectually competent, emotionally balanced, morally strong and socially committed citizens

Mission

To impart and disseminate knowledge in an enabling academic environment to all sections of society with special reference to the educational, social, cultural and economic needs of the weaker sections.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Well defined objectives consistent with the mission and goals of the College.

1. cress vast campus area with potential for future expansion.

College cooperative store promoted by the staff supplying stationery, books and other course materials to stakeholders at a subsidised rate.

A well-structured organizational set up.

Governance as per the Act and Statutes passed by the State Legislative Assembly

Transparency and accountability in administration.

Broad based channels of communication within the College.

Planning educational, research and extension programmes with vision and foresight.

Selection of students strictly based on merit.

Well-defined student admission policy

Transparency in selection processes

Meritorious background of selected students

Higher degree of student retention

Higher academic credentials of faculty

Transparent and merit-oriented Faculty recruitment

Appropriate assessment mechanisms for students' academic achievement

Reasonably good facilities for co-curricular and extracurricular activities.

Very good College library with sufficient number of books, journals

Satisfactory welfare schemes for students

Strong support from the local community

Institutional Weakness

Insufficient space for classrooms

Inadequacy of space in common facilities including auditorium and canteen

Inadequacy of financial resources for maintenance and renovation of existing facilities

No hostel facilities for boys. Similarly no provisions for staff quarters

No separate platform for the benefits of differently abled students

Inability to take up periodical maintenance of college buildings satisfactorily

In-sufficient space for expanding library facilities

Insufficient number of Under Graduate programmes in Science stream . Similarly no Post

Graduate programme in pure Science stream.

Deficiency in digital learning resources to cater the needs of entire students community.

Lack of initiatives from the alumni in contributing to growth of the institution

None of the departments are research centres.

Institutional Opportunity

Increasing number of applicants for our flagship programs

Greater emphasis on business education in the 12th Plan

Opportunities for consultancy services

Institutional support services for research and extension activities

New initiatives of the state government such as ASAP, WWS, SSP etc

Institutional Challenge

Privatization of higher education

Delay in sanctioning of permanent posts for newly begin programs

Reluctance from the part of corporate for campus placement

No academic autonomy

Difficulty in the timely implementation of the projects due to the procedural complexities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution assesses the learning levels of the students after admission and conducts unique programs for advanced learners and slow learners. For Advanced Learners and slow learners separate initiatives are taken to consolidate their skills and address their issues.

Student-centred learning is enabled through various systems like class room lectures, group discussions; debates and quizzes on relevant topics. Forums providing platforms for the students to discuss and debate on contemporary relevant issues are functioning at the departmental level. ICT based learning facilities are promoted in the college. Project-based learning and event-based learning are some other forms of teaching and learning techniques adopted in the college.

The college pursues a hybrid structure of teaching-learning platform where we integrate the innovating teaching techniques with the conventional style of classroom lecturing. Interactive learning, experiential learning, field trips or educational tours, case studies and assignments and Project studies are some of our innovative learning

methods.

The tutors are allotted to each class and they monitor both academic and non-academic matters of the students in the class. The mechanism for the assessment of the students' learning level in the institution includes internal examinations, assignments, and seminars. The assessment procedure is done in conformity with university regulations and the process helps the students to make better their learning skills.

The institution adheres strictly to the academic calendar published by the University of Calicut. Based on the university calendar, college prepares an internal calendar and each department makes an activity schedule to ensure the completion of the syllabi in a time-bound manner. The college and departments firmly observe the timeline stipulated in the academic calendar for completing every component of the continuous evaluation system.

The teaching, learning and assessment system are designed by universities to assist students in achieving the expected outcomes. Along with the syllabi prepared by the University, the college calendar is a ready reference material for the information about the programs. The college ensures a suitable learning environment, the right choice of teaching strategies and an effective evaluation system to ensure the achievement of the specified learning outcomes.

Teaching-learning and Evaluation

The young people need to get the best quality guidance on emerging career opportunities in business and employment. We motivate students towards further study and enable them to take appropriate decisions on career prospects. Our college incubates knowledge to the students through multiple platforms such as Entrepreneurship Development Club; Career Guidance Cell, and Additional Skill Acquisition Programme. Apart from aspiring to develop all-round personality development through social service, NSS Units of the college have also inculcated various skills to our students by providing training classes on making soap, paper pens, cloth bags in a bid to reduce plastic waste and grow bags out of used flex and plastic banners. The students learn the basic lessons of economizing and conserving the environment by acquiring such skills.

NSS Units, Red Ribbon Club and initiation of Swatch Bharath in the college provide a unique opportunity for the students to adapt themselves to community lives and their holistic development through social service. The students donated food, money, chairs, wheelchairs, study materials, T.V. and water beds to the needy. Revenue from farming in the campus and sale of e-waste and old newspapers find finance for such activities. The other extension activities include plastic waste management and building of homes for destitute, and physically and mentally challenged persons.

The teachers are actively engaging in research and publications. On average, each faculty of the college has two journal s and one book/book chapter publications that highlight the importance and interest registered by teachers in research writings. Over ten research projects funded by UGC and other approved agencies were undertaken by the faculty members during the this period. Some of the faculties have bagged national and international awards for their extension works connected to NSS, among which the winning Indira Gandhi National Award for National Integrity is really admirable one. Some faculty members are actively collaborating with other institutions of importance in different capacities.

Research, Innovations and Extension

Our classrooms are well equipped and digitalized. The multimodal technological interaction helps in higher chances of interaction and rapport between the students and the teachers. With the help of projectors, the students can visualize what they study in books. 4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Students of our college have been excelling in sports and cultural activities largely aided by the excellent facilities offered by the college. College has a well equipped Fitness Centre that caters to the demands of the College Community.

Infrastructure and Learning Resources

ICT based education uses information and communications technology to support and optimize the delivery of information. Campus has relatively sufficient facilities that meet the growing needs of the college community. All four seminar halls in the college are fitted with LCD Projectors, screens, and audiovisual systems. Classrooms –19 in number - are IT enabled which makes teaching and learning more effective. College with a strength of 1320 students and 110 computers in good working condition puts the student computer ratio at 1:12. We have common internet browsing points in the college where students are free to access the internet.

Student Support and Progression

Our college promotes the overall development of students through providing a platform for their education and training in multiple fields ranging from academic to leadership skills. The college takes different initiatives at the institutional level to provide for the development of their skills in state of the art infrastructure, leadership and organisation. Besides, the students have their representatives on many academic and administrative committees. Students' Council/Union A students' Union at the institute level is formed through an election held under presidential mode where the students are directly electing their members to the council in a fully transparent mode. Members are actively involved in planning and executing sports and cultural activities organised in the campus. The council is instrumental in coordinating various events and programs initiated by the associations at the departmental level.

Governance, Leadership and Management

The college has been relentlessly striving to be in alliance with the original vision to cater to the needs of the socially and economically deprived sections of the society by constantly being sensitive to their needs and through updating educational practices in line with changing trends. The college hails rural focus with urban vicinity while catering to the education needs of the locale.

The college functions under the Director of Collegiate Education of the Department of Higher Education, Government of Kerala. The College Development Council headed by the District Collector looks after the welfare of the college. The IQAC and Staff Council decide upon the various quality enhancement strategies. The PTA headed by the principal and elected members to help the college in all developmental aspects of the institution. However, the administration of the college is the responsibility of the Principal.

Our institutions has their ways to figure out the gender issues, and the women's cell plays a significant role in this regard. The Women's Cell of our college creates a platform that addresses gender issues with real spirit and

propagates the emerging solutions and ideas for gender equality and empowerment.

The institution imparts various welfare programs that create a happy and productive environment which render their mental wellbeing. Since its inception, the primary aim of the IQAC is to design and develop a system for committed, conscious, consistent, and proactive action to make better the academic and administrative performance of the institution. The IQAC has developed many quality assurance mechanisms through its functional framework.

many recommendations for the quality enhancement at our institution. Hence, referring to those recommendations, IQAC of our college has been keen on the successful implementation of several quality enhancement initiatives.

Institutional Values and Best Practices

Best Practices I

Title of the Practice: Greening of Campus through eco-friendly interventions

Objectives:

The distinctive natural setting and ecological tradition of Sri C Achutha Menon Government College Campus add to its rustic beauty and create an ideal learning climate for academic pursuits. Realizing the importance of the proposition that the integration of all organisms and their inorganic surroundings on earth maintains the conditions for life on the planet, the college is committed to the protection of the environment and its natural vegetation through eco-friendly interventions, while maintaining the quality of life on the campus. Our initiatives include **Greening of Campus with encouraging Organic Farming and Rain harvesting and Renewable Energy sources**

Best Practices 2

Title of the Practice: Contributions to the sustainable well-being of the society

Objectives

Every educational institution, apart from its aim of providing quality education to the students' community, has to facilitate and contribute significantly to the wellbeing of the society through the successful implementation of different outreach programs. Sri C Achutha Menon Government College, realizing such a role of educational institutions, has designed and executed several programs to support a sustainable society. Our initiatives include home to homeless, toilets and electrification to the poor and maintenance of many human banks that include the blood bank, eye bank, medicine bank, scribe bank, spectacles bank and many others.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI C ACHUTHA MENON GOVERNMENT COLLEGE, THRISSUR
Address	Sri C Achutha Menon Government College
City	Thrissur
State	Kerala
Pin	680014
Website	www.govtcollegethrissur.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Murali E	0487-2353022	9447069534	0487-353022	govtcollegetcr@yahoo.co.in
IQAC / CIQA coordinator	Vijayan P K	04885-243004	9961569291	487-353022	vijayanpoongat@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	14-09-1972

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

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1996	View Document
12B of UGC	01-06-1996	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Sri C Achutha Menon Government College	Semi-urban	25	7971.06

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Commerce And Management	36	Plus Two	English	66	63
UG	BCom,Commerce And Management	36	Plus Two	English	66	63
UG	BA,Economics	36	Plus Two	English	66	66
UG	BA,English	36	Plus Two	English	56	55
UG	BA,History	36	Plus Two	English	68	68
UG	BSc,Computer Science	36	Plus Two	English	37	34
UG	BSc,Psychology	36	Plus Two	English	40	39
UG	BSc,Statistics	36	Plus Two	English	36	33
PG	MCom,Commerce And Management	24	B.Com and other Bachelor Degree in Business Administration or Studies	English	21	18
PG	MA,Economics	24	Degree	English	28	26
PG	MA,English	24	Degree	English	21	18
PG	MA,History	24	Degree	English	21	18
PG	MSc,Psychology	24	B.Sc Psychology	English	16	16
Doctoral (Ph.D)	PhD or DPhil,Commerce And Management	0	M.Com or MBA	English	2	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				47			
Recruited	0	0	0	0	3	0	0	3	16	31	0	47
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	10	13	0	23
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	4	6	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	25	0	37

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	5	6	0	11

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	374	0	0	0	374
	Female	766	0	0	0	766
	Others	3	0	0	0	3
PG	Male	11	0	0	0	11
	Female	166	0	0	0	166
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	26	29	27	22
	Female	48	51	62	55
	Others	0	0	0	1
ST	Male	2	4	5	3
	Female	6	4	8	7
	Others	0	0	0	0
OBC	Male	62	64	68	60
	Female	138	162	159	186
	Others	0	0	0	0
General	Male	35	40	32	44
	Female	70	85	82	87
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		387	439	443	465

3. Extended Profile

3.1 Program

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

Response: 361

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	11	11	11

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1257	1212	1128	1065	1032

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
411	401	413	368	370

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
442	415	361	363	318

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
46	44	45	46	44

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
046	046	046	46	45

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 41

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

2018-19	2017-18	2016-17	2015-16	2014-15
1087.13	105.15	180.28	362.23	36.70

Number of computers

Response: 110

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution takes measures to ensure an effective curriculum delivery through a well planned and documented process. The college renders education services to its student's services through seven major teaching departments. The teaching departments include Commerce, Economics, History, English, Computer Science, Psychology and Statistics that give an orientation to the newly admitted students on the second day of starting the classes. The Heads of the Departments and the Class Tutors are addressing the students of UG programs to give an orientation on the following topics.

1. The Regulations prescribed by the University regarding the structure and pattern of programs, the rules of classroom attendance, disciplinary mechanism, internal assessment system, and the Semester Examinations.
2. The Syllabi of the program with some glimpses on the objective and usefulness of the program as well as the courses with its career prospects.
3. The functioning of various students support centers along with the resources available in the college
4. Details regarding the functioning of the National Cadet Corps (NCC), National Service Scheme (NSS) and Swatch Bharath Mission, and the importance of doing the same for the overall growth of the students.
5. An introduction to the new initiatives of the Directorate of Collegiate Education of Kerala such as the Scholar Support Programme (SSP) Walk With a Scholar (WWS) program and Additional Acquisition Programme (ASAP) are given to the students.

Many of the programs offered in the college can be pursued by the students with plus 2 or equivalent as their highest qualification. Many of them might be coming from different streams and do not have prior learning in the domain that a specific program focuses. Hence, proper orientation is quite essential to the aspiring students of the said programs. Accordingly, apart from the general introduction, certain bridge courses are offered by departments to orient students towards the topics which are either novel to them or they may find difficult to understand. Mathematics is a complementary subject to BSc Computer science and BSc Statistics and a basic mathematics course are given to the students of these programs so that they can well acclimate to the subject. Department of Statistics is conducting bridge courses for the students of Economics, Commerce and Psychology students so that they will get a chance to get familiar with the subject before entering into their syllabus.

Department of English is concentrating on the verbal skills of their students. So they are introducing reading, comprehension and speaking skills. English newspapers are readily available for the students in their classes. Certain programs like food fests, lecture series by eminent professors and classes for high school students are arranged at the beginning of each academic year so that students may get ample opportunity to develop their communication skills.

Languages like Hindi, Malayalam, and Sanskrit also concentrate on imparting basic language skills to the newly admitted students so that they may be equipped for university education.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 3

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	2	0

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 20

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	4	2	2

File Description

Document

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 25.21

1.2.1.1 How many new courses are introduced within the last five years

Response: 91

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 92.86

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 13

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 4.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
135	0	0	134	0

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

1.3 Curriculum Enrichment

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

Response:

The aim of any program is not only to impart knowledge in the respective subjective domain but also to mold students into responsible human beings. The student community needs to be enlightened on many socially relevant topics like sustainable environment, gender issues, and human rights. Hence the curriculum includes various courses focusing on these topics that are critical to the development of human capital for the country.

Women's Writing, a paper prescribed for M A English students helps to create awareness among students regarding gender-related issues. The texts by popular women writers like Gayatri Spivak, Maya Angelou, Kamala Das, Sylvia Plath, Adrienne Rich, Virginia Woolf, and Helene Cixous enrich the content of the paper. A paper with the same title is prescribed for BA English students and the same enables students to identify concepts of class, race, and gender. The General English text prescribed for second-semester degree students **Zeitgeist**, has separate modules to handle topics of social and contemporary relevance.

The Malayalam language is an optional paper for degree students which include different modules that deal with topics like gender, environment, and human values. The modules make the students aware about the environmental sustainability, effects of pesticides, and the need for protecting our nature, etc. The whole syllabus prescribed for common paper in Hindi is prepared to make the students to understand society better and to make them ready to fulfill their duties and responsibilities towards society. Sanskrit is offered as a common course and as a part of the syllabus, we impart value education by means of Subhashitas and Panchatantra stories. Along with the language skills, ideas of personality development and professional ethics are being inculcated.

The Gender Studies Paper prescribed for BA History helps the learners to internalize the theoretical aspects of the discipline of Gender as well as the structural dimensions of the gender relations, dimensions of disparities and various aspects of researches conducted in this field in India. The third module of a paper prescribed for BA History is meant to equip the learner with an understanding regarding the Cybercrimes and Cyber Laws. Some other modules of subjects covered under the UG program of History with respect to the Environment and Sustainability issues.

Curriculum and syllabus of Economics programs fairly cover many relevant topics related to gender, environment, sustainability, human values, and professional ethics. At the post-graduation level, we have Gender Economics as one of our elective papers. It helps students to understand the theoretical and practical aspects of gender issues. Psychology, the science of the human mind invariably deals with human values and related topics. A Paper titled Psychological counseling contains an exclusive module on values and ethics in counseling. A course titled

Management Concepts and Business Ethics that helps the students to make out properly the importance of ethics and social responsibility of business for its long-run sustainability in a consumer-driven market.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 3

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 3

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 16.31

1.3.3.1 Number of students undertaking field projects or internships

Response: 205

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 97.61

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
465	443	439	387	378

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
487	452	451	398	378

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
411	401	413	368	370

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

2.2.1- Assess the learning level of the students after admission and organizes special programs for advanced learners and slow learners

The institution assesses the learning levels of the students after admission and conducts unique programs for advanced learners and slow learners. The assessment of learning levels is done at two stages at the commencement of the program. At first, the students are classified into two groups based on their plus 2 marks under the impression that advanced learners would have been scored higher marks than the slow learners. For the programs like BCom, BBA and BSc computer science, the students who got admission into the programs might be coming from an entirely distinct stream, hence the students of such program are classified into the students of the same domain and students of the distinct domain. These processes to a great extent help to identify the slow learners and to design special coaching sessions for them to bridge the present knowledge gap and to prepare, introduce and lift them into the new domain of the higher education.

The institution organizes Orientation programs or Induction programs for the newly admitted students both at the college level and at the department level. The available facilities in the college and the scope of the subjects being learned or taught for a specific program are discussed in these sessions. Moreover, the job prospects of the specific programs along with their potentials for higher education are detailed in the sessions particularly held at the department level. Apart from this, sessions are also included to instill a positive attitude and competitive spirit among students. The tutors of the respective classes of UG and PG give valid support in categorizing the students with reports based on observation and class tests.

Besides, in many departments, after the advanced learners and slow learners are identified, separate programs are designed and provided for their progress.

For Advanced Learners

- Special academic counseling on employment prospects, career opportunities in higher and professional education
- Personal mentoring
- Capacity building for the job market through counseling and government-sponsored new initiatives like WWS.
- Providing guidance and making available learning resources at an advanced level
- Providing guidance for NET/ JRF/SET and competitive examinations
- Encourage them to participate and present papers in national and international seminars
- Publication of their projects in edited book with ISBN
- Encourage students to participate in intercollegiate contests, quizzes, debates, management games, etc...
- Merit day for appreciating the achievements of students

For Slow Learners

- Student mentoring to address their concerns about their career through academic advice and counseling, and social dialogue.
- Special attention during and after class hours
- Special coaching and extra classes for the subject in which they feel difficulty
- Peer group teaching
- Remedial Classes under Scholar Support Program
- Skill courses under Additional Skill Acquisition Program of Government of Kerala
- Assignments on contemporary topics
- Individual projects/dissertations at the UG and PG level

2.2.2 Student - Full time teacher ratio

Response: 27.33

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 2.15

2.2.3.1 Number of differently abled students on rolls

Response: 27

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

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

Response:

2.3.1- Students centric methods used for enhancing learning experiences.

Student-centered learning is enabled through various systems like:

Lectures

The conventional style of lectures is generally pursued in classrooms where the teacher synthesizes, interprets and explains the contents, often with the support of ICT resources, for having a better understanding among the average and slow learners.

Interactions

Seminars and class presentations are organized for students to explore novel domain and they should make oral presentations in classrooms.

Group discussions and debates on relevant topics inculcate team spirit and management among students.

Quizzes on the basis of reported news in media motivate the students to update with the changes.

Forums providing platforms for the students to discuss and debate on contemporary relevant issues are functioning at the departmental level.

ICT based learning

Inflibnet facilities and the ORICE platform give opportunities for students to listen to the classes lead by experts in the relevant field.

The college subscribes National Library and Information Services Infrastructure for Scholarly Content (NLIST) that provides access to e-resources for students

Students are encouraged to create blogs of interest and participate in discussions for skill development.

The syllabi of the courses are divided into modules and linked to relevant digital resources for better comprehension of the subject by the students

Experiential learning

Field trips or educational tours for final year students of PG and UG to academically significant places are organized with partial financial support.

The NSS and NCC units organize various camps for the students which expose them to social vulnerabilities and transforms them into socially responsible citizens.

Edu Gaming, a teaching method through games and activities that offers a significant amount of information about their syllabus.

Theatrical adaptation and Movie screening of the literacy text enhance the learning levels of students

Case studies

Motivate students to work on corporate annual reports to get exposure to real reporting practices.

Discussion on the incidence of Government budgets on different segments of the economy.

Students are advised to subscribe and read business dailies to make them up to date with the changes ensued in the economic and business field

Project studies

Project-based learning are also initiated. Encouraged students to undertake academic projects on topics revealing the issues need to be addressed in the society and this would nurture research interest and skills among students at the undergraduate level itself.

Student-led-teaching:

Senior students, particularly, Post Graduate students of the Commerce and Economics are occasionally led special classes for their junior peers on specific topics.

Event-based learning

Histoculture, a fest conducted by the Department of History to promote local history studies and to develop a history community among students of History.

I- Gen, an IT Fest conducted by the Department of Computer Science provides a platform for building talents in computer science to showcase their skills.

Aloki, a Management Fest organized by department of Commerce to provide unique opportunities to business students to fuse management theory into practice amidst of funs and knowledge.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 108.7

2.3.2.1 Number of teachers using ICT

Response: 50	
File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 25.14

2.3.3.1 Number of mentors

Response: 50

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

2.3.4-Innovation and creativity in learning.

Innovation and creativity are inevitable in classroom teaching for enhanced retention rates among students. The retention rate while the institutions adopt the peer teaching method is almost nine times that of simply lecture method. However, the use of audiovisual aids with ICT infra, discussions and case studies significantly improves the rates of retention. However, one cannot shun the importance of classroom teaching particularly in an institution where the majority of the students are average or slow learners. Realizing this fact, Sri C Achutha Menon Government College encourages its faculty members to adopt a hybrid structure of teaching-learning platform where they have to integrate the innovating teaching techniques with the conventional style of classroom lecturing.

Interactive learning

Interactive learning actively engages the students in grappling with the materials and it give a boost to the classroom for both students and faculty. Lectures are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition.

Group discussions, Quizzes, and seminars by students develop their cognitive and speaking skills and the method provides immediate feedback to the teacher and the students.

Library/ EBooks Advance learning

Students are allowed to access resources available in the library/knowledge center to the electronic-based information services from different networks. The college subscribes National Library and Information Services Infrastructure for Scholarly Content (N-LIST) that provides access to e-resources to students.

Experiential learning

Field trips or educational tours to academically significant places give students a chance to go out of the classroom and experiences something new which in turn enhances the curriculum. The technique inculcates the spirit of team building and the students get opportunities to understand certain points which the teacher is not able to explain in words alone.

Case studies and Assignments

The recent years of widespread use in social science education, the case study teaching method is becoming an increasingly common teaching strategy. As the college mainly runs programs on subjects in social sciences or subjects at least related to this domain, the use of case studies effectively promotes the fulfillment of specific learning objectives integral to many of our programs. Hence, the case studies and assignments promote problem-based learning and develop the analytical skills of students. For increased student engagement and improved performance, students are encouraged to work on the cases of economic and social issues for their deep understanding of issues and to think of practical solutions to the real dilemmas.

Project studies

Project-based learning is also initiated. Encouraged students to undertake academic projects on topics revealing the issues need to be addressed in the society and this would nurture research interest and skills among students at the undergraduate level itself. The study may be of survey study or conceptual study where the former enables the student to make a comprehensive review of the issue or problem under investigation while the latter helps the students to gain new insights about certain theories or ideas or concepts.

2.4 Teacher Profile and Quality

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

Response: 98.25

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 21.78**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	10	7	7

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response: 11.82****2.4.3.1 Total experience of full-time teachers**

Response: 543.5

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response: 31.11****2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	1	3

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 9.17**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	4	4	4

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

To assess all aspects of students' development, the institution has taken continuous internal evaluation system. Each teaching department of the college assigns two teachers as tutors for each class who assume in charge of that class. The tutors monitor both academic and non-academic matters of the students in the class. Initially, the tutor explains how institutions undertake the internal evaluation of students that consists of attendance, assignment, seminars and two test papers for each course of each semester. Apart from these common criteria, every teacher who is teaching course in the class conducts unit tests after completing each module. After each unit test, the teacher discusses the question paper with the students and help them to make out the materials they have made in writing answers. Teachers conduct remedial classes for those students who face difficulties in a given subject after class hours. Also, provide previous question papers to work out which, help them to acquaint more with the questions and its patterns. Then corrected manuscripts are returned to the students. After that, the tutors convene a meeting of the parents to discuss the performance of the students in classrooms. Tutors also monitor the performance of slow learners and collect feedback from them, then take initiatives to clarify their doubts.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**Response:**

The mechanism for the assessment of the students' learning level in the institution includes internal examinations, assignments, and seminars. The assessment procedure is done in conformity with university regulations and the process helps the students to make better their learning skills. The teachers' conduct two internal tests of one and half hour duration each for each course which strictly follows the pattern of university question papers. Evaluated answer scripts are returned to the students within seven days from

the date of the completion of the examinations and teachers give needed guidance to the students to make good their performance in the external examinations. Separate files are kept for internal and external question papers as well as the score sheets of the students to make available of them for easy and quick reference. The department records the semester wise marks awarded to students for their internal examinations, assignments, and seminars in a separately maintained register. The college ensures transparency in each and every aspect of the internal assessment process.

The teachers give assignments to the students as a part of their learning process. The assignments so given are mostly related to the syllabus content of the respective courses. Sometimes the topics from the subject domain which have social as well as economic relevance are given as assignments that enable the students to link academia with the practices for better learning experiences. Similarly, the seminar presentation made by the students enables them to improve their confidence level and soft skills together with the twin benefits of better learning experiences.

During the final semester, both UG and PG students should submit a report on the research project they have to execute independently as a part of the curriculum. The undertaking of such projects enables the institution to inculcate research interests among students even at the UG level itself. For ensuring the quality of the projects, an internal evaluation is done by a duly constituted Project Review Committee along with the project guides. The suggestions of the review committee will be incorporated in the final reports submitted to University which will enhance the quality level of the projects so submitted.

The internal assessment marks are displayed in the department notice board for verification of the students before uploading the same to the university portal.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The examination related grievances of the students are dealt with at two levels - department level and College level.

Departmental Level:

The continuous evaluation of students is carried out by the teachers regarding seminars, assignments, and class tests. The corrected answer papers of the students are distributed to them for verification and any grievance is redressed immediately. Moreover, the internal assessment scores based on the predefined criteria are displayed on notice board and a copy of the same is distributed to the students and gets the same back after obtaining the students' signature for ensuring maximum transparency in the internal assessment system. Complaints or query of the students, if any, regarding the scores is discussed by the Head of the Department with the concerned teacher and student, and grievances are normally redressed at that level itself. If it is not resolved at the department level, it will be forwarded to a redressal committee constituted at the college level as per university norms.

College Level:

The Institute appoints a teacher as a coordinator at the college level for the smooth conduction of internal examinations. The teacher coordinates all the works related to the internal examinations including the pooling of question papers, preparation of the schedule of examinations, the arrangement of venue and the procurement of necessary materials for the exams. If any malpractices committed by the students during the examinations are reported, the coordinator shall inform the matter to the Principal and the College Development Council. There is a senior teacher in the college who will be appointed as Chief Superintendent of Examinations by the university. If students are facing any problems with external examinations, they are solved by the Chief Superintendent of Examinations. The grievances during the conduction of examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by the examination section.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE**Response:**

The institution adheres strictly to the academic calendar published by the University of Calicut. Based on the university calendar, college prepares an internal calendar and each department makes an activity schedule to ensure the completion of the syllabi in a time-bound manner. The college and departments firmly observe the timeline stipulated in the academic calendar for completing every component of the continuous evaluation system. This helps the teachers as well as the students to plan their teaching and learning activities and also the regular assessment of the same. The college makes the students' assessment in three different components – attendance (5 marks), assignments/seminars (5 marks) and internal tests (10 marks).

Every academic year consists of two semesters. Each semester is to be of 90 days and should be completed within the timeframe decided by the university. The days which have lost on account of abnormal reasons have to be compensated by taking special classes during holidays and after hours of the working days. The students with a minimum of 75% of attendance are eligible to write semester examinations conducted by the university. Condonation will be allowed to those students who could not attain a minimum percent of the attendance for reasons beyond their control, provided the shortage of attendance is within the condonable limit. The Attendance Percentage Certificate of each student will be uploaded to the university portal within the time stipulated for the purpose.

Two Continuous Internal Examinations are conducted for each course in each semester among which the first one is conducted after 48 days of classwork and the second one is conducted after 90 days of classwork. An average of both these examinations is calculated to attain the final score of the student for the component of internal tests. The question papers of internal tests are in the pattern of university examinations and to differentiate the slow learners from fast learners and to consolidate their performance before the external examination. The questions are mapped with the corresponding course outcomes that are mentioned at the beginning of the course. The assignments and seminars given to the students are often helping them to gain knowledge beyond the scope of the syllabus. The students have to submit the assignments within the timeframe set for the purpose. The teachers of respective courses are making an objective evaluation of the performance of the students in the specified components and publish the same in the department notice board in a fully transparent mode. Finally, the internal assessment scores of the

students are uploaded to the university portal within the time schedule prescribed by the University of Calicut.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Mechanism of Communication of Program Outcome (PO), Program Specific Outcome (PSO) and Course Outcome (CO)

Sri C Achutha Menon Government College is a non-autonomous higher education institution affiliated to the University of Calicut. Hence, the Programme Outcome, Programme Specific Outcome, and Course Outcome are designed by the University of Calicut and the college has to strictly adhere to the same without much modification. The teaching, learning and assessment system are designed by universities to assist students in achieving the expected outcomes. The college uploads the information on the matter in the institutional website for the ready reference to the students who seek admission for various UG and PG programs offered by the colleges affiliated to the University of Calicut. It is also beneficial to those institutions and agencies who are interested to interact with this Institution in various extension activities. The Institution-Industry collaboration gets an initiation from the College website information.

This exercise of communication of PO, PSO, and CO enables the teachers, students and other stakeholders to acquaint with the Programme, Course contents, and utilities. The College calendar is the gateway of basic information which will be distributed to the stakeholders on an annual basis. The calendar is a ready reckoner for the information about the programs, although the PO, PSO, and CO are not detailed. The College-level activities are initiated on a decentralized mode under a departmental framework. The Principal and College Council ensures a suitable learning environment, the right choice of teaching strategies and effective evaluation system ensure the achievement of the specified learning outcomes. The heads of the departments are keen on its successful implementation and attainment of the outcomes at the micro-level. Orientation sessions are conducted by each department, under the supervision of Head of the Department to discuss the respective syllabus and curriculum with the students, after the completion of the admission process. Besides, the class tutors are assigned with the duty of identifying the importance of each Programme and the Course and take reasonable care in conveying the information to the students. The tutors arrange course wise orientation classes with respective teachers intending to familiarize the Course. Copies of all the syllabi are given to the students at the beginning of the courses. The Principal with the support of College Council take larger initiatives to make such communication network productive and efficient. Over and above this, the academicians, professionals, and practitioners in the concerned domain are invited to further discuss the importance as well as the outcomes of specific programs and courses.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

2.6.2

Based on rules and regulations stipulated by the University of Calicut, college set Program-Outcomes (POs), Program-Specific-Outcomes (PSO) and Course-Outcomes (COs), and communicate the same to the students. The POs are communicated to the pupil during their orientation at the college-level and PSOs during their induction at department-level. Moreover, concerned teachers who are dealt with a specific course explain about course outcomes, evaluation pattern and mark schemes at the introductory lecture of courses. The information regarding all of these is detailed in the syllabus and curriculum and copies of the same are readily available to students for their quick reference.

The college brings customization into the evaluation of students' attainment of CO, PO, and PSO based on the Course and expected outcomes. However, internal assessment is the pre-condition of the continuous assessment and is essential for the fulfillment of the COs. At the end of each semester, university conducts examinations and the results published by university are also relevant. The methodology of evaluation of the attainment of COs, PSOs, and POs are:

COs: Knowledge and skill that students attain in a specific course and their ability of critical thinking, evaluated through Continuous Internal assessment (attendance, tests, home assignments, and seminars) and End-Semester External Examinations determine its COs. The marks awarded to students in his internal (20%) and external (80%) assessments together determine the attainment of COs of respective course. College provides opportunities for students to reveal their understanding in oral or written mode.

PSOs: PSOs are assessed with the help of outcomes of the relevant courses. Here also, internal assessment and external examinations matter as the same form the basis for the evaluation of the attainment of COs. However, the pass percentage of the specific programs together with the level of marks obtained by the students determines the attainment of outcome in part. Demand ratio for a program, number of students who have pursued higher education in the concerned discipline, qualified NET/JRF/SET exams and got placement in the domain where they are expected to apply their skills and knowledge they have gained from the specific programs are also relevant.

POs: POs are also evaluated with COs. Like PSOs, the percentage of successful students and percentage of marks obtained are significant while assessing the POs. The capacity-building, team-leadership, life-skills development, enhancement of skills in sports, games and cultural events could be key parameters revealing the attainment of POs. Similarly, placement in governmental and non-governmental organizations, social-work, entrepreneurship, and persuasion of higher studies including research, all are vital in judging the attainment of POs.

Above all students' feedback, alumni survey and employer survey could be done to assess the attainment of POs and PSOs. The alumni survey tells the degree of the relevance of curriculum in imparting job skills, Employer surveys reveal whether the knowledge, skill, and wisdom taught in the college are satisfying their expectations or not. The goal of the Student feedback survey is to trace out the factors that decide the level of satisfaction towards effectiveness of program.

2.6.3 Average pass percentage of Students

Response: 76.59

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 301

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 393

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.33

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 11.45

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1	3.73	0	5.5	1.22

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 10.87

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.78

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

Response: 7

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 45

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Ecosystem for Innovations Including Incubation Centre and Other Initiatives for Creation and Transfer of Knowledge

The young people need to get the best quality guidance on emerging career opportunities in business and employment. We motivate students towards further study and enable them to take appropriate decisions on career prospects. Our college incubates knowledge to the students through multiple platforms.

1. ED Club (ENTEURPREUNERSHIP DEVELOPMENT CLUB)

This club had been formed with an instruction from the Director of Collegiate Education, Kerala, to inculcate the aptitude of entrepreneurship among the students. The club initiates measures for the students to think, design and implement various ideas into creative ventures. Each individual must be an employment provider rather than an employment seeker. The Club has been instrumental in providing opportunities to students to prove their talent in various fields like handicrafts, graphic designing, fabric, and glass painting, ornaments making and so on which are with the full support of District Industries Centre, Thrissur. Workshops are conducted with real designing capability enhancement methods and members can learn practical skills. The Club functions every year with an intake of about 50 students from multiple disciplines.

2) CAREER GUIDANCE CELL

The Cell witnesses a very positive walk in from different sectors every academic year. Many companies and institutes visit and interact with our students. It is a refreshing experience for the students as these classes by professionals from various skilled sectors opened to them a new world of possibilities and opportunities. Every academic year, many reputed firms visit our campus either for recruitment or for the intake of students to higher or career education and the list includes Goan Institute International Consociation of Education Pvt Ltd, ICICI bank, Chanakya IAS Academy, Indian Air Force, Indian Army Recruitment Cell, Eureka Forbes, Avion Aviation, Limewire Technologies, CadPoint, Campus Abroad and Reliant. Some of our students received the scholarship for civil service examination and we are proud that our students have been placed in many reputed institutions and the number each year is increasing.

3)ASAP-ADDITIONAL SKILLS ACQUISITION PROGRAMME

Additional Skill Acquisition Programme (ASAP), is a Government of Kerala initiative to tackle the growing unemployment problems in the state. The program aims at equipping select college students with employability skills. For improving the soft skills of the students, ASAP arrange classes during holidays and after hours of working days. They are providing 60 hours of Communication Skills and IT classes each year. Students of ASAP batch each year completed their foundation course by the end of December every year.

4) NSS (NATIONAL SERVICE SCHEME)

Apart from aspiring to develop all-round personality development through social service, NSS Units of the college have also inculcated various skills to our students by providing training classes on making soap, paper pens, cloth bags in a bid to reduce plastic waste and grow bags out of used flex and plastic banners. The volunteers learn the basic lessons of economizing and conserving the environment by acquiring such skills.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response: 1**

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

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

Response: 2

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response: 0.51**

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	3	1	1	2

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response: 1.49**

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	6	9	9	7

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

3.4.1. Extension activities in the neighborhood community

The NSS Units, Red Ribbon Club and initiation of Swach Bharath in the college provide a unique opportunity for the volunteers to adapt themselves to community lives and their holistic development through social service. The volunteers donated food, money, chairs, wheelchairs, study materials, T.V. and water beds to the needy. Revenue from farming in the campus and sale of e-waste and old newspapers find finance for such activities. The volunteers have undertaken 11 donation programs during the last five years that come out as beneficial to both volunteers and the local community. The other extension activities include plastic waste management and building of homes for destitute, and physically and mentally challenged persons.

Blood donation is one of the regular activities and the volunteers actively take part in it. The units have organized eight camps on the campus over the last five years and collected 456 units of blood. Additionally, the students voluntarily donate blood in nearby hospitals at the request from needy patients. We also render our service by distributing the certificates of donors from the college to the needy patients and on the production of the same they can get blood from IMA. The college has uploaded a blood donor's directory of more than 300 volunteers in the college website. NSS units are instrumental in conducting a general health camp for the staff, students, and the general public from 8 to 9 March 2018. The NSS units in association with West fort Academy of Nursing, Thrissur, have issued Health Cards to the public. **Red Ribbon Club** also helps the volunteers to be more considerate towards HIV patients. The volunteers conduct AIDS Day rally on 1st December every year to create awareness about the dreaded disease.

ENVIRONMENT CONSERVATION

The volunteers of NSS and various clubs joined hands with the Kerala Sasthra Sahitya Parishad in rejuvenating the gooseberry mountain at Mattumala in Chengaloor where the gooseberry trees have been burnt by the actions of some anti-socials.

The NSS volunteers in joint collaboration with the Kerala Sasthra Sahitya Parishad conducted a survey among the people who live on the banks of the river Manalipuzha which is a prime source of drinking water to many. The water in the river is contaminated due to the dumping of slaughter waste and toilets waste to the river. Awareness on the need to save the river was created among the people by distributing leaflets.

The NSS unit as part of the adventure camp carried out a trekking into the Mannamangalam forest. The

volunteers collected more than one hundred kilograms of plastics littered by tourists and handed over to the forest authorities. The plastic waste in the forest region is hazardous to the eco-system.

For protecting the birds and provide water to them, the NSS volunteers have arranged water in clay pots in different parts of the campus.

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	0

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	7	6	9

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 37.79

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
728	653	298	366	169

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 1

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description

Document

Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Infrastructure – teaching and learning

The widespread reach of technological aspects in the present academic scenario makes its use more valuable and inevitable. So undoubtedly the students have benefitted immensely from the ICT enabled teaching that the teachers impart. The classrooms are well equipped and digitalized. The gadgets create a new style of teaching and new ways of learning academically and non-academically. Technology along with the gadgets opens up the better and the best for the students.

The teaching departments do excel in its every aspect aided by efficient infrastructure, and a proficient and enthusiastic faculty base. The departments also have a great exposure to advanced technology and provide resources to scale the technological advancements which suit curricular and co-curricular activities alike. Students under the proper guidance of teachers find access to the internet and it helps them to develop a new thought beyond the bookish knowledge. The multimodal technological interaction helps in higher chances of interaction and rapport between the students and the teachers. The interactive way of providing notes, in turn, helps the students a lot and keeps them interested. By using technological gadget, students can understand the syllabus through the visual presentation. With the help of projectors, the students can visualize what they study in books. Projectors are also used to conduct presentations and seminars. Students utilize the printer to take printouts of academic notes. By using these, students can maximize their output to their respective departments.

As far as the facilities concerned, the commerce department owns nine laptops, fifteen desktops, three printers, eight projectors, and a television. These are of fine quality and have a better performance. Students engage themselves in their studies utilizing. The ample availability of gadgets in the Department of English comprises of three laptops, three desktops, six projectors, and one television. The accessibility of a couple of television makes it easy for playing of films and documentaries for both curricular and co-curricular purposes.

The Department of Psychology has two laptops and three desktops along with two printers that help the students to collect study materials prescribed in their syllabus. The Department of Statistics is enriched with several electronic gadgets including one laptop, two desktops, one printer, and one projector. The Department of History is well advanced in providing ample technological facilities to the students with two laptops, seven desktops, one printer, two projectors, and two television sets. The Department of Computer Science is provided with a sufficient number of electronic gadgets including two laptops, twenty-six desktops, one printer, and two projectors. The general departments which house the single faculty make effective use of two laptops and two desktop computers along with a printer.

The pursuit of academic excellence by using technological advancement has recorded a perceptible climb

in the academic merit of the students. Better notes, critical comparisons, graphical representations, current affairs, etc., make their studies more effective and interesting.

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

Response:

Facilities for sports games and cultural activities

Students of our college have been excelling in sports and cultural activities largely aided by the excellent facilities offered by the college.

College has a well equipped Fitness Centre that caters to the demands of the College Community- students, teachers, and the non-teaching staff. Established in 2001 the Fitness Centre has equipped with 8 stations and 6 station multi-gym facilities. The Centre has an array of equipments for raising the fitness level of the students like inclined and declined bench press, rowing machines, dumbbells, leg curl and leg extension machines and vertical leg press. Centre has powerlifting machines with a total weight of 200 Kg.

College has indoor facilities for Table Tennis and Shuttle badminton. We have a Badminton court with the standard size and dimension and Students make full use of these facilities. Our playground is 7000 Sq. meters in area with a gallery capable to accommodate more than 500 spectators. Our football court with the stand size and dimension is made full use of by our students as well as the Football enthusiasts neighboring the college. We also have a basketball court of the standard dimension and has a handball court with portable posts. Our mud Kabadi court has produced national and state-level players and in 2017 our College Men team were crowned Calicut university champions. We have a Cricket pitch with net facilities for bowling and batting practice and a volleyball court of the standard size and dimension. We are fully aware of the contribution of yoga in imparting physical and spiritual wellness and have created adequate facilities for Yoga, with adequate yoga mats for students and teachers to regularly practice Yoga. Facilities for martial arts like Judo is encouraged in the college where students regularly practice on judo mats.

Cultural Activities

Cultural activities give students an opportunity to exhibit their non-academic talents and also to foster their all-round development. For this, the college has adequate infrastructure for staging the cultural activities in the college.

An open-air stage with gallery act as an ideal place for staging cultural events. It regularly hosts music and literary events. It was built with the financial assistance from the MLA Constituency Development fund. Our Auditorium with 300 seating capacity is the main auditorium of the college where all major functions are held.

A mini auditorium with 200 seating capacity was inaugurated recently where cultural events are staged

regularly.

College has several seminar halls and the general seminar hall with 110 seating capacity apart from hosting academic programs is also used for staging cultural events, documentaries, and movies. We also own adequate e-infrastructure to support the cultural events organized in the institution.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 41.46

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 80.54

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1087.13	39.61	170.21	358.41	26.30

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

4.2.1

The college has a central library and departmental libraries with own books or books borrowed from Central Library. There is an Open Access Catalogue for students and staff in the institution. The reading room is reasonably furnished to accommodate students and provides an environment conducive for the learning and information search.

An exclusive reference section is available in the library that houses the materials including books, journals, magazines, and reports meant to aid the learning and research by providing quick and accessible information on any particular topic. These learning resources are often used to find facts or get broad overviews of topics. Dictionaries, encyclopedias, bibliographies, and style guides are some of the other reference materials found in the Library's Reference Collection. Reference books are meant to be accessible to as many people as possible, and as such, are not permitted to leave the Library

A visitor's book is maintained for students and staff. New arrivals of books and journals are displayed on separate stands and racks. Every student gets security of their resources through an established system.

An integrated Library Management System (ILMS) is an automated software program of library management that provides many services including circulation, acquisitions, and cataloging. It comprises the relational database, software to interact with the database and Graphical User Interfaces. The ILMS makes the library management simple, flexible, less expensive, efficient and speedy.

Automation of library of the institution would help in better management of the library and learning resources along with the advantage of considerable easing the work of acquiring and lending of books and other resources to teachers, students, research scholars and non-teaching staff of the institution. Realizing the advantage of an automated library management system our institution has started the automation of its library management system a few years back. However, due to some technical reasons like constrained budget, and lack of a qualified full-time librarian or library manager, we could not continue and complete the process in a time-bound manner. However, finally, towards the goal of an automated library management system with an integrative model, we have restarted the library automation process in 2019 and now is at an advanced stage of the completion process. For the purpose of installing an automated library management system, we have used Koha, the first free and open soft ware with a version 18.11.08.000 (2019 release).

With the support of the specified Automated Library Management System, the remote access to resources in the library is possible for students and teachers from all teaching departments of the college. Readers can also reserve in advance books of their choice and the library unfailingly intimates them when the book is ready for issue. Classification of books subject-wise and placing them accordingly in racks helps students to physically locate them if they choose to. Automation has helped the library to keep a better track of the books issued and has also resulted in timely return of books by borrowers.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for

library enrichment**Response:**

Gandhian Literature		
Author/ Editor	Title of the Book	Publisher
Dennis Dalton	Gandhi's Power: Non-violence in action	Oxford-University press
SR Bakshi	Gandhi and Civil Disobedience Movement	Gitanjali-Publishing
VT Patil	Studies on Gandhi	Sterling-Publishers
C Sankaran Nair	Gandhi and Anarchy	Mittal-Publications
Madhu Limaye	Mahatma Gandhi and Jawaharlal Nehru: partnership 1916 -1948	BR-Publishing
SC Biswas	Gandhi	IIAS
Bhikhu Parekh	Colonialism, Tradition, and Reform: An Analysis of Gandhi's Political Discourse	Sage-Publication
BR Nanada	Gandhi and his Critics	Oxford-University press
David Hardiman	Gandhi in his time and ours	Permanent-Black
Uma Dhupelia	Gandhi's Prisoner	Permanent-Black
Anthony J Parel	Hind Swaraj	Cambridge-University press
Anil Dutta Mishra	Fundamentals of Gandhisam	Mittal-Publication
HCE Zacharias	Raja Ram Mohan Roy to Mahatma Gandhi	Akashdeep-Publishing
Raghavan N Iyer	Moral and Political Thought of Mahatma Gandhi	Oxford-University Press
SR Bakshi	Swaraj Party and Gandhi	Atlantic-Publishers
Sankar Dayal Singh	Gandhi's First Step: Champaran Movement	BR-Publishing
PCRoy Chaudhary	Gandhi and his Contemporaries	Sterling-Publishers
S Narayanaswamy	Sarvodaya Movement	Mittal-Publishing

MK Gandhi	Story of my life	Navjivan-Publishing
Antony Copley	Gandhi: Against the trade	Oxford-University Press
Hiran Mukharjee	Gandhi: A Study	People-Publishing
Jawaharlal Nehru	Mahatma Gandhi: Reflection on his Personality and Teaching	Bharathiya-Vidya Bhavan
MK Gandhi	Satyagraha in South Africa	Navjeevan-Publishing
Sunil Sahasrabudhey	Gandhi's Challenge to modern science	Other-India
Louis Fischer	The life of Mahatma Gandhi	Bharathiya-Vidya Bhavan
MM Verma	Gandhi's Technique of Mass Mobilization	RK Gupta
BR Nanda	Gokhale, Gandhi and the Nehrus: Studies in Indian Nationalism	George-Allen
Mahadev Desai	The gospel of selfless action or The Gita according to Gandhi	Navjivan-Mudranalaya
BR Nanda	Mahatma Gandhi: 125 years	ICCR
Tushar A Gandhi	Let's kill Gandhi	Rupa-Co.
VT Patil	Gandhi, Nehru and the quit India Movement	BR-Publishing
DC Jha	Mahatma Gandhi: The Congress and the partition of India	Sanchar-Publishing
BR Nanda	Mahatma Gandhi: A Biography	Oxford-University Press
SR Bakshi	Gandhi and the mass Movements	Atlantic-Publishers
SR Bakshi	Gandhi and Dandi March	Criterion-Publications
OP Misra	The economic thought of Gandhi and Nehru	MD-Publications
AK Vakil	Gandhi Ambedkar Dispute: An analytical Study	Ashish-Publishing
Raghavan Iyer	Moral and Political Writings of Mahatma Gandhi	Clarendon-Press
Buddhist Literature		
Manohar Guptha	The Aryan path of the Buddha	Sundeeep-Prakashan
Iqbal Singh	Gauthama Budhha	Oxford-University Press

K Sankaranarayanan	Buddhism in India and abroad	Somaiya-Publications
AK Narain	Studies in History of Buddhism	BR-Publishing
Ananda K Coomaraswamy	Buddha and the Gospel of Buddhism	Munshiram-Manoharlal
TRV Murthi	The Central Philosophy of Buddhism	Harper-Collins
TW Rhys Davids	Buddhist India	Motilal-Banarsidass Publishers
H Hackmann	Buddhism as religion	Low-price Publications
Rupert Gethin	Foundations of Buddhism	Oxford-University press
Christopher W Gowans	Philosophy of the buddha	Routledge-London
Damien Keown	Buddhism	Oxford-University press
AB Keith	Buddhist Philosophy: India and Ceylon	Chowkhamba-Publications
Ananda K Coomaraswamy	The Great thought of Gotama The Buddha	Crest-Publishing
N N Bhattacharyya	Buddhism History of Indian Ideas	Manohar
Shotaro Lida	Facets of Buddhism	Motilal-Banarsidass Publishers
Laxman S Thakur	Visualizing a Buddhist Sutra	Oxford-University press
Rahul	Sankrityayan	People's-Publishing
AK Warder	Indian Buddhism	Motilal-Banarsidass Publishers

Charles Eliot	Hinduism and Buddhism: An Historical Sketch: Volum 1, II &III	MJP-Publishers
File Description	Document	
Any additional information	View Document	

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 5

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
4.04	6.68	6.02	2.10	6.18

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 11.36

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 148

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Information and Communication Technology (ICT) based education uses information and communications technology to support and optimize the delivery of information. Campus has relatively sufficient facilities that meet the growing needs of the college community. All four seminar halls in the college are fitted with LCD Projectors, screens, and audiovisual systems. Classrooms –19 in number - are IT enabled which makes teaching and learning more effective. Teachers are digitally literate and trained to use ICT. Often students are encouraged to submit their assignments and seminar reports online. As a matter of policy and a collaborative tool for teaching and learning, faculty members are encouraged to use ICT facilities in their classroom lectures as far as possible. College with a strength of 1320 students and 110 computers in good working condition puts the student computer ratio at 1:12. We have common internet browsing points in the college where students are free to access the internet. We provide orientation training to the newly admitted students on the use of ICT in enhancing their learning skills.

Our students are allowed to get information at different levels beginning from resources available in the library/knowledge center to the electronic-based information services from different networks. Our General Library is equipped with 8 computers with internet connectivity. The college subscribes National Library

and Information Services Infrastructure for Scholarly Content (N-LIST) that provides access to e-resources to students, researchers and faculty from our colleges through server installed at the INFLIBNET Centre. Students who wish to search ebooks and e-journals are given an account in N LIST which gives them access to over six Thousand online journals and over Thirty-one Lakh eBooks. With the launching of the e-ShodhSindhu consortia approach in India, it has become possible for us to get access to various electronic databases having quality journals in a wide range of disciplines. The students use data analytics software like MS Excel, SPSS and Gretl in the preparation of their academic projects.

Photocopiers and scanners in the college can be accessed by the students and teachers at a subsidized rate that helps them to collect resources immensely in their studies. We have a broadband internet connection supplied by BSNL with bandwidth of 12.56 Mbps for download and 12.52 Mbps for upload. College also has free Wi-Fi connectivity that can be accessed by all- students, teachers as well as the non-teaching community of the college. Directorate of Collegiate Education, Kerala ensures the uninterrupted access of the Wi-Fi on the campus and pays the subscription amount. We have a room dedicated to ORICE (On-Line Resources Initiative of Collegiate Education) where students regularly attend on-line classes run by the Directorate of Collegiate Education, Kerala.

The admission process, and submission of students' APC and internal marks to University through online mode. We use a bio-metric attendance system for the teachers and other staff of the college. The administrative staff and faculty members who were in charge of RUSA and UGC assistance have undergone training on PFMS and Fund Tracking and Reforms.

4.3.2 Student - Computer ratio

Response: 11.43

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 17.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5.05	76.77	22.06	12.00

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

College has a clear policy and established procedures in place for the maintenance and its optimal utilization of infrastructure. Library committee oversees the functioning of the general library and as a policy ensures its optimal use. Committee meets regularly and vets the proposal for the purchase of new books and journals based on the demand by various departments from time to time. The college subscribes National Library and Information Services Infrastructure for Scholarly Content (N-LIST) that provides access to e-resources to students, researchers and faculty from our college and college renew the subscription every year by paying the necessary fees. Remote access to such learning resources is permitted. Departments encourage their students to visit the library as a part of the learning process. Library is open to students, teachers and non-teaching staff from 9 am to 5 pm on all working days including Saturdays. The students and teachers can use library resources either as reference materials or they can borrow for a specific period to use the resources for their studies or research. Additionally, some of the teaching departments maintain a book bank and subscribe journals using their own resources such as monthly contribution by teachers, complimentary books to teachers by publishers, etc...

College ensures that various labs in the college- Computer Science Lab, Psychology Lab, BBA lab functions effectively and efficiently. Departments having labs constituted committees to oversee its functioning. College was successful in finding a sufficient amount of funds from different sources to provide for the maintenance of its physical infrastructure.

Equipment and other facilities in the seminar halls are well maintained and a senior faculty is in charge of these in these. Auditorium, Seminar and Conference Hall are extensively used for the proper conduct of curricular, co-curricular and extracurricular and cultural programs or events in the college.

Along with other sources of funds, College PTA contributions financially support the proper maintenance of campus infrastructure and upkeep of the ICT devices in good conditions. Accordingly, Computers, LCD' projectors, printers, scanners, lecterns and other devices are getting quickly repaired as and when they become dysfunctional. Networking extension and annual maintenance of the same were done to facilitate internet access from all departments, office, library, computer labs etc., with the financial support of PTA. The college pursues individual and group replacement policies based on the nature of the failure or the type of the instruments to be replaced. For example, during the year 2016-2017, the ceiling fans in all the class rooms, library, administrative office, auditorium, and seminar halls were replaced using state plan fund.

Sports facilities in the college are well maintained under the overall charge of the Director of physical education of the college. Separate time schedule is provided for the Boys and Girls students to use the Gymnasium. College Playground is available for championships and for the public and neighboring schools on request. Hostel facility is provided for the selected female students of the college who come from long distances and from socially and economically deprived groups. Hostel Warden, a senior female faculty of the college, takes the responsibility of the smooth running of the Girls hostel. The canteen committee of the college that consists of faculty, non-teaching staff and student representatives ensure that only good and healthy food is served in the canteen. Water purifiers, sanitary pad vending machines, and incinerators are placed in the college at convenient points and Women cell of the college under a female faculty is in charge of the same. The biogas plant has been installed near the college canteen that helps in the management of bio-waste disposal efficiently. Some years back, the Government of Kerala has constructed a Helipad in the premises of the college which provides access to our biggest democratic personalities like President of India, Prime Minister of India, Vice president of India, Governor of the state and other eminent figures who make a visit to Thrissur and surrounding region including the famous pilgrim temple of Guruvayoor. The facility is well maintained by the Government directly.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 76.93

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
877	939	774	844	924

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7.Yoga and meditation**8.Personal Counselling****A. 7 or more of the above****B. Any 6 of the above****C. Any 5 of the above****D. Any 4 of the above****Response:** D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 8.21

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

2018-19	2017-18	2016-17	2015-16	2014-15
295	134	37	16	18

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	11	0	0	0

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 21.49

5.2.2.1 Number of outgoing students progressing to higher education

Response: 95

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 17.63

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	19	12	5	4

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
80	76	65	56	42

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Sri C Achutha Menon Government College promotes the overall development of students through providing a platform for their education and training in multiple fields ranging from academic to leadership skills. The college takes different initiatives at the institutional level to provide for the development of their skills in state of the art infrastructure, leadership and organisation. Besides, the students have their representatives on many academic and administrative committees.

Students' Council/Union

A students' Union at the institute level is formed through an election held under presidential mode where the students are directly electing their members to the council in a fully transparent mode. Student Council has the following composition:

- Chairperson
- Vice-Chairperson
- General Secretary
- Joint Secretary
- University Union Councillors (2)
- General Captain (Sports)
- Fine Arts Secretary
- Magazine Editor
- Association Secretaries (department-wise)
- Class representatives.

The role of the Student Council at the Institute level is to contribute towards the wellbeing of students. They offer constant support to the execution of academic and administrative activities of the institution. Members of are actively involved in planning and executing sports and cultural activities organised in the campus. The council is instrumental in coordinating various events and programs initiated by the associations at the departmental level. The Council is also actively initiating many programs of social

relevance that include blood donation camp, books exhibitions, and food to the destitute.

College Development Committee

To initiate special efforts to improve the facilities in colleges in Kerala through a well-planned approach, a College Development Committee headed by District Collector is functioning with the active involvement of the public. The Chairperson of the College Union is a member of the Committee. The committee prepares a plan for the development of the college intending to improve the facilities available, including construction/maintenance to be carried out during a period of five years.

Other Committees /Cells & Forums

The students have due representation in the following Committees and Cells

- Anti-Ragging Committee:
- Grievance Redressal Cell
- Discipline Committee
- Women Cell
- Entrepreneurship Development Club
- Nature Club
- Literary Clubs like Vagartha, Sruthi, Drusya, Quiz club and many more

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 0

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

5.4.1: The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non-financial means during the last five years

Sri C Achutha Menon Government College has a registered Alumni Association, an association of former students, under the Societies Registration Act (). The voluntary contribution of alumni to the institution is a significant determinant of its organisational development in multiple ways and scale. Through creating channels that can encourage intrinsic linkage among the alumni, students and college, it can offer many supports to augment the student's learning experience and development in the campus. Alumni of our college are a valuable role model for the students

The Alumni Association facilitates a platform for creating a link between the alumni, staff, and students of the college. They undertake the responsibility of updating the profile of the former students and timely informing them about the developments and achievements of the college.

The alumni of our institution are presently working in the diverse field across the globe. They have proved their talent and skills in all spheres of the economy. Their contributions to the college are through different means:

- Sponsored classes for Civil Services and other competitive examinations.
- Sponsored prizes for many cultural and intellectual contests organised in the college
- Donated books and other learning resources to the library.
- Distributed awards and cash prizes to the toppers in University examinations.
- They are providing financial aid to the economically deprived meritorious students pursuing BCom program in the college.
- Extended financial support to Pain and Palliative care unit of Thrissur.
- Sponsored a refrigerator for the Women's Hostel.
- Guided the students to crack the interviews and shared their experience with them
- Conducted college-level photography and quiz competitions for the students

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 0**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Sri C Achutha Menon Government College was established in the year 1972 and has been serving the educational needs of multifarious sections of the society for four decades. The college has been relentlessly striving to be in alliance with the original vision to cater to the needs of the socially and economically deprived sections of the society by constantly being sensitive to their needs and through updating educational practices in line with changing trends.

The institution is located in Kuttanellur, a place on the outskirts of Thrissur town, but within the jurisdiction of corporation administrative zone. The college hails rural focus with urban vicinity while catering to the education needs of the locale. The college is a scenic lush green campus that has been maintained optimally undisturbed by the college infrastructure. The natural greenery, supplemented by planned vegetative cultivation provides an ideal environment for an ecology friendly educational institution as well as a desirable neighborhood for the local society. The infrastructure facilities involve well maintained spacious classrooms, libraries, seminar halls and laboratories with ample resources. Within these facilities, the institution aims to impart and disseminate knowledge in enabling the academic environment to all sections of the society with special reference to the educational, social, cultural and economic needs of the weaker sections.

With respect to achieving these goals, committed participation of our faculties in various management, training and decision making bodies at the university and college levels may be highlighted. There has been active participation of teachers from our institution in esteemed bodies such as the university board of studies (for both under graduation and post-graduation), syllabus revision committee, and chairmanships in valuation of university examinations as well as memberships in various academic bodies of crucial importance. For instance, there are teachers who participate in IMG (Institute of management on governance) and have been offering training to government officials in their respective fields.

In addition to this, there has also been active functioning of statutory committees. This includes participation in the college development committee, for example, with a mission of envisioning development plans to improve academics and infrastructure and their timely execution. The college council renders function as the central governing body and Internal Quality Assurance Cell that is constantly in the vigilance of academic standards and administrative performance of the institution. The parent-teacher association (PTA), with its regular meetings, ensures a cordial relationship among the teaching staff, students and their parents/guardians. An actively functional PTA in this institution has been instrumental for collecting subscriptions and donations to finance the activities aimed at the well being of the students. PTA institutes scholarships and prizes to encourage students to open out their proficiency in academic and co-curricular matters.

The involvement of faculties are not restricted to the immediate concerns of the previously mentioned management and governing bodies but also extends beyond them to integrate higher education with social realities. Strictly participation of students in NSS and NCC teams trains them to be sensitive and available

for the societal needs.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization and Participative Management

The college functions under the Director of Collegiate Education of the Department of Higher Education, Government of Kerala. The College Development Council headed by the District Collector looks after the welfare of the college. The IQAC and Staff Council decide upon the various quality enhancement strategies. The PTA headed by the principal and elected members to help the college in all developmental aspects of the institution. However, the administration of the college is the responsibility of the Principal. The Principal and Vice-Principal are involved in overlooking the implementation of the plans of the College. The Principal, with the support of the college council, holds the executive power of administration.

The teaching departments are under the supervision of HODs, who is responsible to ensure the systematic implementation of plans designed at a higher level. The Principal and the HODs after discussions with the faculty members take decisions on academic matters. Often, before making any decisions on the matters affecting the interests of students' community, makes due discussions with the student leaders. In this kind of democratic mode of administration, the stakeholders get opportunities to not only know the rules and regulations but also the relevant decisions of authorities once it is finalized. In nutshell, the college authorities pursue a consensus decision-making approach in both policymaking and executions.

Committees for co-curricular and extra-curricular activities are formed at the beginning of the year and tasks are assigned according to the institutional plans. Administrative Committees like Examinations, Scholarships, Purchase, Discipline, Admissions, Attendance, Library, etc are also formed. In accordance with the expected operationally and existing government rules, senior faculty members assume the charge to guide the functions and ensure the proper conduct of committees.

Case Study Showing the Decentralization and Participative Management in the Institution

The institution adheres to participative management strategy in the planning and execution of institutionally relevant initiatives. A good example is the conduct of the college Union election. Once the University announces the date of the election, the principal on the advice of the staff council appoints an election committee headed by a Returning officer from teaching faculty. The committee prepares the list of the polling officials, invites nominations and scrutinize the same for fixing its validity in a full democratic mode. In an election meeting that convened prior to the polling day, the returning officer explains everything about the polling process and clarify the queries, if any, raised by the polling officials. On the day of the poll, the faculties concerned, in the presence of the students, maintaining the secrecy of voting and transparency in the process, administer polling. After the stipulated time for polling, the ballot papers

are counted in the presence of the candidates or representatives. The result is then intimated to the Returning Officer and he declares the results. Within a reasonable time the elected members take oath in front of all the students under the supervision of this committee and take the charge of college union.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Perspective/Strategic plan and Deployment documents are available in the institution

Based on the suggestions made by NAAC peer team visit in 2013 and considering other aspects such as Vision and Mission of the Institution, the feedback by stakeholders and the policy of higher education, the institution planned the following activities for its quality development:

- Introduce new science courses
- Seek financial assistance for the construction of a science block.
- Prepare and submit Detailed Project Report to RUSA and KIIFB for infrastructure development
- Submit Proposal for Seminars/Workshops to UGC and Directorate of Collegiate Education of Kerala
- Take Initiatives to start a Centre for Continuing Education in Kerala (CCEK)
- Upgrade P.G Departments to Research Centres under the University of Calicut
- Take measures to find fund assistance to uplift the college into the level of Centre of Excellence.
- Seek financial assistance from appropriate sources to enhance the infrastructure base, including the sports facilities in the college.
- Enhance existing amenities in the college to ensure ready and continuous access to safe drinking water and hygienic toilets for students.
- Take initiatives for the construction of a full-fledged hostel for girl students in the college.
- Strengthening the feedback system
- Strengthening curricular, co-curricular and extra-curricular activities
- Promotion of linkages and collaborations with institutions/ industries/ NGO's
- Addition and enhancement of the ICT infra of the institution
- Strengthening skill development activities
- Strengthening personal counselling
- Increasing library learning resources

Action Taken Report

- Introduced two new science courses-MSc Psychology and MSc Statistics
- Using the financial assistance under State Plan fund constructed a science block.
- Procured and utilised an amount of Rs. 2 crores from RUSA and Rs. 10.25 crores from KIIFB for infrastructure development.
- Conducted more than 20 Seminars/Workshops with the financial aid of UGC/ DCE Kerala
- Started a Centre for Continuing Education in Kerala (CCEK) and three diploma programs were offered.

- Upgraded P.G Departments of Commerce and Management Studies into a Research Centre under University of Calicut and others are in the verge of up-gradation.
- Received fund assistance of Rs. 3crores for uplifting the college into the level of Centre of Excellence.
- Constructed a new outdoor stadium with gallery and expanded the existing sports facilities.
- Provided a rain harvesting system that collects and directly charges rainwater to the well and constructed hygienic toilets for students.
- Constructed of a full-fledged hostel for girl students in the college
- Strengthened feedback system in which a structured questionnaire, collects feedback and prepares feedback analysis report.
- Strengthening curricular, co-curricular and extra-curricular activities
- Linkage was made with Jananeethi, KILA, IMG, KAU and IGNOU
- Additional ICT resources were purchased using state plan and RUSA funds
- For strengthening skill development activities in the college, ASAP and WWS have been started.
- *Jeevani* centre for Students well-being Program, an initiative of Government of Kerala, has started Students *counselling* program.
- Enhancement in library-learning resources through adding books, journals and e-learning resources.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Director of Collegiate Education

The Director of Collegiate Education, functioning under the Department of Higher Education, is the state-level executive head of the college. The Director issued orders, circulars, rules and regulations to colleges based on the policy formulations, and amendments by the Government of Kerala and UGC in this regard.

Principal

The Principal is both accountable and responsible in strictly adhering to such rules and regulations while governing the affairs of the college. Within the ambit of these rules and regulations, the Principal took the policy decisions at the college level. However, the directions and suggestions of the governing bodies such as College Council, PTA, and in some cases, College Union may affect the decisions of the principal. The College Development Council headed by the District Collector looks after the welfare of the college.

Vice Principal

Vice Principal provides help and support to the Principal in the academic matters entrusted by the Principal. However, he has no right to take decisions against the policies of the Principal in his absence.

College Council

The College Council consists of the Principal, Heads of Departments, senior superintendent, librarian and elected members of the faculty was framing every year. The Council establish and set strategic directions on shared governance issues through review and discussion and assists the Principal in the day-to-day administration of the college.

IQAC

The IQAC is constituted under the chairmanship of Principal to provide a system for conscious and consistent action to improve the academic and administrative performance of the institution and to foster quality culture through internalisation and institutionalisation of best practices. A coordinator assists the principal in quality enhancement initiatives of the cell.

PTA

PTA, headed by the principal and elected representatives', helps the college in developmental and student-related aspects.

Heads of Departments

Heads of Departments monitor the academic progress, regularity of students, and overall functioning of departmental activities through regular departmental meetings. Heads of department plan an academic schedule every semester. Ensuring the overall development of students through class tutors is another crucial of HOD.

In addition to the above, many cells and forums functioning in the college undertake many honest endeavours for their beneficiaries.

Administrative Office

The principal shall be responsible for the internal management and administration of the college. Hence, he assumes the charge of the administrative office. However, there is a Senior Superintendent (SS), Head Account (HA) and a Librarian who are discharging the functions and duties specifically assigned to them. While the SS makes the overall supervision of the subordinate staff both ministerial and Last Grade Servants, HA is responsible for all type of disbursement of cash, cheque and DD and the timely disposal of audit objection of the A.G. and the DCE. Librarian is entrusted with the function of the library management.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Women's Cell

Educational institutions have their ways to figure out the gender issues, and the women's cell plays a significant role in this regard. Women cell creates a platform that addresses gender issues with real spirit and propagates the emerging solutions and ideas for gender equality and empowerment.

Women Cell while seeking the empowerment of young women to reach emotional, physical and mental freedom to bear up the shifting phases throughout their lives, organized a series of programs that expects to enhance their self-esteem and life skills. Other essential programs undertaken by the women cell include career guidance, counseling center, legal and health awareness classes and classes on community living. The main activities of the women cell during the last five years include:

- Organized a series of programs addressing courses on Health and Hygiene for the girl students of the college
- The class on domestic violence has created awareness among girls on domestic violence.
- The seminar on 'Eco-feminism' was able to disseminate knowledge about the exploitation of nature and women folk.
- A class on personality development reminded the importance of personality in the career path and the ways through which one could develop her personality and life skills.
- The seminars titled 'India from Midnight to Millennium' and 'Importance of Communication Skills' has consolidated the knowledge base of the girl students on related matters.
- The seminar on 'Cyber issues and Management' could enhance the students' knowledge about cyber laws.
- A class on Gynec issues lead by the leading Gynecologists in Thrissur enabled the students to make out their Gynec issues at the early stages.
- A legal awareness class reminding the role of 'Jagratha Samithi' (Vigilance Committee) in defending the Violence against women at home as well as at workplaces.
- A Role of 'Jagratha Samithi'
- A seminar titled 'Medha' and talk Shows were organized with successful women from Kerala that provided many opportunities for the girl students to meet and interact with successful woman figures in Kerala.
- The celebrations of International women's day helped the students to compare and understand the achievements of Indian women with that those of the rest of the world.
- An open talk show giving due thrust to the empowerment of women in social, political, legal and economic aspects made the students able to understand the potential issues that one may face at her home, public places or her institution.
- A demonstration of martial arts by the women police officers reminded the students about the importance of self-defense in preventing violence against women.
- A seminar on Cybercrimes imparted the knowledge of cybercrimes and their solutions among the students.
- A seminar on ' the incorporation of LGBT people' made a serious discussion on the prominent issues of gender.
- 'Interaction with Transgender' 'Oruma' was an attempt to motivate the transgenders into mainstream of the community

Thus, the women cell, one of the active cells or forums in the college, has been making significant contributions to help the women to seek ways to find her voice, power, and community.

6.3 Faculty Empowerment Strategies

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

Response:

6.3.1EFFECTIVE WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF

Staff Welfare entails everything from services, facilities, and benefits that are provided by the institution for delivering the services of staff in a comfort mode. The institution imparts various welfare programs that create a happy and productive environment which render their mental wellbeing. There are Staff Associations for the teaching and non-teaching staff. Cultural programs, the celebration of festivals, welcome and farewell meetings, annual staff picnic are organized to create a family feeling among staff and to foster a love for and build their loyalty to the institution. The Staff Association organizes many programs that will reduce stress and encourage the staff to take time off to relax, recreate and rejuvenate themselves. In addition to this, the association arranges training and development programs for the staff to upgrade their functional as well as soft skills that ensure better performance delivery at the workplace. The institution encourages members to attend courses/conferences/workshops/seminars/training programs, etc, and to be research-oriented. The principal visited departments, library and office and regularly meets the teaching and non-teaching staff to listen to their achievements and grievances. Special meetings, if necessary, are convened to address the grievances of the faculty members. Achievements of staff are honored in public meetings as a token of appreciation.

The college provides the following welfare schemes for the staff as per the Kerala state service rules :

*Regular increment and periodic pay revision for staff.

*Maternity leave for the female staff and the paternity leave for male staff as per government norms

*Casual leave of 15 days for teaching staff and 20 days for non-teaching staff per year *Duty leave to staff members for attending various Training Programmes/

Orientation/ Refresher/Workshops /Seminars

*Special leaves for eligible staff as per government norms.

*Faculty Improvement Programme for doing research

*Pension and Provident Fund

*SLI facility

*Group Insurance Scheme

*Separate car parking facility for staff members

*Hostel facility and Canteen

*Co-operative society

*Medical facility

- *Counselling facility
- *Celebration of festivals like Onam, Christmas, etc
- *Staff recreation room
- *Badminton court
- *Staff tour and Staff Day celebrations
- *Staff club
- *Emergency medical aid
- *Participation of family members of the staff in the important festival
- *Salary advance for staff
- *Honouring of the staff at the time of retirement
- *Honouring of teachers acquiring higher academic qualifications
- *College level training for quality improvement of teaching staff by IQAC
- *Training program for quality administration to non-teaching staff by IAQC

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

Response: 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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	2	4	3

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response:** 14.53

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	4	5	3	3

File Description**Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Student evaluation on teachers: Every year, student feedback is collected on teaching and learning in the college and is communicated the same to the respective faculty members through department heads so that

they assess themselves to improve and contribute to the teaching-learning process positively.

Self-Appraisal Form for teachers: Every teacher must furnish the self-appraisal form / API that provides comprehensive information on the annual performance of teachers about curricular, co-curricular, and extracurricular as well as research activities every year. The Self-appraisal form is then reviewed by the Principal and IQAC.

Semester Report: Annual report is prepared by the Heads of the Departments which is a record of all the departmental activities including the teachers' as well as students' achievements in curricular and non-curricular activities.

Academic Monitoring System: The College maintains an Academic Monitoring committee by which the authorities ensure the timely completion of the teaching-learning and other curricular aspects in each semester. The effective implementation of the internal assessment system shall be the duty of the committee.

Core Monitoring Committee Teacher Profile: At the end of the academic year Core Monitoring Committee, which is a part of IQAC, reviews Teacher Profile prepared by individual faculty. The Committee also provides suggestions to improve teacher quality.

Self-Appraisal for non-teaching staff: Self-appraisal forms of Non-teaching staff are collected through which the Principal reviews their performance.

Academic and Administrative Audit: The college has been doing academic and administrative audit every year. Academic and Administrative Audit is very essential for excellence in Higher Education. While academic audit has enabled us to review the quality of academic process in the institution for assuring the quality and enhancing the quality of academic activities, the administrative Audit evaluates the efficiency and effectiveness of the administrative procedure. The academic audit is done by the available eminent experts from Thrissur district, the administrative audit is done by the internal audit team.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Our institution mobilizes two types of funds. One is auditable and the other is non-auditable. Plan fund, UGC fund, and RUSA funds are part of the former. Plan fund comes from state government and others from the Central Government. Each year separate allocation comes to college. There is a separate budget for the same. It is being utilized for conducting various seminars, study tour, basic amenities, infrastructure development and maintenance, purchase of computers, books and other equipment. Our institution maintains separate bank accounts and registers for each source of fund.

Tender is necessary for utilizing funds above Rupees One Lakh. Those above Five Lakhs e-Tender is necessary. Advertisement for inviting tender should be notified in a Gazette before 45 days. The institution also informs the same to the Public Relations Department. PRD will notify advertisements in

newspapers having more circulation. If college approaches directly to newspaper office payments are necessary for advertisement. As we go through PRD no payment is needed for advertisement. The purchase rule is also the same as above. The quotation should reach within 30 days.

MLA fund and MP fund is part of the latter. PWD is undertaking the works of these non-auditable funds. Construction through MLA fund and MP fund is undertaking through PRICE Software. An estimate is being prepared by using this software and email it to PWD. A hard copy of the same is also being submitted for their urgent consideration. E-governance initiatives in PWD started as early as 2012. Being a major department spending the lion's share of the budget allocation for infrastructure development, the Government listed PWD as the first department for launching the e-governance initiatives and issued orders dated 18.8.2012. The inception of the initiatives was through the new software PRICE (Project Information and Cost Estimation) for the preparation of estimates. Software PRICE was launched in Buildings wing of PWD during January 2014. It has been made mandatory that all estimates shall be prepared, submitted and processed only through PRICE.

Earlier University Grants Commission (UGC) has provided financial assistance to eligible colleges based on the proposal submitted by them. Our institution was the beneficiary of such funds through undertaking the minor and major research projects by the faculty members, organizing various national seminars and providing coaching to UGC NET/SET and other competitive examinations.

For obtaining funds from RUSA, as per the direction of the KSHEC each of the Government colleges in Kerala has to submit an IDP in the prescribed form. Sri C Achutha Menon Government College submitted detailed IDP seeking funds for various development programs, which include construction, reinforcement of existing infrastructure, developing new resource centres, etc. Based on the IDP submitted KSHEC sanctioned an amount of Rs.2.0 crores and credited in the name of the college. Accordingly Rs. 70 lakhs spent for the construction of New Gallery, another Rs. 70 lakhs for creating tress work over the roof of the main building with rain harvesting and, Rs. 60 lakhs spent on the purchase of new pieces of equipment.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response:

The prudent fund management is critical in the successful delivery of good services including education services. The effective fund management in educational institutions is not simply the mobilization of the funds, but the strategic use of the available finance to maximize its impact on potential education outcomes. Hence, the College gives due care on every aspect of fund management contributing to the overall development of the institution.

The principal and College Council monitor the utilization of funds that procured from various agencies including state government, UGC, RUSA, KIIFB and Non-Governmental sources like PTA. The funds are mainly utilized for the financing of various projects or meeting expenditure on the new construction, refurbishment, purchase of furniture, equipment, digital devices and learning resources including books and Journals, and for organizing seminars, workshops and conferences. The college constitutes appropriate committees for expenditure planning and project executions. The council reviews the use of resources including budget and accounts and the expenditure spending are subject to statutory or government or Accounts General (AG) audits.

With regard to the utilization of funds, RUSA infrastructure grants were spent under three heads namely construction, renovation and procurement; all are according to the Detailed Project Report (DPR) submitted to State Project Directorate. Both receipt and payment of funds under RUSA scheme were made through PFMS that ensures the transparency in fund management. The procurement of funds from KIIFB is fully for infrastructure development where the Government of Kerala directly monitors project preparation and execution.

The efficient functioning of an HEI cannot measure simply by the amounts of physical infrastructure rather it depends on the research and innovation as well as the extent to which it can fulfil students' needs. Hence, while preparing proposals for a financial grant under State plan, the college has given focus on the human capital, although the college received funds for infrastructure development, during certain years. For human resources development, the college has been spending money for the purchase of books, journals and other learning resources, supporting the publications of faculty members, procurement of e-learning resources, and conduct of seminars and workshops. Besides this, the funds are spent on the new initiatives like ASAP, WWS and SSP, career counselling and for the sports, games and yoga activities in the college. A portion of the funds was appropriated for meeting the utility bill payments in the college. The funds mobilized through the contributions to PTA were primly utilized for the benefits of the students. The maintenance and upgrading of digital and learning resources, up keeping of the campus neat and clean, financial aid to the youth festivals, college day celebrations and D-zone and inter-zone competitions among others are the purposes for which the PTA finds were spent.

The accounts of RUSA and PTA were subject to statutory audit and Government and AG audit were mandatory for plan and non-plan funds. The entire fund management system was transparent and accountable, and the cooperation from both state central governments is greatly appreciated.

6.5 Internal Quality Assurance System

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

Response:

6.5.1: Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalising the quality assurance strategies and processes

Since its inception, the primary aim of the IQAC is to design and develop a system for committed, conscious, consistent, and proactive action to make better the academic and administrative performance of the institution. The IQAC has developed many quality assurance mechanisms through its functional framework, glimpses of which are as under:-

- Planning and Support effective implementation for Total Quality Management, Curricula development, Teaching-Learning and evaluation, Research, Consultancy and Extension activities for all stakeholders
- Encourage ICT supported teaching and learning practices provided in and outside classrooms
- Suggest a learner-centric approach in which students are motivated to prepare and present seminars, assignments and terms papers as academic exercises.
- Encourage peer teaching was encouraged among students
- Identify the learning level of students through an appropriate mechanism, based on which offer different enrichment programmes at the governmental level
- Getting update with the latest information on various quality parameters of higher education through various articles, workshops and institutes visit.
- Coordinates with all stakeholders, collect feedback from them and seeks their opinions and advice for quality improvement.
- Encourage teachers to provide case studies on various social and economic issues to students to develop their wisdom and practical skills through linking the learning experiences with real lives
- Fairs and exhibitions are conducted under the initiatives of various talent clubs to display the skills of the students before the community.
- Facilitate skill enhancement programs with new initiatives at multiple levels for the students
- Regularly organise international/national seminars/ workshop on different academic themes with the financial aid of approved agencies in which Post Graduate students of the college are encouraged to participate and present papers on relevant topics.
- Appreciates, encourages and provides support for quality improvement in teaching, research and administration.
- Analysis of Feedback that received from students regularly
- Initiate many quality improvement programs and ensure the proper documentation of the same
- Preparation of academic audit as per guidelines
- Appreciates, encourages and provides support for quality improvement in teaching, research and administration

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:**6.5.2 Examples of institutional reviews and implementation of teaching-learning reforms facilitated by the IQAC****1. Planning of teaching and learning**

Being an affiliated non-autonomous government college under the University of Calicut, our institution needs to follow the University prescribed curriculum. As a regular exercise, IQAC conducts a one-day internal workshop for teachers to prepare a curriculum plan every year. In the workshop, faculty members of the respective departments design their course plans. Moreover, the college develops an academic calendar each year to make the proper planning of all educational activities and to keep the timeline in completion of teaching-learning practices. Teachers get the subjects to be taught by them based on their proficiency in the subject domain. Each department prepares timetables, and a copy of the same is vetting with the Principal. Then a Mater Table is ready at the college level with time slots for teaching and learning activities. IQAC does continuous monitoring of attendance and performance of students and makes proper liaison with the Academic Monitoring Committee to ensure an academic environment.

2. Execution of teaching, learning and evaluation system

Apart from the conventional classroom teaching, IQAC encourages a learner-centric approach where students are motivated to prepare and present seminars, assignments and terms papers as academic exercises. We promote peer teaching among students where the class lead by PG students for the UG students, which enable the former to reinforce their learning by instructing other while the latter, gets the opportunities of individualised learning. Case studies on various social and economic issues are given to students to develop their wisdom by linking the learning with real lives. Fairs and exhibitions are conducted under the initiatives of various talent clubs to display the skills of the students before the community. Seminars/ workshop are organised on different academic themes at national/international level in which PG students are encouraged to participate and present papers on relevant topics.

For students' evaluation, the institution develops a system that includes tests, assignments and seminars to make the assessment more objective. The question pattern of the test papers and internal examinations are in university format. The questions include both essay type and multiple-choice questions and occasionally, open-book examinations and multiple-choice questions based tests evaluate the students' performance. Presentations, debates and seminars help to assess the oratory and creative thinking skills of students. IQAC reviews the internal examination process and provides needed suggestions to ensure its efficient conduct.

Based on the directions from IQAC, departments convene PTA meeting at the class level to discuss the performance of students with their parents. The Department Heads collect feedback from students and discuss the same with the teachers. The remedial classes are given to students to enhance their learning level. Awards and endowments are instituted for the outstanding students, and unique counselling is given to those students who are found weak in their studies.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

File Description**Document**

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)**6.5.4 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above**File Description****Document**

Details of Quality assurance initiatives of the institution

[View Document](#)**6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)****Response:**

6.5.5 Post accreditation quality initiatives

NAAC peer team visit 2013 made many recommendations for the quality enhancement at our institution. Hence, referring to those recommendations, the IQAC of our college has been keen on the successful implementation of several quality-enhancement initiatives.

No.	Recommendations	Action is taken
1	Strengthen activities of IQAC	Initiatives were taken to strengthen IQAC which is the increase in the number of programs offered, seminars organised, research papers published in books and students qualified NET/JRF/SET/CAT examinations, participation and presentations in National/international
2	Start new courses in Science stream	We have started two more courses in the Science stream, Psychology and BSc Statistics. Moreover, offered two programs under Centre for Continuing Education, Kerala
3	Encourage faculty to take up major/minor projects	The faculty members have taken up 11 major/minor projects in the period 2014-19
4	Participation of students at State and National sports/games events	The students are actively participated in state level sports events and bagged a significant number of trophies at state level/University level championship.
5	Improvement ICT infrastructure	ICT infrastructure of the college has now improved with more computers. Moreover, we have made 19 rooms, and seminar halls ICT enabled
6	Initiatives to establish a women studies centre	Proposals have been submitted. However, we have established a Women Cell that initiates many gender sensitisation programs
7	Placement and Career guidance cell need to tie up with various government and corporate sector	The Kerala Public Service Commission makes the appointments in the Government sector in Kerala. Hence, the college has many tie-up with the government department for the job opportunities for the students. However, the Placement Cell initiated many steps to invite the corporate for campus recruitment. Last two years, four corporate firms have visited our college as part of their recruitment drive, and 45 students were selected
8	Need expansion to a network facility	We have a broadband internet connection supplied by the college with bandwidth of 12.56 Mbps for download and 12.56 Mbps upload. College also has free Wi-Fi that can be accessed by students, teachers as well as the non-teaching staff. In the Directorate of Collegiate Education, Kerala ensures the uninterrupted Wi-Fi on the campus and pays the subscription fee. We have a room dedicated to ORICE (On-Line Resource Centre for Collegiate Education) where students regularly attend the classes run by the Directorate of Collegiate Education
9	Need Air-conditioning of Language Lab	Yet to be done
10	Need improvement and maintenance in canteen facilities	Measures were taken to refurbish the canteen facilities with the financial assistance of Kerala Infrastructure Finance Board (KIIFB), a new Canteen cum Recreation centre is under construction, and we expect to complete the same by 2020
11	Update the heritage museum	Updated Heritage Museum

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 14

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	4	2	2

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

7.1.2 Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room

For the past many years, the workplace, including educational institutions, has become much diverse in nature. Our institution has an influential work culture which has built upon inclusivity. Personal security and safety are much instrumental in the overall well-being of the human resources where the position of women deserves most concern. Our institution is giving due focus on gender equality and taking significant measures to make the women more safe at her workplace. We build an atmosphere conducive to appreciate her achievements and encourage her growth. This is truly evident from the growing number of women in our teaching and non-teaching staff, and also in students' population that now comes to 66%, 56%, and 70% respectively. The presence of three transgender personalities in our student group underpins our unique culture of recognising and respect gender in the campus. Our initiatives that orient towards the gender sensitivity in providing facilities include:

1. Safety and Security:

Nightwatchman in the campus and Security staff at the Women's Hostel

Common restroom for girl students with proper ventilation, toilets and wash facilities

Ladies Amenities Centre

Hostel for girl students with a dedicated warden

Extensive Camera Surveillance network in the college premises

Functioning of Anti-ragging and Anti-narcotic cell with support of Narcotic department of Kerala police force

Mentors and Tutors

Periodic meetings with parents

Compulsory accompany of female teachers during Industrial visits, excursions and study tours

Gripe box

Awareness campaign on the safety of women

An active Women Cell

1. Counselling

Jeevani- College Mental Health Awareness Programme

Jeevani, College Mental Health Awareness Programme is a new venture introduced by the Kerala Collegiate Education Department in collaboration with the National Institute of Mental Health & Neuroscience (NIMHANS). The program aims to address the mental health issues and to enhance the psychological wellbeing of students through individual counselling sessions, training classes, and workshops. A separate room was allocated for counselling the students at Science Block, and the service of a Psychology Apprentice is available on academic working days (Monday to Friday) from 9 am to 4.30 pm.

The tasks of a Psychology Apprentice includes creating awareness regarding mental health among all the members of the college system. She provides counselling services to students on one to one basis and facilitates early identification of mental health conditions. She ensures the early interventions, evaluation needs of the college community and undertakes promotional activities to enhance positive mental health. Her, other assignments include training for resilience building, emotion regulation and life skills development.

Other facilities for counselling

The teachers in the Post Graduate Department of Psychology regularly provide counselling to students in the college. The students who are in need of counselling can discuss their problems with the counsellors

and the latter helps the former in identifying and clarifying their issues, reducing their stress, tension and anxiety. They also guide the students in their career planning and development.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 12.84

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 71.4

7.1.3.2 Total annual power requirement (in KWH)

Response: 556

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0.96

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1.8

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 188

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:**7.1.5****Solid Waste Management**

Waste management efforts infuse the habit of managing waste at source and promote a culture of degradable and non-degradable waste segregation. Our college accomplished significantly in the non-degradable waste management program in collaboration with Thrissur Corporation. We informed the public about the waste management system through an awareness rally and house visits. We conducted a survey in the locale to know the size of non-degradable waste produced at households and distributed brochures on how it can be effectively managed. The students of the college collected non-degradable waste from more than 500 households [about 5000 kg], segregated it and handed over to the Thrissur Corporation. About 100 NSS volunteers of our college took part in waste segregating activities with Thrissur corporation staff in a camp conducted for the same. To manage the waste we regularly conduct cleanliness drives in the campus and its surrounding areas. Our college NSS unit as part of the adventure camp carried out trekking into the Mannamangalam forest. It was made unique by cleaning the forest. The volunteers collected more than one hundred kilograms of plastics and handed over to the forest authorities. The plastic waste in the forest region is hazardous to the eco-system.

Our students carried out a survey for two days on solid waste management as part of the Haritha Kerala programme of the government of Kerala from 24 to 25 August 2017. As part of the survey, the students prepared and filled an interview schedule after getting the feedback from the people with regard to the management of solid and plastic wastes.

Liquid Waste Management

As part of waste management in the campus 24, M3 composite pits were made in the campus. Composite pit and biogas used in the college canteen slurry were used as organic manure in our organic vegetable Cultivation. As a part of diversity and utilization of waste resources, our students especially NSS units clean an old water tank for fish rearing. The outcome of the programme is the utilisation of waste tank; waste food is the feed of fish.

E-waste management system

Electronic-waste is an emerging threat in these days. People buy electronic devices according to market trends; however, they are unaware of their proper disposal. The students of our institution have come up with an initiative for E-waste management as part of which, they went out in groups to collect E-waste from Hill gardens, a residential area close to the campus. Eco-friendly activities are given importance as we have a commitment to preserve the sanctity of the environment. Our students of the college collected e-waste from the locality and their earnest efforts resulted in collecting more than four tones of E-waste and sold it to clean Kerala Company, an initiative of the Govt of Kerala has agreed to take the e-waste from the

NSS units for Rs.25 per one kg. The NSS unit of our college has received an approximate amount of Rs 110,000.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

7.1.6 Rainwater harvesting

The shortage of drinking water is a major problem faced by the college during summer days. We can attribute two main reasons for the water scarcity in the campus. The prime reason is its geographical location. The groundwater level of the campus is relatively low as its land area hillier than its surroundings and that is too without any nearby water bodies. Second, a flourishing residential community around the campus and the rising demand for water facilities from them squeeze a significant amount of groundwater. Keeping in mind, the rooftop rainwater harvesting has been established in the campus with the support of RUSA. The construction of a Rainwater Harvesting System over the roof of the main building collects and stores the flowing rainwater and connects the same to the recharging well for reuse. Similarly, a provision for collecting rainwater and directly charging the same to the well is given on the roof of the Science Block. These systems mitigate, to an extent, the problem of shortage of drinking water that the college has faced earlier.

As the college situates in a vast 25 acres of land and receives a lot of rain during the monsoon season, the college has made about 300 rainwater harvesting pits in the campus for recharging the earth. It allows the water to seep into the earth and increases the groundwater level. The local community also came to support the program as they get the benefit of it during the summer with an abundance of water in their well. Moreover, the students have come up with the preservation of rainwater for fish farming. Earlier, the college had a big tank for storing water and later has found it not usable for drinking water storage. The students have made the tank clean and efforts were taken to get rainwater in the tank during monsoon season. For making it a congenial habitat for the fish, a wide variety of aquatic plants had been deposited in the tank. Plants in the tank have kept the water cool and served as food to the fish to a certain extent. The food waste from the mid-day meal was utilized for feeding fish and thus the students on the campus have become aware of the importance of food chains in the sustainable development of the environment. The fish was auctioned and the money was used for charity purposes.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

7.1.7 Green practices

A Green Campus ensures the combined use of environment-friendly practices with education to promote sustainable and eco-friendly practices on the campus. Greening the campus sweeps away wasteful inefficiencies and promotes the adoption of conventional sources of energies for its daily power needs, correct disposal handling, purchase of environment-friendly supplies and effective recycling program.

The 26-acre campus is blessed with a variety of trees which create a serene atmosphere. The green environment is the result of our continuous effort to plant and maintain trees. The teachers and students are always enthusiastic in coordination with various government agencies and other NGO's in ensuring the availability and planting of saplings and seedlings. We have a biodiversity park on our campus that contains large amounts of important habitat for birds. We are in our continuous efforts in adhering green protocol on our campus.

The college installed a rooftop solar power system in the hostel that to an extent meet the energy needs there.

Bicycles and Public transport initiatives: Majority students are coming from rural areas and they do not own any kind of vehicles. Hence, most of them depend on the public transport system to reach the campus. Some of them are pedestrian as either their homes are very close to the college or they do not have any public conveyance that makes trips to their village. The main bus stop is at Kuttanellur which is about 600 meters in distance from the campus. Many of the staff are using the public transport system, although some of the staff resort to four-wheeler pooling on a daily basis. Some of our students and teachers are using bicycles to reach the campus daily.

Plastic-free campus: Conscious efforts were taken to eliminate plastic waste from the campus. We encourage students and staff to use eco-friendly alternatives. Moreover, the plastics collected from the campus are handed over to the agency for shredding of plastics. We join hands with Kudumba Sree unit for the task. Flex boards are discouraged and cloth banners made by the students are used for our in-house events.

Green landscaping: Vegetable garden maintained by our NSS volunteers, organic farming, Herbal's garden, botanical garden, gooseberry garden, Protected Indian devil trees (ALSTONIA SCHOLARIS) are making the campus green.

The college maintained stalls on the eve of Sastrayaan 2018 in which the indigenous seed varieties of fruits and vegetables were exhibited that helped a lot to remind the people about the importance of conserving our traditional seeds to ensure the safe and healthy planet lives.

Paperless Office

To attain the goal of a paperless office, initiatives are taken to digitalize most of the administrative data. Moreover, the data submissions by departments to the administrative office are in digital form. The online admission process reduces the consumption of papers. The file submission by the office to Directorate and the salary processing and bill submissions are done online. Students are encouraged to submit their assignments and seminar reports online as well.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.15

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.60	0.36	0.10	0.10	0.10

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 4

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 2

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	1

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

7.1.18 Institution organizes national festivals and birth/death anniversaries of the great Indian personalities

As the college is named after C Achutha Menon who himself was a freedom fighter and the first Chief Minister of Kerala who could complete the tenure of office, we enthusiastically celebrate all national Festivals and Birth/Death Anniversaries of the great Indian Personalities. Such celebrations remind the Staff and students about the value of national integrity in the nation in general and their role in it in particular.

1. Republic Day

On 26th January of every year, we celebrate Republic Day and on the day various formal events including flag-hoisting and march-past of NCC cadets are organized. Our NCC units participate in march-past competitions at the district level and regularly win the prizes. Constitution awareness programs are organized for both students and staff members and constitution quiz at the college level is conducted for

students in most years.

2. Independence Day

Independence Day in our college is celebrated with great ceremony on the campus. All the staff and students attend the program without fail. The program begins with Flag Hosting by Principal, followed by National Anthem, Patriotic songs, NCC parades, and various acts and many cultural events to the gathering by the students. We distribute sweets to all who attend the ceremony. The college conducts many contests at the college level including a quiz, essay writing, and elocution on Indian history and Indian freedom movement.

3. Teachers day

On 5 September of every year, the birth anniversary of Dr.Sarvpalli RadhaKrishnan, we celebrate Teacher's Day with great passion. The students send messages to their teachers for thanking and remembering every piece of the contribution they made.

4. Gandhi Jayanthi

Gandhi Jayanthi, the birth anniversary of Mahatma Gandhi is celebrated on campus in the loving memory of the Father of the Nation. The takes a mass pledge in accordance with Swachhh Bharat Mission and cleanliness drive is taken up on the Campus. The event recalls the Gandhian jurisprudence of truth, loving others, non-violence, humanity, and morals that may encourage the students to practice in their lives. In connection with Gandhi Jayanthi, Gandhi Quiz Competition is held every year.

Additionally, the institution conducts many programs connected to the loving memory of personalities who have put his stamp on different fields in the history of India. In memory of Prof. Elamkulam Kunjan Pillai, a pioneering scholar of south Indian history, a Lecture Series has been organizing every year since 2010. Department of history of our college has been organized the Meera Kosambi Memorial Erudite Lecture Series for the last six years. Dignitaries from various field of history delivered class on different socially relevant topics each year. Department of history conducts a kavithalapana Mataram in collaboration with the public relations department, Govt of Kerala relates to the 'nammuku jathiyilla vilambaram' of Sree Narayana Guru, a renowned social reformer in Kerala.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

As a government institution, Sri C Achutha Menon Government College, Thrissur, maintains transparency in all its financial academic, administrative and auxiliary functions.

The college uses SPARK, an Integrated Personnel, Payroll and Accounts Information System maintained by the Government of Kerala for processing the salary and other payment bills of employees. Various funds from government under heads, plan fund, and non-plan fund, are available through system BIMS (Bill Information Management System). Moreover, the PFMS platform is used for managing the funds

obtained under RUSA. All financial transactions of the college are subject to various types of auditing such as DC auditing and AG auditing.

The College maintains transparency in all its administrative matters. All the permanent staff (teaching and non-teaching) of the institution is recruited by Kerala Public Service Commission. All the teaching staff of the college possesses at least minimum qualification for the appointment of teachers as per UGC norms and their promotion is strictly under CAS. Along with CAS regulations, the seniority of the teacher does matter in his promotion to the post of the Principal. The college has a competent student union that works with the teachers on behalf of the students and achieves what they need. Student representatives from the Student Union are through a transparent and democratically elected election. All student politicians from the student wing of various political parties have equal rights and privileges to participate in college elections.

The admissions of each and every student in this college are very transparent. Admission to UG and PG programs are done by the University through the Centralised Admission Process which is purely on the basis of merit, reservations and other rules and regulations of the Government of Kerala and the University of Calicut. In order to make the student enrolment at this college is extremely transparent. Implementation of College Mate Software is one of the biggest examples of transparency at the college administrative level. This software accurately records all the data of students of the college like attendance, leave, internal exam marks, etc. College is not an autonomous body; hence the external evaluation is made under the strict monitoring of the university of Calicut. Nevertheless, initiatives are made to do students' evaluations through making test papers and internal examinations in university format at college level. Seminars and assignments by students are made to evaluate their performance on a continuous basis.

CCTV has been set up in the Main Exam Halls for smooth and transparent execution of examination. The college offers all students the same opportunity to apply for a variety of scholarships. For college students who have demonstrated their artistic and athletic abilities, the College conducts an annual Sports day and Arts day. All students of this college have an equal opportunity to participate in such an extracurricular activity. College-level talented students are offered the opportunity to attend university and state level later.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

7.2. Describe at least two institutional best practices (as per NAAC) format

Best Practices I

Title of the Practice: Greening of Campus through eco-friendly interventions

Objectives:

The distinctive natural setting and ecological tradition of Sri C Achutha Menon Government College

Campus add to its rustic beauty and create an ideal learning climate for academic pursuits. Realising the importance of the proposition that the integration of all organisms and their inorganic surroundings on earth maintain the conditions for life on the planet, the college is committed for the protection of the environment and its natural vegetation through eco-friendly interventions, while maintaining the quality of life on the campus. The objectives of this best practice are:

- To create an environment for the sustainable pursuit of higher education
- To provide for the protection of biodiversity and conservation of its natural vegetation
- To pursue eco-friendly policy orientations by ensuring the ideal use of renewable energy sources

The Context:

I. Greening of Campus with encouraging Organic Farming

The Semi hilly terrain and bushy landscape of Sri C Achutha Menon Government College have the requisite features for shaping and sustaining it as a green campus. Besides, being home to natural habitat, the topography is accessible and amenable to land-use. Hence, the institution makes necessary initiatives to maintain its campus green. A significant area of land kept unexploited that creates a sense of feelings among students on the importance of preserving the biodiversity to ensure sustainable growth of humankind.

II. Rain harvesting and Renewable Energy sources

The shortage of drinking water is a significant problem faced by the college during summer days. Hence, the institution has paid equal attention to sustainable water management and land use. The college can sufficiently meet the drinking water requirements through an adequately designed rainwater harvesting system.

One of the recurring expenditure incurred by the college is in connection with the consumption of power and electricity. The ICT and other electrical/electronic infrastructure of the college consume a more significant amount of power. As the college is situating at a place where an enormous amount of sunlight is available, adequately invested Solar Roof Top Power Panel system saves the energy cost.

Practices

Greening of Campus

- The master plan of the college has been drawn to confirm and sustain a compelling blend of human and environmental well-being. Hence, spaces for academic, administrative and recreational areas are correctly assigned according to the topography to warrant an eco-friendly campus.
- Nature Club of our college planted seedlings of trees including Champa, Elanjhi, Noni and Gooseberry in the campus.
- Conserving a Gooseberry garden in the campus to teach a thought of preserving medicinal plants for their sustainable use among students

- College protected a copse of Indian devil trees (ALSTONIA SCHOLARIS) which were planted years back
- College has been maintaining a “Nakshatravana” a sacred grove of 27 plants which add protection to its environment
- Stone fencing is made to protect six main trees and bamboos on the campus.
- Environment club supplied fruits trees to those who are interested in planting saplings and protecting trees.
- The Environment club conducted a photography competition “Campasile Prakriti (environmental beauty of our campus)” on world photography day on 19th August 2017. The program aimed to create awareness among students about the need for environmental protection for the sustainable planet.
- College, more specifically through the NSS units, used our spare fertile land for organic farming activities that enable us to find funds for part financing of our student support programmes. The dried leaves collected from the campus are used for vegetable cultivation.
- Planted trees in the college with the help of Old Students’ Association and Nature club
- Conducted awareness programs among students on the importance of environmental protection under ‘Swatch Bharath Mission.’
- Discouraged the use of Plastic in the campus
- Campaigns and seminars were held for students to make them aware of climate change and environmental issues
- Biogas plant for solid waste management

Rain Harvesting System

- The college installed a rain harvesting system over the roof of the main building that catch, collect and store the flowing rainwater and connect the same to the recharging wells for reuse.
- A provision for collecting rainwater and directly charging the same to the well is given on the roof of the Science Block. These systems mitigate, to an extent, the problem of shortage of drinking water that the college has faced.
- The college has made about 300 rainwater-harvesting pits in the campus for recharging the earth. It allows the water to seep into the soil and increases the groundwater level. Moreover, the students have come up with the preservation of rainwater for fish farming.

Solar Power System

The college women’s hostel is equipped with a solar Power system of 5 KW with the financial assistance of Rs. 7, 20,000 from MP fund and ANERT has provided the needed technical consultancy for the same. The system was implemented successfully. Since then, the hostel has been meeting a significant amount of power consumption needs out of the power produced by the system. Moreover, college can reduce its electricity bills to an extent.

Problems encountered and resources required:

Financial resource constraint is the main problem faced by the institution. Even though the potentials of exploring environment-friendly options are encouraging, the actions demanded maintaining a green campus needs a large amount of investment and integration of efforts. The level of groundwater is abnormally low during summer, and recent climate changes often aggravate this issue. Hence, we need to find financial resources for further digging of well and pool for meeting our needs for drinking water.

Moreover, constructing fencing for remaining trees, providing suitable landscaping and the erection of more number of solar panels, all these efforts require a considerable amount of finance. Presently, the institution has limited resources to meet all these requirements.

Best Practices 2

Title of the Practice: Contributions to the sustainable well-being of the society

Objectives

Every educational institution, apart from its aim of providing quality education to the students' community, has to facilitate and contribute significantly to the wellbeing of the society through the successful implementation of different outreach programs. Sri C Achutha Menon Government College, realising such a role of educational institutions, has designed and executed several programs to support a sustainable society with the following objectives:

- To build homes, sanitation and other related amenities to the deprived ones in the region
- To create human banks for public welfare which are committed to serving humanity by offering the maximum

Context

The college is situating a place where a significant number of people live in poverty and deprivation. Many of them are themselves deprived of home, medical services and other necessities required for the daily maintenance of their lives. For carving the students out to be the socially responsible citizens for tomorrow, the institution with the support of its NSS/NCC units has to undertake many programs. They help and support some of such economically deprived people to have absolute essentials that are presently beyond their reach.

Practices

Creation of homes, toilet and electrification of homes

Home for a Paralytic under the Abhayam Project

The students of the College have taken the initiative in constructing 650 Sq. Feet home for a paralysed person, Mr Nijesh, as a part of the “Abhayam Project” of the University of Calicut. To raise fund, the students conducted food fest in the campus, sold hand wash and eco-friendly paper pens prepared by them. The estimated cost of the house is 4.5 lakhs and the staff and students of the college, old students’ association “CLASSMATES” and several persons from the general public extended immense help in this regard.

Home for a Destitute under the Abhayam Project

The institution has built a new home for a destitute lady, Ms Madhavi. She is an asthmatic patient who is unable to go for any work. The newly constructed home of 450 square feet is fully-furnished one, and our NSS volunteers joined with the skilled labourers at regular intervals. Rupees 4.0 lakhs have been spent for the construction of the house. The development of this house was also a part Abhayam project.

Home for the Classmate

The students of our institution kept the promise of a new home for the classmate, Hinto Varghese, even though he completed his studies a few years back. He is a differently-abled student and a weak financial setup. The newly constructed 650 Square feet home is the result of the earnest effort of our students. Apart from the funds raised themselves from various sources; the students use contributions made by the staff, and the Alumni were also used for the successful completion of the project.

The NSS unit of the college has ventured to convert the dream of building a home for the classmate, Unnimaya, by adding vision into action. The volunteers were pleased to join their hand in concreting 755 square feet ceiling of the house using the financial aid of the staff and alumni along with the funds raised by students. The unit was meeting the entire cost of raw material and the charge of skilled labourers.

Home for the Cancer Patient

The NSS unit responded to a news story published in the Mathrubhoomi Daily about a cancer patient, Mr Pavithran. It focused on the deplorable condition of the mother and a cancer patient living in a dilapidated house in a village of Thrissur district. The unit has created an asset of Rs. 2.0 lakhs by the construction of Home for the deprived using fund assistance from multiple sources.

Electrification of a House of a Classmate

The students of our institution have been instrumental in providing electricity to the home of their classmate, Sini-Devassy. Though the family completed the construction of the house, the electrification process was not being initiated. "Electricity for the Classmate" is one of our flagship programmes where we extend our helping hand to fulfil the home electrification process of students. The volunteers created an asset of Rs. 60,000/- for this program.

Toilet for a Slum Dweller

The students of our institution have constructed a toilet for a slum dweller, Rinu-Santhosh. The students had conducted a health survey among the slum dwellers and found that a pregnant woman was living without a toilet. The construction of the toilet with Rs. 30,000 was done by using the money raised through selling agricultural products in the campus and donations received from the staff of the college.

Human Banks for Public Welfare

The institution is pioneered to create six human banks for the wellbeing of the public. All the six banks have been formed for the public welfare, and they include Voice, specs, eye, medicine, hair and dress. Special arrangements have been made to collect spectacles, medicine and dress from the staff and students of the college and hand them over to the authorities.

Voice/Scribe/Companion Bank for the Blind

The NSS volunteers are extending their helping hand to the visually challenged people to overcome their three practical difficulties. Namely, reading, writing and travelling. To help visually challenged people in our society, we have formed different human banks. It has become beneficial for blind people to study and write the examination and travel extensively for fulfilling different needs.

Voice-Bank aims at recording textbooks, literary works, magazines and newspapers in our regional language in their audio format and makes them available to the blind as an audio library. The students read out the books manually and record them with the help of android phones. The recorded works are uploaded in the official website of Kerala Federation of the Blind, and it serves as an audio library for the blind.

Scribe-Bank envisages a group of students who are ready to write various examinations for the blind. As per the norms of the university and government, the blind person can assign a scribe for writing the exam, but very often, they find it difficult to get a suitable scribe. To bridge this gap, the students will serve as scribes for the blind and help them to write examinations.

Companion-Bank is a group of students who are ready to accompany the blind from a place to a particular destination for a special purpose. It would help the blind to travel across the state with confidence at minimum expense. The membership of the students for the companion bank will be renewed every year, and their service would be purely voluntary. It is for the first time in the state scribe, and companion banks are formed for the blind.

Spectacles-Bank

The institution has come up with a novel idea of helping the people by providing spectacles by forming a “Specs Bank” in the campus. The students have collected old glasses from the staff and students of the college, and a good collection is made available to the public. People who need a good frame of the spectacles can select it from the bank. The students will also arrange a new lens as per the prescription of the eye specialist for those people who are really in need of it. The general public can also make use of this opportunity to donate their old specs. The Specs Bank is the first of its kind in the state, and it will be a revelation to the people who want to help others in this regard.

Medicine-Bank

The college set up a medicine bank for the free collection and distribution of medicines. It is one of the best methods of saving drugs and through proper channel, distribute to the needy free of cost. The students have taken up the initiative to create awareness among the staff and students of the college to utilise the medicines left after their use. The care must be ensured to exclude the expired drugs. The drugs that we have received has been giving to the PHC, Ollur.

Eye-Bank

Many of us are willing to donate our eyes after death. Still, the demand for the eyes is quite high. Our institution has adopted a method to fix a board in the house of the eye donor once he has agreed to donate eyes after death. On the end of a member, the family would be ready to fulfil the earnest wish of the diseased. The NSS unit handed over more than 200 consent letters from the staff and students of the college who are willing to donate their eyes to the Eye Bank of the Govt. Medical College, Thrissur.

Problems faced

The constraint of time and resources are the major problems faced by the students while providing such kind of services to society. Moreover, the students are losing a sizable number of hours that otherwise would have been using for their studies.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

7.3.1

Government College, Thrissur envisages its vision as an institution that provides quality higher education and produces intellectually competent, emotionally balanced, morally strong and socially committed citizens. As an educational institution with a considerable number of rural stakeholders, it aims to impart and disseminate knowledge in an enabling academic environment to all sections of society with particular reference to the educational, social, cultural and economic needs of the weaker sections. While pursuing its goal and mission, the institution upholds all the values and interests of national integration, solidarity, secularism, equity and social responsibilities while integrating the same in academic excellence, life skills development and career success of students. The college is unique in the delivery of higher education services in terms of certain parameters, which are discussed below:

Inclusiveness and Empowerment

Reserved Categories

Government College, Thrissur is the pioneering institution in the Government sector in the district of Thrissur that offers higher education services to a diverse group of students. Thrissur is a district with a more significant percentage of the socially deprived population with the backward Community as its significant chunk. Hence, our institution stands out to cater the educational needs of such a less privileged section with a firm intention to improve its human development indicators which is quite evident from over 80 per cent of reserved categories among its total students' community.

Rural Students

In Kerala, focused efforts of the state machinery strive to bring many rustic into the mainstream of the society. Nevertheless, many fragments of the rural population still are excluded from the inclusive growth agenda of the state. As the institution situates in the suburban part of Thrissur with a sizable intake of rural students living in the outer edge of the developed society, our mission is to uplift the weaker sections by specially addressing their diverse needs.

Women Students

As we claimed earlier, our institution is giving due focus on gender equality and taking significant measures to empower women through creating an environment conducive for the same. Women in relatively less developed regions of Thrissur are finding difficulties to gain education from the colleges, which are distant from their home. In such a situation, our institution meets the higher education needs of over 70% of female students who are from remote rural counterparts of Thrissur district. Our institution offers cost-free, accessible education to all, but subject to the strict adherence of merit and reservation norms in the admission process.

Transgender Students

Our institution realises that Gender roles and gender stereotypes are highly fluid and can shift substantially over time. Hence, there should not be any social evils such as discrimination and persecution against the transgender community and we should try to incorporate all queer committees to the education services rendered by our college. Accordingly, we have opened the doors of our academic institution for all marginalised section, including the micro-marginalised part of the transgender community. Our institution is the first among the colleges affiliated to the University of Calicut which have given admission to transgender students. Our institution creates a cordial environment that respects the transgender identity, encourages some transgender students to our student community. One of our transgender students has elected to Students Union, which is the real example of the recognition and honour registered by our student community towards the third gender.

Differently Abled Students

Our institution is keen on admitting differently-abled students to our programs by making special arrangements on the campus for their mobility and independent functioning. We ensure admission of as many differently-abled students as possible through the open quota, and the reservation meant for them. Even though the college has architectural barriers that disabled persons find difficult for their day-to-day functioning, we arrange classes for them on the ground floor itself to facilitate their easy accessibility. Our institution also creates individual facilities such as ramps, rails and special toilets, and procures assistive devices like wheelchairs to augment educational services to our Differently Abled students.

We initiate several other measures to empower the weaker sections that include:

The Hostel for Girl Students maintains a pleasant learning environment and meets the boarding needs of socially and economically deprived female students. The social activities of our students reinforce the concern of our institution about the social wellbeing of the weaker sections. The services of our NSS and NCC units are admirable in this regard. They have made homes for the homeless patients, constructed toilets, and donated money, artificial limb, wheelchair, medicines and waterbed to the needy people. It is very proud of us to say that the source for financing most of these activities is their contributions and the income they have generated from their farming activities. The teachers have also supported the students in all means for the promotion of such events.

Research on Gender and Weaker Sections

The faculty and the students are encouraged to concentrate on the existing issues relating to the marginalised section to suggest necessary measures to make it a prime concern of governance. The Department of Economics has designed its research programs, including their UG and PG projects mostly on the issues related to socially and economically deprived group. Similarly, the research initiatives of the Department of History focus on the history of gender and caste. The writings and research of the Department of English highlight the creative portraits of the women in film and literature. Many of the project studies of the Department of Commerce exclusively looks at the investment behaviour, shopping behaviour, financial inclusion, tax incidence and related aspects relevant to the empowerment and uplifting of weaker sections including women from rural Kerala. Department of Psychology has produced a commendable number of works on the effects of parenting on children and gender role in child-rearing practices. Besides, there are minor research projects by the faculty that specifically address rural population and gender.

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5. CONCLUSION

Additional Information :

Our institution stands out to cater to the educational needs of such a less privileged section with a strong intention to improve its human development indicators which is quite evident from over 80 percent of reserved categories among its total students' community.

Our institution situates in the suburban part of Thrissur with a sizable intake of rural students who live on the outer edge of the developed society, the institution has accepted it as its mission to the educational, social, cultural and economic uplifting of the weaker sections from the rural population by specially addressing their diverse needs.

As we claimed earlier, our institution is giving due focus on gender equality and taking significant measures to empower women through creating an environment conducive for the same. Our institution meets the higher education needs of over 70% of female students who are from remote rural counterparts of Thrissur district.

Our institution realizes that Gender roles and gender stereotypes are highly fluid and can shift substantially over time. We have opened the doors of our academic institution for all marginalized section including the micro-marginalized section of transgender community. Our institution through creating a cordial environment that respects the transgender identity, encourage number of transgender students to our student community. One of our transgender students has elected to the Students Union, which is the true example of the recognition and honor registered by our student community towards the third gender.

Our institution is keen in admitting differently-abled students to our programs through making special arrangements in the campus for their mobility and independent functioning. We ensure admission of as many differently-abled students as possible through the open quota and through the reservation meant for them. Our institution also creates special facilities such as ramps, rails, and special toilets, and procures assistive devices like wheelchairs to augment educational services to our Differently Abled students.

Concluding Remarks :

Government College, Thrissur envisages its vision as an institution that provides quality higher education and produces intellectually competent, emotionally balanced, morally strong and socially committed citizens. As an educational institution with a considerable number of rural stakeholders, it aims to impart and disseminate knowledge in an enabling academic environment to all sections of society with special reference to the educational, social, cultural and economic needs of the weaker sections. While pursuing its goal and mission, the institution upholds all the values and interests of national integration, solidarity, secularism, equity, and social responsibilities while integrating the same in academic excellence, life skills development and career success of students. The college is unique in the delivery of higher education services in terms of certain parameters such as inclusiveness and empowerment and research extension on gender and weaker sections. Despite the college is facing many constraints in the form of space, financial resources, building space, and lack of autonomy in curriculum design and delivery, it is capable to reasonably attain its operational objective towards which entire activities are directed.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>11</td><td>11</td><td>10</td><td>6</td><td>6</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>0</td><td>0</td><td>2</td><td>0</td></tr></table> <p>Remark : HEI input edited according to provided documents. Details report of each program not provided by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	11	11	10	6	6	2018-19	2017-18	2016-17	2015-16	2014-15	1	0	0	2	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	11	10	6	6																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	0	0	2	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>14</td><td>14</td><td>12</td><td>4</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>0</td><td>4</td><td>2</td><td>2</td></tr></table> <p>Remark : HEI input edited according to provided documents. Note-Participation in one or more bodies of different Institutions by one full-time teacher to be counted only once.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	14	14	12	4	2	2018-19	2017-18	2016-17	2015-16	2014-15	1	0	4	2	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	14	12	4	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	0	4	2	2																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 91</p> <p>Answer after DVV Verification: 91</p>																				

	Remark : HEI input edited according to provided excel sheet.																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>135</td><td>136</td><td>161</td><td>134</td><td>216</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>135</td><td>0</td><td>0</td><td>134</td><td>0</td></tr></table> <p>Remark : HEI input edited according to provided in metric id 1.1.2</p>	2018-19	2017-18	2016-17	2015-16	2014-15	135	136	161	134	216	2018-19	2017-18	2016-17	2015-16	2014-15	135	0	0	134	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
135	136	161	134	216																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
135	0	0	134	0																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 34</p> <p>Answer after DVV Verification: 3</p> <p>Remark : HEI input edited according to provided documents in metric id 1.1.2</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Answer before DVV Verification : B.Any 3 of the above</p> <p>Answer After DVV Verification: B.Any 3 of the above</p> <p>Remark : HEI input edited according to provided documents.</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : HEI input edited according to provided documents.</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last</p>																				

five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
628	606	564	532	516

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
411	401	413	368	370

Remark : HEI input edited according to provided documents.

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.5	0	0.5	6.36	3.375

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	3.73	0	5.5	1.22

Remark : HEI input edited according to provided documents.

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 5

Answer after DVV Verification: 5

Remark : HEI input edited according to provided documents.

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification : 11

Answer after DVV Verification: 7

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 45

Answer after DVV Verification: 45

Remark : HEI input edited according to provided documents in metric id 3.1.1

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV required documents not provide by HEI.

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 2

Answer after DVV Verification: 2

3.3.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 5

Answer after DVV Verification: 2

Remark : HEI input edited according to provided documents with ref. of metric id 3.1.2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

45	7	12	9	20
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	3	1	1	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	4	2	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	0

Remark : HEI input edited according to provided documents.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
728	653	298	366	169

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
728	653	298	366	169

Remark : HEI input edited according to provided documents.

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
39	38	42	34	52

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV required documents not provide by HEI. DVV not consider HEI provided documents.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 23

Answer after DVV Verification: 17

Remark : HEI input edited according to provided documents.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1106.58	39.61	166.46	344.01	26.30

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1087.13	39.61	170.21	358.41	26.30

Remark : HEI input edited according to provided documents.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5.16	2.85	6.02	2.10	8.18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.04	6.68	6.02	2.10	6.18

Remark : HEI input edited according to provided documents.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7.32	3.02	77.1	16.32	12.86

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	5.05	76.77	22.06	12.00

Remark : HEI input edited according to provided documents.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	28	28	17	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV not consider documents provided by HEI.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: D. Any 4 of the above

Remark : HEI input edited according to provided documents.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
96	81	68	60	54

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : HEI input edited according to provided documents. DVV consider only those programs which are of a duration of three months or more.

5.2.1 Average percentage of placement of outgoing students during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
72	74	52	47	42

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	11	0	0	0

Remark : HEI input edited according to provided documents.

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	19	13	6	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	19	12	5	4

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
80	76	65	56	42

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
80	76	65	56	42

Remark : HEI input edited according to provided documents.

5.3.1 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) 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:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : HEI input edited according to provided documents.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	7	7	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV required documents not provide by HEI.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	2	4	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above
 Answer After DVV Verification: A. All 5 of the above
 Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	4	5	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	2	4	3

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	4	5	5	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	4	5	3	3

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14.62	13.15	9.43	9.13	9.61

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Remark : HEI input edited according to provided documents.

7.1.1

Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	11	8	8	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	4	2	2

Remark : HEI input edited according to provided documents.

7.1.8

Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
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4.34	0.65	0.85	0.35	0.5
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.60	0.36	0.10	0.10	0.10

Remark : HEI input edited according to provided documents.

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none">1. Physical facilities2. Provision for lift3. Ramp / Rails4. Braille Software/facilities5. Rest Rooms6. Scribes for examination7. Special skill development for differently abled students8. Any other similar facility (Specify) <p>Answer before DVV Verification : B. At least 6 of the above</p> <p>Answer After DVV Verification: C. At least 4 of the above</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>10</td><td>25</td><td>9</td><td>10</td><td>8</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : HEI input edited according to provided documents. DVV required documents not provide by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	10	25	9	10	8	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	25	9	10	8																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2018-19	2017-18	2016-17	2015-16	2014-15															
2018-19	2017-18	2016-17	2015-16	2014-15																	

7	23	10	7	6
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

Remark : HEI input edited according to provided documents.

7.1.14	<p>The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : DVV not consider HEI provided documents. DVV required report of each event along with photographs and report should be sign by authority.</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td></tr></table> <p>Remark : HEI provided data in SSR is not matched with clarification data. DVV edited input according to provided documents.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	1	1	1	1	1	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	1	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	1	1	1	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	1	1																	

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 466</p> <p>Answer after DVV Verification : 361</p>
1.2	Number of programs offered year-wise for last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	11	11	11

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	11	11	11

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
628	606	564	532	516

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
411	401	413	368	370

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	46	46	46	45

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
046	046	046	46	45

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1119.74	54.26	178.26	349.53	36.51

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1087.13	105.15	180.28	362.23	36.70