



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BHARATA MATA COLLEGE, THRIKKAKARA

BHARATA MATA COLLEGE SEAPORT AIRPORT ROAD, THRIKKAKARA

KERALA, 682021

682021

www.bharatamatacollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharata Mata College has the unique distinction of being the first fully solar-powered college in Kerala. It is located in Thrikkakara Municipality in Ernakulam and is affiliated to Mahatma Gandhi University, Kottayam. It is an aided first grade arts and science co-educational institution, managed by the Archdiocese of Ernakulam-Angamaly. Established in 1965 by His Eminence the late Joseph Cardinal Parecattil, the college was included under section 2(f) and 12(B) of UGC Act 1956 in 1996 and re-accredited at the A level by NAAC in 2014.

The campus sprawls across 14.84 acres (56656 sqm) and has a built-up area of 10343 sqm. Fine infrastructure and amenities include 66 ICT enabled classrooms, a Central Library, A/c auditorium, 5 seminar halls, AV theatre, examination hall, canteen, herbal garden, football ground, cricket pitch, basketball courts and other sports facilities.

The college provides quality education to around 2600 students a year across 17 under-graduate, 4 post-graduate, 2 professional programmes and 3 research centres. It is an approved centre of NIOS and an IGNOU Special Study Centre. The funding agencies include UGC, FIST, SARD, KSCSTE, DST, ICSSR, UBA, NBHM and MP fund. An amount of Rs.13059176/- has been utilized for research purposes from 2004 onwards.

The institution aims at the holistic development of the students with emphasis on quest for knowledge, responsible citizenship and development of self-esteem. There is a culture of participatory leadership in the Governing Body where policy-making is based on stakeholder feedback. IQAC monitors the smooth conduct of activities and ensures effective feedback mechanisms.

There are 35 PhD and 2 PDF holders among the faculty. The research centres have 17 guides. 33 doctorates have been produced so far. The faculty have 250 publications in indexed Journals, 115 publications in non-indexed journals and 131 publications in seminar proceedings from 1995 onwards. 5 Major, 34 Minor and 2 collaborative research projects were undertaken.

The institution adopted Eco-consciousness and sustainability as its focal theme from 2014 to 2019.

The college offers an education that is responsive to the challenges of an emerging India by ushering in a transformation through academics and empirical experience.

Vision

Motto

The Christian ideal of love and service to humanity is integrated with service to our motherland, in the college motto - '*For God and Country*'.

The vision during inception

The College has a vision conceptualized by its Founder Patron Joseph Cardinal Parecattil as a centre for

advanced learning for Thrikkakara and its rural environs with a population consisting of minorities and the marginalized. But in the rapidly changing scenario, the college moulds its activities in tune with the objectives envisioned by the national planning bodies to meet the 'quality mandate' in fostering global competencies and inculcating a value system among students. The institutional policies are formulated with an awareness of the pervasive transformative changes in the environmental, intercultural, technological and scientific arena. The college teaching- learning fabric responds to these changes staying within the university framework.

Vision:

Bharata Mata College seeks to become a centre of excellence by providing its students a comprehensive education with special emphasis on responsible citizenship, secular outlook, moral values and abiding faith in God expressed in active concern for others.

It promotes campus-community partnership and industrial linkages to engage the students in socially productive activities. Students get ample opportunities to be trained in professional and soft skills. All efforts are made to inculcate human values, professional ethics, a spirit of innovation, entrepreneurship and critical thinking among them.

In keeping with the lofty vision of its founder, Bharata Mata College is a melting-pot of students from all communities and creeds, thus preserving a secular character while promoting the Christian ideal of love and service. The community comprises of 2596 students, 118 teachers and 51 members of the non-teaching staff. 59% of the students are girls.

The curricular and co-curricular activities are aligned in line with the focal theme of Eco-consciousness and Sustainability to make the students environmentally conscious citizens.

Mission

The college strives to become a seminal centre for the promotion of holistic development and equitable opportunities for horizontal and vertical mobility, irrespective of gender, caste, economic or social background. The college seeks to equip students to be empowered, skilled and life-ready for the present and future challenges.

The activities of the college are aimed at providing the students value added programmes like soft skill training, interview training, orientation for higher education, add-on courses etc. which empower them to be ready for higher education, career and life.

Objectives

The college endeavours to prepare its students for fulfilling lives by realizing their full potential and inculcating in them the spirit of intellectual enquiry, independent thinking, self-reliance, leadership, co-operation, cultural affinity, social service and eco consciousness to empower and make them life-ready for an emerging world.

Under the fast changing global socio-economic scenario, the objectives have now been expanded to equip students to be empowered to manage change, become skilled and life-ready for the present and future challenges of the century by following high impact and specialized educational and co-curricular practices.

The College, by acting upon its vision, mission and objectives, has played a pivotal role in aiding the spurt of growth of Thrikkakara Municipality by collaborating and associating with the various local agencies in the past years. Presently, the college nestles in the lap of Kerala's fastest growing municipality in India in terms of the innovative start-ups, the upcoming Smart city, the IT Parks and all major MNCs housed in it and the prominent research and technological institutions, engineering colleges, medical colleges and hospitals which function here. Currently, the area is en route the most advanced and dynamic locality of the State. In turn, the presence of all of these have provided impetus to the growth of Bharata Mata College to higher standards of quality education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The identified strengths of the college are:

- Rich fifty-four year old secular, Christian legacy - working for God and the nation
- Distinction of being the first fully solar powered college in Kerala
- Committed Management with far-sighted vision for excellence.
- Emphasis on holistic development, social commitment and environmental consciousness in activities
- High enrolment ratio of over 90% in all categories
- Ample infrastructural facilities with ICT enabled class rooms. Free WiFi in campus
- Appointments and admissions based purely on merit and government rules.
- A welcoming haven for women, comprising 60% of the student community
- Affordable and quality education, equal opportunity for all.
- 121 students enrolled in MOOCs
- Consistent improvement in placements and progression to Higher Education.
- Highly qualified, competent and committed faculty- a potent combination of Experienced & Youth.
- Good working atmosphere- college is 'second home'.
- Cordiality among teachers and between teaching and non-teaching staff.
- Teacher-student relationship very deep- teachers very humane.
- Teaching-learning through innovative models incorporating graduate attributes and experiential learning.
- A body of good practices: emphasis on value-based education, discipline class room teaching, online attendance, well-conducted examinations and timely publication of results, extension and outreach activities, research publications and tie-ups with industry.
- Cultural activities and regular observance of important Days encouraged.
- Proximity of the college to important institutions.
- Convenient location on Seaport -airport road with extensive public transport facility.
- An active and involved PTA
- Active department alumni which fund various activities and conduct technical and motivational talks
- Impactful and meaningful Long term Community Development extension and outreach activities conducted by BeFORE (Bharata Mata Extension for Organic Research and Environment) and departments.
- Holistic Development beyond the regular curriculum encompassing culture, arts and sports through club activities and departmental associations.
- Eco-friendly, hygienic campus with a peaceful yet vibrant atmosphere, conducive for learning
- Environment consciousness and sustenance instigated through a number of pro-active initiatives and

engagements like 'Green Audit' conducted for optimum power utilization and several green initiatives in waste management and eco-sustainable energy sources

Institutional Weakness

- Limited role in syllabus revision in its capacity as an affiliated college
- Limited research facility in some undergraduate departments
- All departments are not upgraded with PG and PhD programmes
- Difficulty in mobilizing funds, especially in the humanities for academic and co-curricular activities
- Limited national/international academic collaborative programmes.
- Limited job oriented government aided programmes to benefit poor students.
- Weak social and economic background of the students hinders their studies
- Inordinate delay caused by the government in fixing and approving faculty vacancies.
- Government curtailment of postings, resulting in insufficiency of hands to man the college administrative office and ministerial functions.
- Undue prolongation of the centralized admission process of the university causing very late commencement of the programmes and time deficiency for effective teaching learning process and disruption in academics.

Institutional Opportunity

- Autonomous Status can be obtained
- Greater funding opportunities which could be utilized effectively for quality improvement
- Curriculum updation in consultation with emerging industrial and academic trends
- Introduction of more career oriented Diploma/ Certification Programmes
- Proximity to institutions like SEZ, Infopark and the upcoming smart city open up opportunities for further collaborations, industry-academia interface and placements
- National/ International Faculty and Student Exchanges
- International Tie-ups may be fostered
- Opportunity for teachers to develop and disseminate e-content

Institutional Challenge

- Academic gap between weak and advanced students
- Raising necessary funds for infrastructure development is a major challenge.
- Traditional degree programmes to be upgraded to suit the needs of student competence and employability
- The present syllabi constraints the creamy layer students to utilize their full potential to international standards
- Difficulty in Academic-Industry Interface
- Effecting International Institutional tie-ups, Student Exchange Programs
- Limited communication skills of weaker section of students
- Revamping syllabus and teaching-learning methods to attract and motivate the modern 'digitally native' and tech-savvy student community by reskilling teachers
- Over prevalence of MOOCS may change the functioning and fabric of traditional colleges by

undermining value oriented education.

- The teachers being compelled to evaluate the answer scripts of private registration students of the university in addition to the regular students, puts undue burden on them, adversely affecting their academic performance and output, by eating into the time which they could utilize for academic and research pursuits.
- The challenge of mobilizing resources to gear up students to globalise, virtualise and learn the new life competencies.
- The government policy of not sanctioning new generation career oriented graduate and post graduate programmes in the aided sector to open up new career and skilling options for students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college being affiliated to Mahatma Gandhi University, Kottayam, the curricular aspects are aligned in accordance with the guidelines and framework of the university. Still, the college makes conscious decisions about curriculum content and co-curricular activities, pedagogies and the judicious use of learning spaces. Our activities and interventions are aimed at making our graduates to possess the knowledge, skills and values to enable them to cope with dynamic employment opportunities, and the heterogeneity they will encounter in their local, regional and global communities.

- This is done through planning via – *The Strategic Plan, Academic plan and Graduate-Attribute –linked-Course Plans*. Some of the documents maintained for curriculum delivery include Time table, Teacher’s Diary, Monitor’s Diary, Online Attendance, Bridge Courses, Entry Level tests, Mentoring records, Open House and Result Analysis.
- The college offered 34 certificate and Diploma courses from 2013-18 to make the students career and leadership ready. 2031 students enrolled in these courses and were enriched.
- 16 Value added courses were conducted benefitting the students immensely.
- Encouraging field trips and internships to give the students a taste of real work environment, 781 students took internships and went on field trips. Internships and field projects in various companies enhanced their teamwork and employability quotient.
- The college, working with a largely young workforce, has 26 teachers working in BoS and Academic Councils of the university and autonomous colleges, thus contributing to the design and development of curriculum.
- 294 new courses were started across programmes.
- Since the college follows MG university syllabus, all the programmes follow the CBCS pattern for undergraduate and postgraduate programmes.
- The curriculum offers ample space for integrating issues relevant to gender, environment and sustainability, human values and professional ethics. In addition, programmes are conducted by bodies like Nature Club, Women’s Cell, NSS, Anti-Narcotic Cell, other clubs and departments.
- The college has a structured system for collecting feedback from all stakeholders, analysing it and taking appropriate action. There is a Feedback Committee for collecting, analysing and making suggestions based on feedback. The feedback report is displayed on the website. Planning aims at multi-skill development of students.

Teaching-learning and Evaluation

- The students are admitted to various programmes as per government rules.
- There are 45 students and 29 teachers from other states in the college during the current year.
- Average Enrolment percentage was 90.25 during the last five years.
- 89.18 % of the reserved seats were filled from 2013-18.
- Special care is taken to cater to student diversity. Some of the regular activities conducted include Bridge courses, Entry level tests, Orientation Programmes, training programmes, WWS(for advanced learners), SSP(for slow learners), MOOCs, Add on Courses, Extension and outreach activities etc.
- The institution offers facilities for differently abled students. 6 such students were there in the current year.
- Teacher strength is 118. Out of these, 35 teachers are doctorate holders and 12 are pursuing research.
- 107 teachers use ICT resources in classes- google classrooms, e-notes, PPTs, videos, e-notes, Google docs, Google sheets etc.
- There are 2593 students in the current year and the current student teacher ratio is 22:1.
- Entry level tests and continuous evaluation identify the slow and advanced learners and suitable programmes are conducted for both category of learners. Remedial and advanced coaching is given accordingly.
- The institution has a robust and transparent evaluation system as evidenced by the functioning of the examination committee, the evaluation mechanism, the grievance redressal mechanism etc. The schedule is given in advance and the academic calendar sets dates for valuation and publication of mark lists.
- The institution stresses the importance of experiential learning and devices activities accordingly in the Course plans.
- The POs, PSOs and COs are displayed on the website and communicated to the students. These are integrated into the course plans with graduate attributes. They contain the learning activities to be transacted in the classroom. Details of evaluation procedures designed to test the attainment of COs and rubrics for scoring are also part of these plans. So there is a move from passive to participatory pedagogies, an embracing of students as partners in their learning journey.
- Current year pass percentage is 67.45
- The college adheres to an academic calendar and has a transparent mechanism for CIE and grievance redressal for the same.

Research, Innovations and Extension

- The institution promotes an ecosystem of research and innovation. There are 3 research centres in Commerce, Mathematics and Chemistry.
- Amal Shaji, an MSW student commenced a start-up called 'Can-Teen Network' after being shortlisted for a project of MG University Incubation Centre. It is aimed at relaying relevant information across screens on various campuses.
- An active research committee moulds and directs the research ecosystem of the college. The PG students are encouraged to participate in seminars, present papers and publish them. 81 papers were presented by PG students in the last two years.
- A multidisciplinary Journal is published bi-annually.
- The students take up field studies and internships as part of the curriculum.
- Rs.77,49,212 was received as grants for projects sponsored by government and non govt sources during the last five years.
- 24 research projects were undertaken by teachers funded by various bodies, especially UGC.
- 14 teachers have been research guides and produced 14 Ph.Ds during the last five years.

- There were 56 publications in UGC approved journals and 91 publications and book chapters in proceedings.
- 44 workshops and seminars were conducted.
- The institution has a research policy and facilities for restricting plagiarism.
- There is facility for plagiarism checking.
- BeFORE, the extension activities wing of our college, conducts various innovative programmes in collaboration with departments or clubs which enhance essential skills like teamwork, service and community based learning
- 21 awards were received for extension activities.
- 177 extension and outreach activities were conducted and 9541 students participated in them.
- 439 linkages with industry were fostered.
- 35 MoUs were signed with institutions of repute.
- The range of unique activities in collaboration with various bodies include paddy farming, conducting basic English Training , computer Training , financial literacy training programmes for self-help groups and anganwadi teachers, hosting arts festival for differently abled students, donating essentials and books etc.

Infrastructure and Learning Resources

- Campus spread across 14.84 acres with a built up area of 10342.74sq. metres.
- 66 ICT enabled classrooms, an auditorium, 5 seminar halls 11 science laboratories with up-to-date requisite equipment and facilities.
- AV Seminar Hall with state-of-the-art facilities including Video Conferencing.
- Radio BMC is equipped with the latest acoustic technology.
- 10 computer rooms with a total number of 246 computers.
- Central Instrumentation Centre for Advanced research which houses major equipment like UV Spectrophotometer, Impedance Analyser, IR Spectrophotometer, Zeta Nanosizer, Spin Coater, Autoclave, Muffle Furnace and Incubator
- Free Wifi provided in the whole campus. Hi-speed internet facilities, printers, photocopiers available.
- 6 computer labs and 246 computers
- There is a media lab with provision to develop content.
- An average amount of Rs. 312.4 lakh was allocated for infrastructure augmentation.
- The college has good sports infrastructure with a cricket ground, mini-gymnasium, judo/wrestling mats, table tennis board, basketball court and badminton court.
- Library has 48306 books, e-books, e-journals, 29 journals, 15 magazines. It has INFLIBNET facility and remote access.
- An average of 5.4 lakhs library expenditure incurred
- Effective maintenance systems followed for laboratory, equipment, and infrastructure maintenance.
- Departments given a fixed amount for routine expenses
- Breakage fee is collected from the students who use labs as damage compensation. Thus damaged equipment and apparatus in the lab are maintained.
- There is a full time system administrator for maintenance of electronic equipment maintained by the management.

Student Support and Progression

- The institution is cognizant that its success will be evaluated in terms of the knowledge, capabilities, and personal qualities gained by students that will enable them to thrive and contribute in a fast-changing economy and turbulent, demanding contexts.
- For these, various career counselling, soft skill development, guidance for competitive examinations, remedial coaching, yoga and meditation classes are conducted.
- The college has active student participation in bodies like Placement Cell, Students' Grievance Redressal Cell, Counselling Centre, Coaching for Entry into Services, Equal Opportunity Centre, Anti-Ragging Cell, Women's Cell, Library Advisory Committee, Associations of various departments – all functioning towards the welfare of students.
- The college has an active Student Union and Class monitors' forum
- IQAC has a student representatives.
- 4173 students benefitted from scholarships and freeships from government and 164 students from non-government agencies from 2014 onwards. 447 students got placement and 1120 students went for higher education. 59 students qualified national level exams. The college regularly conducts various state level cultural and sports competitions. Students keep winning prizes in intercollegiate fests.
- The college has an alumni body called BOSA (Bharata Mata Old Student's Association) which holds regular meetings and is actively involved in many activities of the college. The department alumni contributes to the various co-curricular initiatives by contributing through financial resources and motivation. Chrysalis, the fest by the department of English was financed by alumni.

Governance, Leadership and Management

- The leadership of Bharata Mata College design the curricular and co-curricular implementation to balance the scholastic content, graduate attributes, the academic and the business-based instrumental orientations to knowledge.
- The College has a well-organized management structure guided in its practice by the principles of decentralization, participation and transparency. There is a continuous attempt to ensure the implementation of the vision, mission, objectives and core values in academic and administrative matters. Strategic plans made by the management and departments chalk out the plans for three years.
- All statutory and non-statutory bodies have clearly defined tasks and hold meetings to decide on policy matters, academic and financial matters. Welfare measures are implemented for teaching and non-teaching staff. Special care is taken to ensure that the Academic Calendar is adhered to.
- The clubs and cells are very active and function according to their purposes. The activity reports and minutes are displayed on the website.
- The college implements e-governance in student admission, examination, administration finance and examination. The various non-statutory bodies like Discipline Committee, Students' and Employees' grievance Redressal Cell, PTA, Students' Union etc. effectively implement their resolutions.
- The college conducted 54 professional development programmes and encourages the teachers to attend training programmes in other institutions for wider exposure. The college follows a Performance Appraisal system for teaching and non-teaching staff.
- The IQAC of the College meets regularly and formulates guidelines for the functioning of various systems and committees and collecting feedback from stakeholders. It creates online communication networks for easy dissemination of information and ensuring quality assurance.
- The institution has a transparent financial policy and all statements are duly audited by external and internal agencies.
- Rs.15.15 lakhs were received as funds from non-governmental agencies.
- The fund mobilization policy looks out for government and non-governmental agencies for support in

research-based and extension activities.

- IQAC monitors and streamlines all the activities and innovative ideas for effective curricular and co-curricular practices.
- Some of the striking Post accreditation initiatives include the BMCian Chronicle, Bharata Mata Research Journal, Health and Wellness initiatives, Green Audit, AAA, Tripartite Quality Frontier Programme, Academic Retreat Environmental Initiatives and revamping of cells & Clubs.

Institutional Values and Best Practices

- The college is unique in being the first fully solar powered college in Kerala with Grid connected solar Plant.
- The institution is committed to a humane, progressive, compassionate and empathetic value system in education while keeping up with all the emerging trends in technology and pedagogy.
- There is a gender sensitive culture and care is given for the safety and security of women constituting 59% of the students.
- The infrastructure is gender and divyangjan friendly with ramps, restrooms, common room, lift etc. Scribes are provided for these students.
- The college encourages national awareness, communal harmony, human values, professional ethics, social cohesion, gender equity and sensitivity by conducting various awareness talks, debates, panel discussions, street plays etc. in addition to the content enmeshed in the syllabus.
- There is a rain water harvesting system.
- Regular 'Energy Audits' are conducted to assess and optimize energy consumption and usage.
- There are frequent initiatives by the departments in planting and nurturing saplings and spreading awareness.
- 90% of the students and 50% of the staff use public transport or are pedestrians
- The college has an effective waste management system where the biodegradable and non-biodegradable waste is segregated and treated. Solid waste is collected in bins and sent for treatment.
- Liquid waste is collected in soak pits. Taps are serviced regularly to avoid leak and wastage.
- E-waste is given as scrap to the ladies of Rajivnagar colony where the college has implemented a woman & child empowerment programme.
- The institution follows a code of conduct handbook for students, teachers, governing body and administration.
- It organizes national and local festivals and birth/ death anniversaries of great Indian personalities.
- It maintains complete transparency in its financial, academic, administrative and auxiliary functions.
- The departments, according to their skill repository, have designed initiatives to foster holistic development and social commitment in students and make an impact in the local community- giving training in basic English, Hindi and computer skills; mushroom cultivation, ornamental fish farming and financial literacy.
- The best practices are aimed at social cohesion and human values, addressing chronic diseases, under-trial prisoners, environmental consciousness and student life-readiness

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATA MATA COLLEGE, THRIKKAKARA
Address	Bharata Mata College Seaport Airport Road, Thrikkakara Kerala, 682021
City	Kochi
State	Kerala
Pin	682021
Website	www.bharatamatacollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shiny Palaty	0484-2425121	9895719059	0484-242779 6	principal@bharata matacollege.in
IQAC / CIQA coordinator	Pearly P John	0484-2423626	9847053517	0484-242335 7	pearly@bharatamat acollege.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
Date of establishment of the college	16-06-1965			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	30-06-1996	View Document		
12B of UGC	30-06-1996	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
AICTE	View Document	04-04-2018	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1556174367.pdf
If yes, has the College applied for availing the autonomous status?	Yes

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?	Yes
If yes, name of the agency	National Assessment and Accreditation Council
Date of recognition	05-05-2014

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bharata Mata College Seaport Airport Road, Thrikkakara Kerala, 682021	Semi-urban	14.84	10342.74

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,B B A	36	Twelveth	English	64	60
UG	BSc,Mathem atics	36	Twelveth	English	45	40
UG	BSc,Physics	36	Twelveth	English	40	37
UG	BSc,Physics	36	Twelveth	English	30	29
UG	BSc,Zoology	36	Twelveth	English	45	43
UG	BSc,Botany	36	Twelveth	English	45	44
UG	BSc,Chemist ry	36	Twelveth	English	40	37
UG	BA,Malayala m	36	Twelveth	English,Mala yalam	30	30
UG	BA,English	36	Twelveth	English	31	31
UG	BA,Economi cs	36	Twelveth	English	50	48
UG	BCom,Com merce Travel And Tourism	36	Twelveth	English	50	48
UG	BCom,Com merce Computer Application	36	Twelveth	English	128	120
UG	BCom,Com merce	36	Twelveth	English	128	124
UG	BCom,Com merce Taxation	36	Twelveth	English	63	62
UG	BCom,Com merce Marketing	36	Twelveth	English	50	45
PG	MBA,M B A	24	UG	English	60	60
PG	MSW,Social Work	24	UG	English	30	30

PG	MSc,Mathematics	24	UG	English	13	13
PG	MSc,Chemistry	24	UG	English	13	13
PG	MA,English	24	UG	English	19	19
PG	MCom,Commerce	24	UG	English	19	19
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	PG	English	13	13
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG	English	6	3
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	PG	English	28	28

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				19				48			
Recruited	0	0	0	0	6	13	0	19	13	35	0	48
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				49			
Recruited	0	0	0	0	2	0	0	2	4	45	0	49
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	13	8	0	21
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	10	18	0	28
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	1	0	0	1	0	2
Ph.D.	0	0	0	6	8	0	2	12	0	28
M.Phil.	0	0	0	2	2	0	2	8	0	14
PG	0	0	0	1	1	0	11	43	0	56

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	10	0	12

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	327	2	1	0	330
	Female	462	5	1	0	468
	Others	0	0	0	0	0
PG	Male	40	1	0	0	41
	Female	111	2	0	0	113
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	14	0	0	0	14
	Female	30	0	0	0	30
	Others	0	0	0	0	0
Diploma	Male	41	0	0	0	41
	Female	82	0	0	0	82
	Others	0	0	0	0	0
Certificate / Awareness	Male	389	3	1	0	393
	Female	558	7	1	0	566
	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	33	31	28	32
	Female	57	52	58	53
	Others	0	0	0	0
ST	Male	9	11	13	11
	Female	19	14	13	16
	Others	0	0	0	0
OBC	Male	33	22	23	20
	Female	28	33	36	38
	Others	0	0	0	0
General	Male	151	138	148	169
	Female	238	224	230	213
	Others	0	0	0	0
Others	Male	145	141	150	144
	Female	239	211	219	226
	Others	0	0	0	0
Total		952	877	918	922

Extended Profile

1 Program

1.1

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

Response: 910

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	21	21	21	21

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2593	2555	2496	2254	1943

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
592	592	592	592	542

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
888	909	811	673	607
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3 Teachers

3.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
118	110	110	110	98
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
117	114	111	108	98
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 72

4.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
410.53	398.85	422.18	326.18	351.92

4.3

Number of computers

Response: 246

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Planning

The blueprint of the institution's curriculum delivery follows three steps operationalised during April-May:

- 1. 'Three-year Strategic Plan':** This is a concerted effort by the management and teachers based on the feedback inputs from stakeholders in consultation with external experts, for a comprehensive 3-year academic, administrative and co-curricular planning.
- 2. Annual Academic Plan:** Based on the Strategic Plan, a detailed schedule of academic and co-curricular activities is prepared by the departments and compiled into the Academic Calendar which is published in the website and handbook given to all students.
- 3. Graduate-Attribute-Linked-Course-Plan:** First, the POs, PSOs and COs are charted. Departments then prepare a Graduate Attribute linked Course Plan for effective curriculum delivery and attainment of outcomes. It is a detailed document outlining the module, date, duration of course, learning activities, mode of assessment as well as rubrics and parameters for assessment. Activities include debates, quizzes, problem-solving, content games, mock-press, role-play, script writing, seminar presentation, writing tasks, online MCQs, practical experiments and projects.

Activities are planned and blended with core values, vision and focus of the institution. IQAC ensures the timely implementation and conduct of the activities.

Implementation and Delivery:

- **Timetables** are charted for assignments, seminars, projects, internal examinations and evaluation.
- **Teacher's diary** documents individual time table, class charge details and all allied work.
- **Monitor's Diary:** Class monitor maintains the Monitor's Diary- a record of the daily activities. HoDs countersign these records weekly and submit to IQAC.
- **Online Attendance:** Attendance published monthly and warning issued for shortage.

For First year students:

- **Orientation Programme:** A two-day value-based Orientation Programme is conducted by experts
- **Bridge Courses:** Well delineated syllabus delivery and evaluation for facilitation into tertiary level.
- **Entry Level tests:** Based on the scores, students are identified as slow, average or advanced.

For all students:

- **Remedial and Advanced Coaching:** Remedial coaching and Scholar Support Programme for slow learners and Walk with Scholar and advanced coaching for fast learners are provided.
- **Mentoring:** Students of a department are allotted to teacher mentors who meet and document their progress.
- **Open House** held once a semester to apprise parents and devise strategies to improve the performance of their wards.
- **Result analysis** done to identify academic weakness of students and provide extra help.
- **Tripartite Quality Frontier:** Interest of final year students mapped and training provided for higher education, career and entrepreneurship.

Knowledge dissemination initiatives

- The library has 48306 books, 29 journals 7 newspapers, 15 magazines and subscribes to INFLIBNET, DELNET, and J-GATE. Remote access is given.
- Talks, symposia, seminars and workshops are conducted to update students on emerging trends in knowledge.
- Grievances regarding internal examinations are redressed at the departmental level or through examination committee.
- Exit survey and yearly feedback collected from outgoing students and action taken.
- Certificate / Diploma Courses conducted to enhance effectiveness of the prescribed curriculum.
- Career Oriented courses held to promote practical application of theoretical knowledge.

File Description	Document
Any additional information	View Document

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

Response: 30

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	4	7	3

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	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: 20.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	5	1	3

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: 32.2

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

Response: 293

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: 100

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

Response: 21

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	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: 16.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
831	355	333	380	132

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:

Graduate Attributes and the learning outcomes planned by the college aim at the students' acquisition of broad knowledge, self-awareness and self-confidence. It also aims at the development of ethical, moral and social responsibility, integrity, and cross-cultural awareness.

- Eco consciousness and sustainability has been taken up as the focal theme of the institution from 2014 to 2019.
- The course plans integrate cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curricular and co-curricular learning activities for espousing the cause.
- Departments and clubs regularly conduct programmes for enhancing awareness and motivation.

- Add-on and Value-added courses on a variety of topics are conducted.
- The projects, assignments, study tours and other extension and outreach activities are designed to inculcate these values in students.

Some of the other curriculum enriching endeavours undertaken by the institution in this direction are:

- To promote sustainability, the department of Botany conducts awareness classes for the neighbouring community, school and college students about organic and scientific methods of farming and pest control as well as mushroom cultivation.
- Vegetable saplings are distributed to the students to be planted in grow-bags ensuring that at least a part of the dietary requirements is met by these home grown vegetables. It is an attempt to significantly lower the carbon footprint on earth by reduced use of chemicals.
- To conscientise students on environmental issues, the department of Zoology conducts ‘Zoo Quest’, a weekly Quiz Programme on nature and environment which is open to all students of the college.
- ‘Encon Club’ and ‘Friends of Fauna’ conduct sensitizing campaigns on disease control, promoting hygiene and reducing pollution.
- Important days relating to earth and environment are observed.
- The department of English actively promotes environmental awareness through wall magazines and talks. The students also planted fruit saplings in the campus as part of enhancing the greenery.
- Student projects are related to concepts of ecology, eco-criticism and ecofeminism.
- Malayalam department disseminate indigenous knowledge through talks and visits to tribal areas.
- Seminars and programmes related to gender conducted to sensitise students and the community (about gender).
- The activities of the Women’s Cell, Road Safety Club, Anti-Ragging Cell, Anti-Narcotic Cell and Anti-Sexual Harassment Cell and the Orientation programmes given to freshers – all address the issues concerning Environment, Sustainable development, Human rights and Gender.

These efforts converge towards development of creative and divergent competencies among students.

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

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

Response: 20

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

Response: 20

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: 30.12

1.3.3.1 Number of students undertaking field projects or internships

Response: 781

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	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

Response: A. Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

File Description	Document
URL for feedback report	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: 0.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	9	9	8	7

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 90.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
951	877	918	922	770

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

2017-18	2016-17	2015-16	2014-15	2013-14
998	998	998	998	922

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[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: 89.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
562	514	540	540	441

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

2.2 Catering to Student Diversity

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

Response:

Post admission, the institution follows an efficient procedure to cater to the needs of students from diverse backgrounds, locales and learning capacities. After categorization into slow and advanced, various need-based activities are conducted.

Orientation and Assessment

- A general orientation programme is held for the newly admitted UG and PG students and their parents by experts.
- Bridge Courses are conducted to facilitate the students' transition from school to college.
- Entry Level Tests are conducted for the first year students. Their academic level is gauged on the basis of qualifying examination, the Entry Level test as well as the CIE and classroom performance. Based on these, the students are identified as weak and advanced.

• There is a well-coordinated Mentoring system in the college where teachers are usually allotted students from the same stream for higher efficacy. This is in addition to the internal mentors that the advanced students have as part of the SSP and WWS programmes.

For Slow Learners:

- The weak students are given remedial classes. These are arranged before or after regular class timings. Interactive instructional techniques in classrooms through ICT enabled teaching helps slow learners.
- Separate library with books and CDs for remedial coaching and Competitive Exams to advance their prowess.
- Scholar Support Programme (SSP) for slow learners is conducted with the support of the state government to aid the under-achievers. Books purchased under the SSP are at the level of comprehension for below-average students
- Peer teaching is done in classes where high achievers help the low achievers.
- Technology is blended into evaluation practices with activities like online assignments and tests for advanced and slow learners. To make teaching-learning process more effective slow learners and advanced learners are provided with audio-visual teaching input in the classrooms.

For Advanced Learners:

- The learning instincts of the high achievers are stimulated via solving higher difficulty level tasks devised by teachers- Research oriented projects, placement and entrepreneurship training, academic seminar participation, paper presentation and publication, coaching for competitive exams and enrolling in MOOCs.
- Initiatives like Walk with Scholar for advanced students where six brilliant and meritorious students from each class are selected and programmes like special training, institutional visits and exchange programmes are arranged for them under WWS programme, an initiative by the Government of Kerala. Higher order thinking is instilled in advanced learners through GDs, interviews, debates, seminars and workshops.
- Investigative attitude is fostered through tasks like surveys, data collection, field trips, industrial visits etc.

For all students:

- The Higher Education Cell, Coaching for Entry in Services, Placement Cell and ED Cell guide students in matters related to academics, career and entrepreneurship.
- Talented students are identified and trained in their fields of interests and are sent to intercollegiate and University level competitions.
- The Language Lab provides opportunities to listen to the accent of native English speakers and to develop skills in listening, speaking and communication.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 857:39

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.23

2.2.3.1 Number of differently abled students on rolls

Response: 6

File Description	Document
List of students(differently abled)	View 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:

Infrastructure:

· **Wi-Fi:** The whole campus is **Wi-Fi enabled**. Collaborative learning is done via digital library. E-resources, media and language labs available for individualised, creative and dynamic learning.

- **Laboratories:** The various labs and ICT-enabled classrooms facilitate experiential learning.
- **Radio BMC:**It provides a platform for students to practice oratorical and presentation skills.

Planning of Learning Activities.

- **Course Plans:** Graduate-Attribute-Course-Plans prepared in advance to equip the students in skills and competencies needed in the 21st century. They outline the module, date, duration, learning activities, the mode of assessment as well as rubrics for assessment.
- **Technology aided learning:** Teachers utilize emerging technological support. LMSs like Google classrooms are used for online resource sharing, tests and assignments.
- **Seminars and assignments** are mandatory, ensuring that every student is a participant in the learning process.
- **Add-on courses** are conducted to give extra edge for career and life readiness.

Implementation of experiential and participatory learning activities

- **Teaching Tools:** Group discussions, debates, role play, spell check, story building, composing verses from visual/ verbal inputs, quizzes, dumb charades, wall magazines on relevant issues, mock press etc. are used in the language classrooms. The department of English incorporates script writing, documentaries and short films, drama and classical play enactment into learning environments.
- **Paper presentation in Conferences:** The Post-graduate students attend conferences, workshops and present papers and summarise their work in class for peer benefit. Some of the papers are published. Research oriented projects, mock viva, mock interviews and GDs are conducted.
- **Newspaper publishing:** The Malayalam department students bring out a news magazine called 'Gulmohar' giving them an A-Z hands-on experience of the publication process.
- **Question Banks:** The Science and Commerce departments involve students in the preparation of question banks. The research inclinations and intellectual curiosity of the students is brought out by encouraging journal article reviews, guiding them towards their field of interest.
- **Online Demonstrations:** Science, Economics and Commerce departments give students hands-on experience in online banking, income tax procedures and planning using live internet demonstrations and making them undertake statistical surveys and field studies. Visits to IIMs, Start-ups, Stock Exchange, are conducted.
- **Product Marketing:** BBA dept. gives group tasks for marketing a product, review of short video clips, inter class quiz etc.
- **Fests:** The Economics department holds fests where the students turn entrepreneurs and conduct merchandising for the college family and the neighbouring community, thus enhancing teamwork and entrepreneurial skills.
- **Organic Farming:** The social work and science departments take up organic farming and paddy cultivation; and socio-environmental awareness programmes. Counselling and mental health sensitization events are conducted.
- **Industrial visits and internships:** The Management department organises industrial visits, interaction with entrepreneurs and business workshops. Industrial visits to places like factories, airport, seaport and Stock Exchange are conducted. Many students undergo On-the-job training and internship.
- **Field visits:** Science and Social Work departments conduct field based data collection and surveys.

File Description	Document
Any additional information	View Document

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

Response: 90.68

2.3.2.1 Number of teachers using ICT

Response: 107

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 857:39

2.3.3.1 Number of mentors

Response: 118

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The college adopts the most effective educational practices that are correlated with positive educational results for students from varying backgrounds. Allied co-curricular activities, foster creativity and innovation in teaching-learning.

The Course Plans offer scope for Multi-strategic teaching with quizzes, debates, lecturing and student centred activities. ICT is extensively used through google classrooms and copious AV input along with related activities.

- The students of the department of English script and *perform a retelling of the 'Macbeth'* annually. Innovative dramatic techniques are used. It is an exercise in creative writing, performing skills, intellectual rigour, leadership skills, teamwork and confidence building.
- *Students take up MOOCs* for enhancing their skill sets for employment and life readiness. NPTEL and other online courses are taken up by students.
- Students of the Economics department *conduct fests*, thus honing their entrepreneurial skills in addition to a visit to RBI and debates on demonetisation.
- The Commerce students are given *live demonstration* of Internet banking, filing of tax returns etc., visits to start ups and IIMs.
- Penning *Wall magazines, Manuscript magazines* for diversity in student output.
- *Radio BMC* provides a platform to express students' talents and communication skills. It also relays important information to the community
- Teachers break up the vast and complex study materials into manageable chunks and *prepare academic materials* for the needy students.
- **Invited talks** to get familiarised with innovative trends in knowledge.
- As part of *Hands-On learning*, departments conduct industrial, cultural and heritage site visits, internships and interaction with eminent personalities, manuscript magazines and making of short films.

- The students of Malayalam department conduct ‘*Vaamozhivazhakkam*’, (for preserving the culture, indigenous knowledge and heritage), which includes Folklore and Folk Art and performances by trained artists. They also conduct Classical Art Performances, Interaction with Artists, and creative competitions like collecting local/ traditional flowers. Students bring out *Gulmohar, a newspaper* thus acquiring knowledge on all aspects of publishing, including reporting, editing, layout and printing.
- The Marketing students conduct **statistical surveys, do product design and marketing assignments** and tests through google classrooms.
- The Social Work Department conducts **Community and Reflective learning** based largely on fieldwork in elected villages and communities. They conduct ‘Personality Development’ classes for prison inmates of Borstal School, Thrikkakara.
- **Research oriented and creative UG and PG projects**(in collaboration with CUSAT and other labs) which arouse curiosity and nurture creativity. Research Committee encourages and monitors research activities of students and faculty.
- **Tripartite Quality Frontier:** After mapping the interests of students, they are given special training for higher education, career and entrepreneurship.
- **Environmental sustainability and Green learning initiatives:** Constant efforts to maintain an eco-friendly campus and to evoke environment consciousness –

1. Manufacture and sale of LED bulbs and other energy conservation methods
2. Organic farming and mushroom cultivation
3. Cultivation and sale of vegetables and distribution of seeds and saplings
4. Karkadakakanji
5. Birdhouse and birdbath
6. Observance of environment protection days with programmes, rally, street plays, flash mob etc.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 99.66

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

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

Response: 28.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	29	31	32	31

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: 8.75

2.4.3.1 Total experience of full-time teachers

Response: 1033

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: 7.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	1	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 16.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	22	15	14	12

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:

The college strictly adheres to the norms of evaluation set by the university. Within the framework, the institution has devised methodological reforms as an effective model for continuous evaluation process.

Mapping attainment of COs:

A major reform was implemented in the form of evaluation of COs. A test aimed at evaluating the attainment of COs for courses is conducted towards the end of the semester. Learning activities for CO measurement include:

1. Seminars and practical tasks

2. Field work, participation in institutional/ departmental activities
3. Classroom performance
4. Creative and original assignments rated to cater to variety and diversity in student talent pool.
5. Complex and direct problem solving
6. Dramatic performance, leadership initiatives, demonstration of social/ ethical/ cultural competencies contributing towards a CO.

The attainment of COs is measured based on scores of *tests, learning activities and assignments*. Then a Mapping Matrix method is followed to measure attainment of PSOs

Google classrooms have been launched on an experimental basis in some sections of the college. Resource sharing, tests and assignments are transacted through it.

Internal Examination Committee:

- The Academic Council of the college appoints an Internal Examination Committee.
- It is responsible for the conduct of the centralised internal examination of students.
- The schedule for the conduct of the internal exams, valuation and publication of results is intimated two weeks in advance.
- Two examinations are held each semester.
- They are structured in the pattern as 50% value of the university end-semester examination.
- The question papers and mark lists are collected centrally.
- Retests are conducted for improvements and absentees.
- For transparency, evaluated scripts are returned to students.

• Academic Grievance Redressal system: Evaluation related complaints are settled at the primary level itself. If not, students can address their grievances to the concerned class teachers, HoDs and Examination Committee. Grievances received and action taken is recorded in the Examination committee minutes book.

- The records of CIE is kept in the departments to track student performance.
- Summative assessment is accomplished through the semester exams conducted by the University.
- Regular Academic Audits, PTA meetings and Open House are conducted. College council and Staff meetings discuss and assess CIE results.
- Result analysis is done and the students whose performances are low are given extra attention.
- Grievance Redressal mechanism takes corrective measures, if required, regarding evaluation or other issues related to internal evaluation at the department level.
- Model practical exams and mock viva are conducted for equipping students for project viva and examinations.
- ***Online Attendance:*** Student attendance is online with an automated system for generating the reports of attendance. Attendance is published at the end of each month. Marks are given according to percentage of attendance.

File Description	Document
Any additional information	View Document

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

Response:

Guidelines for the continuous and comprehensive evaluation are decided by the University and intimated to all the colleges. As delineated in Course Plans, the yardstick for evaluation of internal assessment is done on the basis of students' attendance, writing skills (assignment), presentation skills (seminar), and knowledge levels (test paper).

Variety:

- To trigger variety and curb monotony, teachers ensure that *creativity, originality and critical thinking in seminars and assignments* are given due weightage to stimulate students intellectually and arouse their curiosity.
- The reports of industrial, field and institutional visits, and interactions with eminent personalities conducted by the departments are also considered.
- Assignment topics include environmental consciousness, human rights, demonetization, impact of advertisements, customer satisfaction and behaviour trends, problem solving etc. using reports from newspapers, news channels and e-resources.
- The tests, assignments, seminars, projects and learning activities are aligned to incorporate the attainment of COs and PSOs envisaged in the Course plans.
- The departments, according to the nature and scope of their subject, give credits for a variety of student output.
- The department of English gives extra score in CIE for activities like script writing, dramatic performance and innovative and informative seminars on current issues as well as those in the curriculum.
- The department of Mathematics focuses on problem solving, while the science departments handle issues pertaining to environment friendliness and sustainability in their student projects and assignments.
- The social work department focuses on human values, gender and environment.

Transparency:

- Internal exams are conducted in a centralised manner by the examination committee. The question papers are prepared, collected, sorted, coded and kept under security.
- The timetable and duty list is given to the departments. Exam dates are announced over public address system.
- Dates for evaluation and submission of mark lists are stipulated in advance
- Two internal examinations are conducted during a semester
- The pattern is similar to that of the university end-semester examinations.
- Class wise Open Houses are conducted after the distribution of the answer scripts.
- Monthly attendance, which is part of internals, is displayed and defaulters intimated
- 'A' forms and 'B' forms are displayed and grievances redressed before uploading

Robustness

- The exams are conducted in the centralized examination hall in the manner of university examinations with invigilation by teachers of all departments.
- Examination seating arrangement, presence of invigilators and the closed circuit cameras present in the examination hall help in restricting potential malpractices.
- The consolidated internal assessment scores are displayed on the notice board for total transparency.
- Absentees with genuine reasons are given chance for re-exams
- Action taken against those who commit malpractices
- Low performance calls for development-inducing feedback action in departments.

File Description	Document
Any additional information	View Document

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

Response:

Every year, the College Council constitutes an Internal Examination Committee for all internal evaluation related activities. This committee is responsible for the conduct of the internal exams.

At least two internal examinations are conducted during a semester. With regard to internal exams, the date of the exams is given in the academic calendar circulated at the beginning of the academic year.

Steps for transparency and time-bound task completion

- The university end semester examination pattern is followed for this and the students are informed two weeks in advance.
- Uniformity is maintained in the pattern of questions and timetable.
- The internal exams are supervised by teachers of other departments also
- Seating arrangement in the examination hall, presence of invigilators and the closed circuit cameras help in restricting potential malpractices.
- A date within two weeks of the conduct of the examination is given to the teachers for distribution of valued answer scripts and final submission of mark lists.
- The distribution of valued answer scripts coupled with the discussion of question papers, enables the students to confirm the objectivity of valuation.
- Open house is held and the students' progress is discussed with the guardians.
- A' forms for each course are shown to the students. Form 'B', the consolidated internal assessment score-sheet is displayed on the notice board for total transparency.

Mechanism for efficient Academic Grievance Redressal

- There is a three-tier Grievance Redressal mechanism for academic grievances.
- Regarding inability to attend examination on the specified dates or other related issues, the grievance can be first presented to the HoD who directs it to the concerned teacher or department. In case of dispute, it is referred to the Examination Committee and if still unresolved, to the college council and Principal. Grievances are usually solved at the primary level itself. All issues are addressed and decisions taken within a week.
- In case of any grievance regarding valuation, it is brought to the notice of the concerned teacher. This is done as soon as the answer scripts are distributed. Usually, all cases are solved at the primary level itself. If not, there is an option for complaining to the Class Teacher and the HoD and then the Examination Committee. If still unresolved, redressal of possible grievances is carried out by the Principal in consultation with the college council. All issues are addressed and decisions taken within a week.
- University examination related grievances are referred directly to the university in case of evidence of malpractices on the same day itself by intimating the External Examiner through proper channel. Grievances related to exam results are forwarded to the University immediately.
- Efficiency is ensured by a transparent and time-bound mechanism for dealing with examination related grievances.

File Description	Document
Any additional information	View Document

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

Response:

At the end of every academic year, the departments are assigned the duty of preparing an Academic Calendar of their activities for the coming year, in tune with the Academic Calendar of the University.

This includes the dates for assignments, seminars and other academic activities.

The academic calendar of the college being part of the college calendar, is distributed to the students at the commencement of the academic year. Parents are also in the know of the Academic Calendar.

The departments make a Graduate Attribute linked Course Plan for all the courses. It details the extent of syllabus to be transacted at different points of time, the activities, rubrics for evaluation and scoring patterns.

The common dates for the conduct of internal examinations is proposed and decided by the Examination Cell of the College Council in consultation with the teachers.

Barring exceptional circumstances, wherein the majority of students would be unable to travel etc., the college adheres to the academic calendar in all its activities.

Alterations made in the dates are made up for by working on weekends or extra hours on weekdays.

It is ensured that the working hours lost are duly compensated at the earliest.

All activities related to CIE - assignments, seminars, projects, field trips, industrial visits are conducted on time.

In the case of completion of syllabus, conduct of co-curricular activities, conduct of examinations and valuation of scripts, holding Open House, the institution adheres to the academic calendar to the maximum possible extent.

File Description	Document
Any additional information	View Document

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:

The college, being affiliated to MG University Kottayam, follows the prescribed syllabus. The college council and IQAC of the institution provides guidance to the departments regarding the preparation of Program outcomes, program specific outcomes and course outcomes. These are charted. by the departments in alignment with the university prescribed syllabus, the core values and objectives of the institution.

Each department, following extensive discussions, according to the nature and scope of the Programmes and courses offered by them,prepare sets of Program outcomes, program specific outcomes and course outcomes. These are displayed on the website. They are communicated to the teachers and students. Further the teachers, while transacting the courses, communicate to the students about the outcomes that are expected from them in each module. This gives them clarity and a sense of purpose. The Programme Outcomes and Course Outcomes are displayed in the classrooms also.

The teachers handling the specific courses are entrusted with the duty of making the Course Plans for each course. Then Graduate attribute linked Course Plans for each course offered by the institution are prepared. The activities in the course plans are blended to attain the graduate attributes and the course outcomes. The evaluation patterns are also mentioned in the Course plans.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institution outlines POs and PSOs for all programmes and COs for each course. After aligning these with the university envisaged learning outcomes, the course plans are made by the departments.

The college follows a Graduate Attribute linked Course Plan for the courses offered across all the programmes. It is designed to incorporate the teaching, learning and assessment strategies in such a way as to give enough weightage to each of the specified learning activities and attainment of outcomes.

The POs, PSOs and COs of the relevant courses of the College are assessed through direct and indirect methods.

Direct Method:

The college collects data on student learning outcome through continuous assessment and the activities in course plans like:

- Tests for measuring COs
- Seminar presentations and class room debates
- Involvement in curricular and co-curricular activities
- Activities aimed at values like social and ethical responsibility evaluated by the involvement and participation
- Participation in field trips
- Innovation and creativity in UG and PG Project
- Performance in mock viva
- Paper presentations of PG students in National and International Seminars
- Involvement of students in club and support cell activities observed by the teachers-in charge of various clubs.
- Involvement and performance of students in sports.

The course plan has rubrics and measuring scales for the activities. The attainment of each of the PSOs and COs is done through a mapping matrix method through examinations, learning activities and assignments. The Matrix is made by computing the extent to which a CO contributes towards a PSO.

The questions for the examinations and assignments are framed in line with course outcomes and the attainment is assessed from the answer scripts. The attainment of each CO is calculated by the performance in the tests and designated activities. The overall Course Outcome is calculated by taking average of

percentage attainment of assessment and assignments. Computing all CO attainment enables the assessment of PSO attainment.

Indirect Method:

- Comprehensive student feedback is collected in prescribed formats on curriculum and the teaching learning process.
- Feedback is also collected from parents, alumni and employers.
- The examination results and feedback reports are analyzed by IQAC and steps for improvement are initiated.
- The suggestions and recommendations of corrective measures towards the improvement of course outcomes are communicated to the university through departmental meetings and communicated to the Principal for informing the respective BoS.

The Feedback Committee makes a comprehensive analysis and gives suggestions. College Council and IQAC also discuss the findings of the feedback of stakeholders and prepare action plan for the subsequent year, with the intention of attaining the learning outcomes. They review the performance of the institution with respect to the curricular, extracurricular and research activities.

The upward trend in the results obtained in the semester examinations, higher education enrolment ratio, feedback from employers etc. in 2017-18 point towards the successful achievement of the learning outcomes by our students.

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

2.6.3 Average pass percentage of Students

Response: 67.45

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

Response: 599

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

Response: 888

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.37

NAAC

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: 77.49

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0	8	0	24.35	45.14212

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 11.86

3.1.2.1 Number of teachers recognised as research guides

Response: 14

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: 0.71

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

Response: 24

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

Response: 169	
File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

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:

The institution recognises that the rapid pace of change in all spheres necessitates a culture and ecosystem of research and innovation.

Efforts made for creation and dissemination of knowledge are:

- The colleges publishes a *Peer-reviewed Bi-annual Multidisciplinary Research Journal* with ISSN no. 2348-3571.
- Ample institutional support for teachers and students for exposure in trending areas, for research and publishing. **24 Faculty projects** were completed from 2013-18 with funding from agencies.
- *Amal Shaji, an MSW student of the institution, along-with his colleagues started an MG University BIIC (Business Innovation Incubation Centre) funded students start-up.* It takes root as an Internet-based campus TV channel called 'Can-Teen Network'. They help in bridging the communication gap between Students, Colleges and Universities with the aim of sharing "right information at the right time" by broadcasting relevant information in canteens of colleges across 70 screens.
- **Radio BMC**- Is a platform for knowledge transfer and entertainment.
- The students of English department *create innovative scripts and adaptations* on Shakespeare's Macbeth and perform it annually. These scripts are made available to the students. The department postgraduate projects include trending topics and action research on Language teaching. **54 students presented papers in conferences.**
- Entrepreneurship Development Club provides exposure to students in the practical aspects of starting a business. *Interaction with new and experienced entrepreneurs*, ideas about the Do's and Don'ts of a venture, practical tips on how to flesh out a vague idea for a project, the modes and methods of raising funds for a business etc. are discussed.
- In the wake of the disastrous floods that ravaged Kerala in August, the institution is conducting *interdisciplinary research in affected areas* and will transfer the findings to government/ NGOs or other authorised bodies for further action to help the victims.
- The Chemistry Research Centre focuses on the domain of *material science* and materials beneficial to society. The department has *funded projects from UGC, DRDO, SARD and KSCSTE.* The ongoing projects include low temperature vulcanisation of natural rubber,

nanoparticles for photo-catalysis, self-cleaning textiles, efficient energy storage materials, sensors and super-capacitor.

- The Research Centre in Commerce aims to create and disseminate knowledge in a fast changing e-commerce environment. It creates knowledge, theory and applications for *the development of e-commerce* with social relevance and business aims. Essential training in statistical packages like *(SPSS) and (AMOS)* is given
- The Research centre of Mathematics specializes in *Fuzzy Logic with applications in Artificial Intelligence, decision-making and robotics.*
- Departments of Social Work, Botany, Zoology, Commerce and Economics promote extensive field work in their projects.
- The department of Physics runs a *skill development programme on LED and serial bulb making*, which opens up avenues for acquiring technical expertise towards solving complex scientific problems.
- *Manuscript Magazines, Wall magazines and Gulmohar*, the newspaper are other vistas for knowledge creation and talent expression.

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

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

Response: 44

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	7	13	12	2

File Description	Document
Report of the event	View 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: 1.4

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 14

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

Response: 10

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	3	7	12	5

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

3.3.5 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: 0.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	14	32	11

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	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:

With a strong social commitment, the institution makes efforts to sensitize the students about human dignity and human values to develop ethical competency on community issues, gender disparities and social inequality. Extension activities conducted in the neighbourhood are:

Social Work Department

Colony development programme: - It focuses on the integral and holistic development of the marginalized colonies.

1. Kannankery Colony, Chittethkara: Aimed at making it a Model colony. Students conducted needs assessment surveys, PRA and student strengthening programmes.

2. Rajeev Nagar colony, NGO quarters Thrikakkara: Empowers the women and children with the

Vijayeebhava project aimed at:

- Educational support,
- Formation of *balasabhas*,
- Softskill development trainings

3. Activities in the 13th, 15th, 18th and 35th ward of Thrikkakara Municipality:

- Women entrepreneurship programmes,
- Strengthening adolescent groups and *anganwadi* teachers,
- Providing tuition facilities and spoken English classes for women
- Waste management awareness programmes
- Awareness programmes and counselling service in schools
- Training in handy crafts.

4. Other Initiatives:

- *Milagro* (Cultural fest for neighbouring schools),
- Blood Stem cell donation Campaign,
- Health awareness through *Zoombathon*,
- *A Handful of Rice for Madhu*, - in solidarity with the murdered dalit boy over a handful of rice

English:

- **BETA**(BharataMata English Training Academy), conducted by the teachers and students of department of English provides basic English training programmes to a batch of 20 to 30 members at a time, belonging to the local *Kudumbasree*, Self-help groups and *Anganwadi* teachers.
- **Read n' Recuperate**, an initiative to provide reading racks, is an endeavour to foster reading habit among children and their mothers who are waiting in hospitals.
- **Staging Macbeth**: Staging classics for community to promote refinement and culture.
- **Donating fridge** for medicines, essentials to Girls' Home *Kakkanad*

All the departments visit and extend financial support to the homes for the destitute, old and orphans. Other programs include

Commerce

- *I can Make a difference*(financial help to cancer patients)
- *Hair donation Campaign* (helping Destitute cancer patients),

Zoology

- Exhibition of Museum Specimens

Physics

- Lab training to school students
- Training in making emergency lamps

Botany

- Distribution of saplings
- Training in organic farming
- AIDS and breast cancer awareness,

The most incisive activity of the year was the conduct of the relief camp and relief material collection and distribution centre in the college during the floods. Teacher and student volunteers worked round the clock to bring succour and help to the affected. The alumni, parents and the local community also pitched in and did their best

Impact:

Provided business platform for women from low economic backgrounds to become self-sufficient through educational support and training.

Students developed empathy and devised strategies to become agents for social and economic change.

- Contribution towards greening the neighbourhood and homes
- Empowerment through awareness, skill training and scaffolding initiatives.

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

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	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: 177

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

2017-18	2016-17	2015-16	2014-15	2013-14
41	45	26	36	29

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

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
2593	2555	2496	2254	1943

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

3.5 Collaboration

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

Response: 439

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

2017-18	2016-17	2015-16	2014-15	2013-14
81	101	101	92	64

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	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: 35

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)

2017-18	2016-17	2015-16	2014-15	2013-14
21	3	5	4	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

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:

The college is located on Seaport –Airport road in Thrikkakara Municipality of Kochi district. It nestles in 14.84 acres of land and has a built-up area of 10342.74 square metres.

The college offers the following infrastructural facilities for the academic and co-curricular interactions and undertakings:

- 66 well-furnished ICT equipped classrooms having good ventilation and lighting.
- Total of 135 rooms in which there are 18 faculty rooms for the departments provided with laptops, desktops and printers.
- 3 research centres in Chemistry, Mathematics and Commerce with up-to-date facilities.
- 11 science laboratories with up-to-date requisite equipment and facilities.
- 10 computer rooms with a total number of 246 computers.
- Central Instrumentation Centre for Advanced research which houses major equipment like UV Spectrophotometer, Impedance Analyser, IR Spectrophotometer, Zeta Nanosizer, Spin Coater, Autoclave, Muffle Furnace, Incubator,
- Free Wifi provided in the whole campus
- Library with 48306 books, e-books, e-journals, 29 journals, and partial digitalization.
- Four spacious office rooms- two each in the aided and the self-financing sections. Computer facility for admission, collection of fees, grants and information storage and retrieval.
- Museum in the department of Zoology boasting of numerous rare specimens
- The Herbal Garden maintained by the departments of Botany and Chemistry has several unique plant specimens.
- Separate rooms are provided to IQAC, PTA, BOSA, NCC, NSS, Extension Wing BeFore, Examination Cell and for various clubs and cells.
- In the IQAC room, there are separate cabins earmarked for the Vice Principal, IQAC Coordinator, NAAC Coordinator and Academic Coordinator.
- There is a state-of-the-art Audio-Visual Seminar Hall and other 5 ICT equipped seminar halls with varying seating capacities.
- Cardinal Parecattil auditorium with a seating capacity of 1500, a Students' Hall with a capacity of 300 and an Open-air Auditorium.
- The present Canteen of 1000 square feet with adequate infrastructure and separate spaces to serve students and staff, is available within the premises. Plans to enhance the canteen facilities to 3000 sq. feet and better facilities.
- There are toilet blocks for students in every block. These include 8 toilets for staff and 40 toilets for students. The ladies toilet block houses toilets, napkin vendor and incinerator.
- Separate rest rooms for ladies and gents staff.
- Sick room for girl students.
- A server room has dedicated servers for Enterprise Resource Planning Software, KOHA software, D-Space and controls for all internet connections is located here.

- The management of the college regularly maintains and updates its infrastructural facilities.

File Description	Document
Any additional information	View Document

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

Response:

The institution recognises the need for holistic development of the students and hence encourages sports, games, yoga and other fitness based activities. The students, especially the ones getting admission in sports quota are encouraged to take part in sports activities. In addition to athletics and individual events, the institution has teams for badminton, football, cricket, and basketball. This year, the students won prizes at the university, state and national levels in powerlifting and body building.

The sports facilities available in the institution are:

1. Athletics track
2. Cricket ground with a tournament class pitch
3. Standard basketball court
4. Football ground
5. 2 badminton courts
6. Sporting equipment, kits and sportswear for the team members.
7. The gymnasium is used regularly by students.
8. Yoga sessions are conducted for both students and faculty.

Facilities for sports and games(indoor, outdoor, gymnasium, yoga centre etc.)

<https://1drv.ms/u/s!AgYGeH7P4xRchFO8CCgXehCMp96L>

For promoting diversity in talent pool, the college promotes a spate of cultural activities by encouraging students to participate in all levels of cultural activities- intercollegiate, university and above.

Facilities provided by the college for cultural activities:

1. A well- equipped auditorium with a large stage and a capacity of 1500
2. A Students' hall with a capacity of 350
3. Seminar hall with a capacity of 120
4. Conference Hall
5. State of the art AV hall
6. An Open air auditorium in the MBA block with a capacity of 80
7. GD room in Library block

8. There is a beautiful open area in the front of the college and this space is utilized for cultural programmes like street plays and other promotional programmes.

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: 91.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 66

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: 81.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
347	308	372	303	232

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The college library is located in a central position of the campus. It starts functioning at 8.30 a.m and closes at 5.00 p.m. on all working days. The library is automated with the software KOHA (18.11.03.000 on 06/03/2019).

The total area of library is 5685.25 sq.ft. It is divided into four sections, main hall, reference hall, stack room and library 2. Library 2 collections include the less demanded books, multiple copies, back volumes of periodicals and damaged books.

An outstanding part of the library's service is the service to the visually impaired students in the college as well as the public. Library installed the software DAISY (Digital Accessible Information System) jointly with the Kerala Federation of the Blind Youth Forum and Kerala State Youth Welfare Board. The *Daisy Talking Book Project* comprises of three other softwares- NVDA (Screen reader), AMIS (Daisy book player for windows) and Audacity(digital audio editor and recording application software)

It has a collection of 200 books including short stories, novels, Competitive exams books etc. in Malayalam language. There is a voice bank for recording book contents. A group of 75 students are lending their voice.

The seating capacity of the library is 110 members.

The collection includes print documents and electronic documents.

Print Collection:

1. Books - 48306
2. Journals - 29
3. Newspapers - 7
4. Magazines - 15

E-Resources:

1. N-List (College Id- 2647)
2. J-gate
3. DELNET(College id-IM1343)
4. DAISY (Digital Accessible Information System) for the visually challenged students
5. E-NVDA (Screen reader),
6. AMIS (Daisy book player for windows)
7. Audacity(digital audio editor and recording application software)
8. Shodhganga (Open Access)
9. www.Pdfdrive.net (Open Access)
10. ndl.iitkgp.ac.in (Open Access)
11. nopr.niscair.res.in (Open Access)
12. www.doabooks.org (Open Access)
13. doaj.org (Open Access)

Circulation Methodology

The technology greatly improves the library operations.

- All the books are bar-coded with their accession numbers.
- Reader's identity cards are also bar-coded with their Admission Numbers.
- When a reader's ID card is scanned, his/her profile is displayed on the screen and the book is issued by scanning the book barcode.
- Though it is automated, a maintain Brownie Charging System is also maintained for circulation.
- Readers are given "Reader's ticket" at the time of taking membership and every book has its own card showing the bibliographic details. When a reader comes to take the book, the book card is inserted in his reader's ticket and that ticket is filed in the respective due date.
- When the book is returned, the book card is replaced to the book and the user gets the ticket back.
- The main advantage of this system is that the circulation never stops even if the software crash occurs.

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

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

Response:

SL.N O	ACC. NO.	AUTHOR	TITLE	YEAR
1	1859	Paul E.Smith	Our Environment :it relates to us	1952
2	2224	The National Lexicographic Board	The new wonder book (vol 1)	1954
3	2225	The National Lexicographic Board	The new wonder book (vol 2)	1954
4	2226	The National Lexicographic Board	The new wonder book (vol 3)	1954
5	2229	Bruce Grant	The cowboy Encyclopedia	1951
6	2254	Walter Miller	The standard american encyclopedia(14 set vol)	1937

7	2632	Donald attwater	A Catholic dictionary	1941
8	2833	E.B Uvarov,D.R Chapman	A dictionary of science	1943
9	3214	Oxford University Press	Oxford Dictionary of Quotations	1953
10	3215	The world university press	Websters New World Dictionary of american Language	1954
11	3225	Daniel Jones	Everyman's english pronouncing dictionary	1917
12	3227	George T Stufflebeam	The traffic dictionary	1950
13	5045	John Bartholonew	The advanced atlas of modern geography	1963
14	5046	Samuel I Nisenson,Willaim a Dewitt	History's 100 greatest events	1954
15	5058	Herbert Kubly	Life world loh, Italy	1961
16	5062	Joseph J.Thorndike	Horizon(vol 1)	1959
17	5064	Winston S.Churchill	The second world war	1954
18	5070	Earl schenck miers	The Golden book history of the united states(12 vol set)	
19	5091	I.C.Chacko	Paninya pradyotam	1955
20	5094	Mathew m Kuzhiveli	Malayalam encyclopedia(5 vol set)	1964
21	5094	Everett M Kuzhiveli	Malayalam encyclopedia	1966
22	5922	W.E.Flood, Michael West	An elementary scientific & technical dictionary	1952
23	6867	S.K Nayar	Kambaranayanam	1968
24	6950	Taleotto parsons, Edward shils,Karper D Nargele,Jasse R Pitts	The Ories of society (vol 2)	1961
25	8541	Benchamin Bailey	Malayalam English Dictionary	1846
26	8972	K.V.M	Kautilyante asthrasasthram	1961
27	9278		Childcraft (15 vol set)	1967
28	9386	Eugene Hilton	Problems & Values of Today (vol 1)	1938
29	9494	M.V. Marshall	An introduction to tests and testing	1944
30	10042	John Gassner	A treasury of the theatre	1963
31	10043	J.F.Foster Ed.	Common wealth universities yearbook	1969
32	10213	Homer A Watt, Oscar cargill	Biography and exposition	1948

33	10867	John Lehmann	Ancestors & Friends	1962
34	10874	Asa Don Dickinson	The world's best books	1953
35	14387	Maria Leach	Standard Dictionary of Folklore Mythology and Legend	1972
36	19157	Edgar Tharp	Giants of Invention	1963
37	22758	Keith Simpson	The Mysteries of Life and Death	1979
38	22788	Desmond Morris	The Book of Ages	1983
39	24922	Vachaspathi T.C Parameshwaran Moossad	Amarakosam	1914
40	25650	James gardner	The faith of the world(vol 2 set)	1860
41	28010	James H Murray, Henry Bradley,W.A Craicis,E.T.onion	The Oxford english dictionary 9vol 12 set)	1933
42	28778	Lewis Spence	The Encyclopedia of the Occult	1988
43	29887	James Strong	Comprehensive Concordance of the Bible	
44	34304	T.Ramalingam pillai	English english malayalam dictionary(4 vol set)	1956
45			Braile book-Persons with disabilities act 2016	

File Description	Document
Any additional information	View Document
Link for 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

Response: A. Any 4 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

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.57	3.69	6.45	6.57	6.71

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: 10.44

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

Response: 283

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:

The College has successfully oriented the campus and office activities towards integrating IT into everyday activities. The entire campus is connected with LAN.

1. IT has been amalgamated into the college activities, learning and evaluation processes, admission processes and user-friendly administrative processes.
2. The college has dedicated server systems for Enterprise Resource Planning Software (ERP) with embedded high level security features. The following modules are embedded in the ERP software:
 - Students: Updating Profiles, Viewing attendance report, viewing timetable, syllabus, examination dates etc.
 - Teachers: Updating Profile, Online attendance, attendance report, timetable, examination dates etc.
 - Alumni registration and updation
 - Online Admission
 - Online fees payment (partially functional at present)
 - Complete digitization by March 2020.
3. The institution has *dedicated servers* for D Space and Koha.
4. The library has computers for students and staff for consulting previous question papers, theses, *e-books and e-journals* available in INFLIBNET, DELNET and J-GATE. There is a personal data management portal.
5. The institution provides *Hi-speed internet access* to the whole college with a 100Mbps connection, 2x10Mbps connections and 2 Wi-fi systems from different internet service providers. The internet connections are updated on a regular basis according to the need and requirement.
6. There is an *AV seminar Hall with state-of-the-art facilities* like Lecture Capturing System, SKYPE/ Video conferencing facility and excellent acoustics updated in 2017-18.
7. **Radio BMC** functions in college with a recording room, and broadcasting facilities.
8. Every department has been provided with Desktops and laptops. All the classrooms *have projectors and AV facilities*.
9. There is a *Central Public address system* with nodes in all the classrooms and faculty rooms.
10. *EPBX facility* available with nodes in all the departments and offices.
11. *Portable Electronic device systems like Bluetooth speakers* are shared by the departments during activities.
12. *Two high speed printer/copier* with speeds of 50 ppm and 45 ppm, and 4 printer/copier with speed of

20 ppm functioning in college. In addition there are printers in all the departments and offices.

13. UPS and generator back up is available for all the electronic devices.

14. **There are 6 computer labs** including a language lab in the college.

15. E mail: The institution has its own domain for teacher's email IDs. **There is a group mail facility for Heads and teachers.**

16. All the students' email IDs have been connected with the class teacher's official mail ID for **group mail facility**. Information is relayed through emails and WhatsApp groups. Earlier the glasses used to be grouped in the google drive. But progress in technology is adapted for the most effective means of communication.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 253:24

File Description	Document
Any additional information	View Document

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

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	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: 91.61

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)

2017-18	2016-17	2015-16	2014-15	2013-14
381.24	360.27	364.44	310.37	328.62

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:

The college has a well-established machinery and set of procedures for maintenance of infrastructure and equipment. This is primarily achieved through the monitoring of various committees like College Council, Planning and Purchase Committee, PTA and IQAC with necessary support systems. The science departments use PD account and department funds provided by the management for recurring expenses.

Maintenance

- Building maintenance and infrastructure upgradation is achieved through regular monitoring by the Management and the Planning Committee and devising suitable proposals for implementation.
- Allocation of adequate budget for annual maintenance of college infrastructure by the management.
- Sufficient support staff is maintained to upkeep infrastructure including toilets.
- Water Purifiers are regularly serviced.
- Painting, roof maintenance plumbing maintenance and repairs done, including sewer systems as per requirement.
- Mechanical equipments are repaired regularly.
- Provisions of Classroom Maintenance including furniture, doors and windows.
- General and emergency repairs are done with the management or department funds.
- The water tanks and well are cleaned regularly.

Optimum Utilization

- Optimum utilization of facilities by renting the college auditorium to the public for socio-cultural events
- Examination hall and the classrooms utilized for the conduct of IGNOU programmes and public service examinations on weekends and holidays.
- College grounds rented to community and companies during evenings and weekends.
- Annual Stock verification is done for each department
- The Physics Lab opened up to the students of neighbouring schools under the direction of the teachers

Laboratory Maintenance

- A cost effective approach is followed for the laboratory maintenance. Annual stock verification of chemicals, glassware and all other lab equipment done.
- Mechanical and lab equipment are repaired and maintained by the lab assistants and complicated repairs are done with the help of PD account funds/ department funds by professionals.
- Calibration and Refurbishing of laboratory equipment are done regularly.
- Wastage from laboratories is minimized using green protocol and reuse solvents.

ICT Maintenance

- System Administrator for maintenance of major equipment, ICT instruments and UPS.
- The college has 100mpbs broadband facility and a dedicated server. All electronic equipment is protected by UPS or generator facility.
- In order to minimize e-waste, computers are serviced and reused.

Library Maintenance

- Automating the library facilities using an integrated library management software KOHA. Work on maintenance and digitizing of books, manuscripts and reports in progress.
- Library facilities are open to the neighbouring community.
- Maintenance and utilization of library resources are done through strictly following the library rules. The maximum period of loan for books is 14 days.
- A book, if damaged or lost by a member, has to be compensated with fine.

Sports facilities maintenance

- Department of Physical Education monitors the maintenance of sports facilities of the institution.
- Regular inspection and maintenance of sports equipment and of sports field.
- Giving top priority to the safety of the players by renewing protective guards.
- Hiring professionals for special sports training and field maintenance.
- The equipment in Gymnasium are regularly serviced and new ones purchased as per requirement.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 35.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
999	904	828	760	682

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: 1.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
37	35	36	30	26

File Description

Document

Any additional information

[View Document](#)

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

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	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: 26.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
1778	1107	191	207	60

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

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

Response: 5.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
233	132	118	81	109

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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 13.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
122	149	138	97	36

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

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

Response: 24.77

5.2.2.1 Number of outgoing students progressing to higher education

Response: 220

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	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: 12.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
59	13	4	1	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
125	120	90	75	30

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: 52

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	12	9	5	5

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
e-copies of award letters and certificates	View Document

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

Response:

- **The College Students' Union**

The institution has a mechanism for electing a Students' Union every year.

1. The dates for filing the nominations and the day of election are declared by the University.
2. The college authorities ensure strict adherence to ethical practices during the entire process of the election. Elections are held in the parliamentary system.
3. In the first phase, two class representatives are elected from each undergraduate class and one from each postgraduate class.
4. In the second phase, these class representatives elect the office bearers for the College Union.
5. The College Union has a Chair Person, Vice-Chairperson (exclusively reserved for female students), General Secretary, Magazine Editor, two University Union Councillors, two Lady Representatives and Arts Club Secretary besides the degree representatives for each year and a PG representative.
6. Two members from the faculty are nominated by the College Council as staff advisors to guide the activities of the College Union. The activities of the College Union start off soon after taking oath as office bearers

- The elected body nominates representative to the *Students' Grievance Redressal Cell, Sports*

Committee and IQAC.

- The Students' Union and ***Sports Committee*** are active in conducting arts and sports festivals. They also take an active part in identifying students towards ***participating in intercollegiate fests, University, State and National level cultural and sports events.*** They are instrumental in communicating the vision, mission and objectives to the students. They help authorities and teachers in maintaining discipline.
- ***The IQAC has a student representative,*** which means that the core decision implementing and enforcing body has student representatives. Moreover the students union is in constant interaction with the teachers and authorities.
- Students assist the bodies like ***Anti Narcotic Cell, Anti Ragging Cell, Internal Compliance Cell, Discipline Committee*** etc. in the smooth functioning of the college.
- Students hold key posts in ***NCC and NSS***
- The ***College Magazine*** is an initiative of the college Union wherein they attempt to cover all the activities of the year in addition to showcasing the literary and aesthetic talents of the students.
- Students are the Co-ordinators and active members in all the clubs and supporting bodies.
- ***Fests like Chrysalis, Bharathion and Yodha*** are student co-ordinated and implemented.
- Students are members in the ***Library Committee.***
- ***Radio BMC,*** the prestigious initiative of the college has student representatives.
- ***BeFORE, the social extension wing*** of the college is spearheaded by the students of MSW and other departments.

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

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

Response: 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	21	11	9	8

File Description	Document
Report of the event	View 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:

The Alumni Association of the college functions in a two-tier system- at the college level and at the departmental level. At the college level the association is called BOSA (Bharata Mata Old Students Association). All the departments have their own alumni groups.

BOSA:

- BOSA is an active and functional body which involves itself proactively in the activities of the college. Besides the annual meeting scheduled on the 26th of January which has an average attendance of 300, the members leave their stamp in their capacity as resource persons, well-wishers, mentors, sponsors and advisors.
- The anti-ragging cell and Legal Awareness Club Keynotes are annually delivered by the alumni.
- The alumni regularly return to interact with the present students to share their experiences- successes and failures.
- Regular meetings of early batches including first batch held (1965-67).
- All the departments have their own alumni associations which meet regularly.
- “Chrysalis”, the intercollegiate fest for a cause, is sponsored exclusively by the alumni to the tune of approximately 4 lakhs per year. (Audited accounts) Mr. Mathew Antony, CEO, FWD Magazine was the title sponsor. There were other associate alumni sponsors.
- During the flood relief camp, alumni actively involved themselves in service, coordination and donation of cash and resources
- Organises Farewell programmes for retiring teachers
- Pays homage to departed members of the College community by attending funeral services, placing wreaths, conducting memorial meetings etc.
- Campus placements and career guidance
- Some departments have a name for their department alumni like ELSAA- BMC (English Language Students’ Alumni Association) and MOSA BMC (Malayalam Old Students’ Association)
- The department alumni are actively involved in conducting fests, giving directions for higher education options, giving guidance for entrepreneurship, mentoring and imparting training for careers.
- They are also involved in supporting the cultural endeavours of the college through Event Management.

File Description	Document
Any additional information	View Document

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

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 41

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	4	14	3

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college is a Christian minority institution under the governance of the Archdiocese of Ernakulam-Angamaly. Initially conceptualized with the aim of spreading the light of knowledge in remote areas, now the college equips students for the present and emerging challenges.

- The institution envisions to become a centre of excellence by providing its students a comprehensive education with special emphasis on responsible citizenship, secular outlook, moral values and abiding faith in God expressed in active concern for others.
- The mission is to become a seminal centre for the promotion of the holistic development, inclusivity and equitable opportunities for horizontal and vertical mobility. The college seeks to equip the students to be empowered, skilled and life-ready for the present and future challenges through academics, hands-on experience and social commitment- thus transforming lives.
- The leadership is democratic, blending the traditional and current. The Governing Body has the Patron, Co-Patron, the Manager, the Principal, a teaching and a non-teaching staff representative. It has the Finance and Academic sub-committees. The management provides effective leadership by participative decision making and having a transparent financial policy. There are clearly stated policies for infrastructural development, teacher and employee recruitment and quality assurance.
- The Principal is the Head of the institution with responsibilities percolating down through the Vice Principal, the Heads of the departments, the faculty and the non-teaching staff into the students.
- The decision-making bodies are the Governing Body, IQAC and the College Council. The other statutory bodies- Internal Compliance Cell, Students' and Employees' Grievance Redressal Cells, Anti-Ragging Cell, Minority Cell, ST/ST Cell and OBC Cell ensure the smooth functioning of the institution. There is student representation in statutory and administrative bodies.
- The new teachers and students are given an orientation focusing on the globally applicable and locally relevant core values envisioned in the vision and mission. The faculty imparts quality education keeping in line with the objectives of the institution. There is an active interface between the student bodies, the staff and the management.
- *The Tripartite Quality Frontier Programme* maps the needs and tastes of outgoing students into three categories- aspirants for higher education, employment and entrepreneurship; and designs activities to equip the students to be empowered, skilled and life-ready.
- Financial assistance/ scholarships are given to needy students.
- FDPs are held regularly and some teachers are deputed to other institutions for such programmes. Faculty and student achievers are regularly felicitated.
- The IQAC defines the quality benchmark parameters for enhancing the overall academic atmosphere of the college. It takes initiatives in planning and implementing the various quality improvement strategies of the college through the departments and supporting bodies. Performance appraisal of teachers and non-teaching staff, feedback collection, analysis and subsequent action forms part of the regular functioning of the college.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

- **Governing Body**, the decision-making entity, includes the Manager, Principal, teaching and non-teaching staff representatives.
- The daily functioning of the institution is managed and overseen by the **Principal, College Council, Heads of the departments, Class teachers, administrative staff and the support services**. Routine and extraordinary decisions are taken by college council and discussed in general staff meetings for implementation. Feedback data is taken into account for policy and decision making.
- **Academic co-ordinator and PG co-ordinator** take care of routine academic functioning.
- The **Research Committee** formulates and implements the research policy and innovation related matters of the college in consultation with authorities and bodies.
- The **Planning and Purchase Committee** studies, makes proposals and carries out the infrastructure and other planning needs of the institution.
- **College students' Union** holds cultural and sports programmes under the guidance of Staff Advisors.
- **Grievance Redressal Cell** deals with mechanism for students and employees.
- **The administrative office** takes care of all the administrative duties pertaining to the students and teachers.
- **IQAC** functions as an overall regulating and monitoring body.

Case Study:

The College community and leadership felt that there should be a focused attempt to map and train the students according to their needs and passion. Hence a new programme was visualized:

Tripartite Quality Frontier.

A proposal was presented to divide the students into three categories- those aiming for higher education, career and entrepreneurship. They would then be trained in the appropriate category. This was passed in the Governing body as a positive and pioneering initiative. It was then put up in the college Council for discussion. The Council welcomed the proposal and decided to implement it in consultation with the teachers. The proposal was put in the agenda of the staff meeting and the feedback from teachers was that if the resources and external expertise are provided, the programme could be implemented.

An online survey was conducted to map final year students into the above three categories.

Three cells were given the responsibility for training each category of students.

Higher Education Cell: The Cell conducted Department-wise higher education Orientation Sessions giving students options about opportunities in higher education in their field.

Placement Cell brought in external agencies Mahindra Co. Pvt. Ltd. and TCS to give extensive soft skill and personality development training to students seeking employment.

Entrepreneurship Development Cell conducted entrepreneurship training and awareness for students inclined that way.

Thus the participatory functioning and decentralization of power resulted in a definite spike in the placement figures and higher education progression in the college. A student made a new app and marketed it. Another student launched a Start-up company called *Can-teen Network*, the department of Physics and Zoology manufactured and marketed LED and serial bulbs and paper pens.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The college leadership apprehended that planning for institutional action focussing on its vision and priorities in a changing environment was the need of the hour. Hence a Three-Year-Strategic Plan with a focal theme for the institution was envisaged. After deliberations in the College Council and Staff meetings, it was decided to have *Eco-consciousness and Sustainability* as the institutional focal theme encompassing a matter of global relevance.

The Strategic Plan 2015-18 was chalked out by the management and the departments. It targeted infrastructural developments, innovation in teaching learning and research, fruitful engagement with alumni and stakeholders, more involved and efficacious governance, and best practices with activities aligned on the core values and focal theme.

Activity successfully implemented:

As Eco-consciousness was adopted as the institutional theme it was decided to approach it at multiple levels. A slew of activities planned included environmental awareness programmes, seminars, workshops, rallies, innovative competitions aimed at interaction with nature, reading and art at the departmental level. At the institutional level, the IQAC decided to start a “Green Audit” to evaluate the consumption of energy in each pocket of the institution and also suggest ways to reduce the carbon footprint. The department of Physics conducted manufacture and sale of LED bulbs. The other departments observed Environment Day and Earth Day by releasing Wall Magazines, holding rallies, conducting seminars, planting and distributing saplings which were used by the institution and local community. Further, street plays, zoombathon etc, observing Gandhi Jayanthi as Cleaning Day, Kochi Beach cleaning, installing bird baths, herbal garden, planting medicinal trees and upliftment of tribals at Kuttampuzha constitute a spate of activities aimed at the theme. There is an attempt to limit plastic usage by collecting plastic bottles and giving it for recycling as part of ‘I Challenge Plastic’. The waste and water management provisions were evaluated and an

improved rainwater harvesting system and drip irrigation system was set up.

Club BeFore, the extension wing provides impetus and brings the departmental extension activities under the focal theme. As a pioneering activity, a part of the campus space was used for organic upland cultivation of paddy in 2017-18, followed by corn in 2018-19. Every stage of the cultivation, from the conception to the implementation to the harvesting, was done with the teachers and the students under the guidance of the management- buying of seeds, sowing, replanting, using organic pesticides and fertilizers to the final harvesting. It was an eye-opener for the students to understand the process of organic farming and the urgent need to conserve the environment. It was a perfect example of experiential learning.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

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:

The college comes under Bharata Mata Educational Trust managed by the Archdiocese of Ernakulam-Angamaly. The Governing Body is the policy-making apex forum of the college. It consists of the Patron, Co-Patrons, the Manager, the Principal, representatives from the teaching and non-teaching staff, and other eminent personalities. This body envisions developmental and improvement strategies.

- The quality policies are displayed on the website and put into action through the resident Manager and the College Council.
- The recruitment of the teachers is done on merit basis. There are clear service and promotional policies devised by the government and management.
- The Principal is the facilitator executing the institutional policies with the assistance of the college community.
- IQAC is a facilitative system ensuring quality enhancement and sustenance of the college. It assures the stakeholders of the integrity and accountability of the institution. There is self-appraisal system for teaching and non-teaching staff.
- The duties of the college office staff have been clearly delineated.
- There is a 3 tier grievance redressal for student academic issues – The departmental level, the Examination Cell and then the College Council.
- For non- academic issues, it goes from the department, Ethics and Discipline Committee, College Council, and if needed, the Governing Body.
- Issues brought to the Grievance Redressal Cell are addressed in consultation with the concerned HoDs. At the appellate level, all unresolved issues are redressed by the Principal in consultation

with the Ethics and Discipline Committee and College Council.

- For employees, there is a 3-tier mechanism – first the HoD/ Office Superintendent, the Principal and then the Management. The grievances of teachers and laboratory assistants are resolved by the concerned HoD and next senior-most teacher.
- The grievance of other non-teaching staff is heard and decided by a committee consisting of Sr. Superintendent and Head Accountant. The unresolved issues, if any, are further looked into by a committee comprising of the Principal and the Manager.
- The HoD has the final say on all matters pertaining to the department. Decisions are made in consultation with teachers. The faculty advisor or tutor is the authority in each class.

Support systems include

1. Ethics and Discipline Committee
2. Students' and Employee's Grievance Redressal Cells
3. Women's Cell
4. Anti-Ragging Cell
5. Anti-Narcotic Cell
6. Anti-Sexual Harassment Cell
7. Entrepreneurship Development Cell
8. Higher Education Cell
9. Placement Cell and Clubs.

There is an aided and an unaided sector functioning in the college. The aided sector follows the Kerala Service Rules.

The recruitment and promotion policies are transparent and according to the guidelines laid down by the University and the government of Kerala.

A set of service rules have been drafted for the unaided section teachers regarding service, promotion, grievance and allied matters.

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**

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:

While analysing the strengths and weaknesses of the institution, IQAC came to the conclusion that while the departments and cells were conducting a number of relevant skill development and value based programmes for promoting social responsibilities and ethical consciousness, it was scattered and hence lacking in overall impact. So it was decided to converge the extension and outreach activities to one place, under the umbrella of the extension wing BeFore. Ward No 35 of Rajivnagar Colony, situated in the neighbourhood of the college was selected for the project named '*BeFore-Vijayeebhava- Women Entrepreneurship Development Programme*'.

The Programme Details:

Initially, a Pilot study and then a social survey was conducted in Ward 35 of Rajivnagar Colony to identify the nature and needs of the community. Further, interviews were conducted with women's groups. It was found that a section of women were educated, some were apathetic, and some others had potential but lacked the resources to be self-sufficient.

A project proposal was sent to funding agencies and was accepted by 'Chittilappally Foundation. They inspected the site and approved the project.

The following initiatives were undertaken by the departments:

- Department of Physics conducted training in LED bulb and Serial Bulb making.
- Department of Commerce conducted classes in "Accounts management and Marinating an Accounts Book"
- Department of Social Work conducted training in candle making. They also made 'Balasabhas' to empower children against exploitation and abuse.
- Department of English gave Basic English Communication Skills Training and Personality Development Skills to a section of women.
- Department of Zoology gave training in eco-friendly paper pen and bag making.
- Department of Hindi conducted 'Basic Communication in Hindi' classes.
- Department of Botany distributed saplings and gave training on 'Methods of Organic farming'.
- Department of Physical Education conducted football and sports coaching for the children.
- E-waste of the college was given as scrap to the inmates of the colony for recycling or resale to generate resources for their livelihood.

- The ladies were given training in tailoring in collaboration with Usha Co. Pvt. Ltd.

After empowering them in myriad ways and analysing their interests, funds were provided to 11 individuals for setting up small business units-

- Tailoring unit
- Petty shops
- Scrap collection and export
- Catering unit
- Mobile restaurant

For the project continuum, steady generation of funds was deemed necessary. Hence, '*BeFore-Vijayeebhava Beneficiary Group*' was formed and office bearers were elected. A joint SBI account was started in this name with the President and Treasurer as signatories. The arrangement with the beneficiaries is that a percentage of the profits from their ventures will be deposited into this SBI account. The group will conduct meetings and decide to pass on the funds to the next beneficiary so that the project goes on and the whole colony becomes financially independent.

Under the leadership of BeFore, the departments continue the empowering initiatives and the fund utilization is monitored for optimum utilization.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The management upholds the welfare of the teaching and non-teaching staff as a prime concern. The following measures are taken in this regard:

Statutory Welfare Measures for Self Financing Staff: As the college hosts both aided and un-aided staff, the management ensures that they have some parity in terms of welfare measures. All self-financing (both teaching and non-teaching) staff are entitled to paid **sick** (12 days/year), **annual** (15 days for professional courses-2 months for other self-financing courses) and **casual** leaves (12 days). Maternity benefits (3 months) and paternity leaves (15 days) are also granted.

Faculty-Development Programs: Management also takes active initiatives to ensure that all faculty members get exposure to various refresher programs. These are mainly oriented towards introducing technological innovations in pedagogy and data management, orientation towards student needs etc. In addition to the annual academic program, two faculty development programs are conducted on an average. Faculty members are also encouraged to pursue their higher studies and PhD programs by granting them FDP leaves for a period of two-three years.

Small savings scheme: Parallel to the income generation programs, teaching staff also benefit from the small savings schemes initiated by staff members themselves which allows them to deposit money safely and avail loans at very reasonable terms. The refund terms are user friendly and less rigid. It has elected office bearers from the teachers themselves.

Non-teaching Staff Small savings scheme: The non-teaching staff also have a small savings scheme similar to that of the teachers which allows them to deposit money safely and avail loans at very reasonable terms. It has elected office bearers from the non-teaching staff themselves.

Non-teaching Staff Welfare Scheme: This is another contributory scheme for the financial welfare of the staff. They also give an annual student scholarship with this scheme.

Collaborative Stores: Along with the main canteen within the college, the management has made provisions for a kiosk, wherein delicacies prepared by non-teaching staff and students are sold at a minimum profit margin. This has served as yet another initiative in encouraging entrepreneurship of students as well as non-teaching staff members.

One-day Retreat: All teaching and non-teaching staff are provided with a one-day retreat at the beginning of an academic year which also provides room for a staff picnic.

Celebrations: Celebrations of regional and religious festivals at college add colour to the work life of teaching and non-teaching staff. Christmas celebrations are often accompanied with gift exchange and lucky-draw coupons.

Home Day/ Family get-together: One among its unique traditions, the management has over the past three years taken care to acknowledge the sacrifices and support of all family members of teaching and non-teaching staff. Home Day, which is celebrated on 15th August after Independence Day celebrations, also provides a platform for families of staff members to interact with each other and nurtures a fellowship.

Faculty competence and regular knowledge updation is ensured through refresher courses, seminars, orientation, research activities etc. and through self and performance appraisals.

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

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

Response: 59.91

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

2017-18	2016-17	2015-16	2014-15	2013-14
97	88	96	45	9

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	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: 10.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	18	9	12	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	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: 62.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
91	63	84	60	44

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

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

Response:

The college considers performance appraisal to be an integral part of the functioning as it provides a continuous direction and target to the teachers and non-teaching staff.

Teacher's Self-Appraisal

- Each teacher prepares a self-appraisal form in the format prescribed by UGC at the end of the academic year.
- It covers the basic details about the teacher, the time table and courses the teacher is engaging.
- It also contains particulars about the multiple administrative, corporate, social and spiritual roles the person is involved in.
- It gives a summary of the conferences attended, books and papers published, invitations as resource person and other academic output.
- This is verified and attested by the HoD and Principal. Based on these parameters and personal interaction, the teacher is appraised and given suggestions.
- Promotions and other duties assigned may be based on the performance appraisal.

Teacher' Diary

- The daily academic and administrative minutiae are recorded in the Teacher's diary- extra classes engaged, remedial classes taken, details of mentoring, projects guided, scripts valued etc.
- These are validated by the HoD and the Principal every week. These are also periodically checked by the Manager. Based on these, appropriate suggestions are given to the teachers.

Monitor's Diary

- The Monitor's Diary maintained by the class leaders also contains information about classes and syllabus covered.
- This is also regularly verified by the HoD and the Principal.

Self-Appraisal for Non-teaching Staff

- There is an appraisal form for the non-teaching staff also. It documents the duties and other activities of the non-teaching staff.

- There is a performance rating record for the cleaning staff which has to be rated by the HoD of the concerned department.
- It is countersigned by the superintendent and Principal and periodically by the manager.
- This procedure is done annually and the appraisal records are discussed with the authorities for optimum performance.
- The Principal or the Manager holds personal meetings with faculty and non-teaching staff for evaluation.
- Suggestions for improvement are given and discussed with the teacher or staff during the interaction.
- The self-financing sector appraisal is based on evaluation of the teacher by students as well as the monthly evaluation of the HoD, which is forwarded to the Manager.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts regular audits for all financial transactions.

The College Office:

- The initial internal audit is done by the office staff comprising the superintendent, the head accountant and the staff in charge of accounts. This is done in the case of the daily income and expenditure statement regarding fees, caution deposit, grants for students etc. This is verified by the Principal.
- The PTA accounts are maintained by the members and also subjected to internal and external audits.
- For handling the received fund from UGC, RUSA, FIST etc., the Planning and Purchase Committee and the Teacher Coordinators of each fund handle the utilization and disbursement of accounts. The directions from the Higher Education department and external Chartered Accountant are followed in the internal audit.
- All activities involving financial transactions like department seminars, individual projects, funds from non-governmental agencies, philanthropists, alumni and any other sources are audited as required by government or authorised auditors.

Audit of the Grants and Projects sanctioned by the Government /UGC

- In case of projects sanctioned by UGC and other government bodies, after the completion of the specified period or scheme, all the files relating to the period are submitted to a certified Chartered Accountant for verification and audit certificate.
- Omissions or errors are corrected as per directions and the final report and certificate are issued.

- These certificates and statements of account are sent to the authorities concerned for the settlement of accounts.
- The audit wing of the government from the Department of Education visits the college and inspects all the files relating to financial and administrative matters, the schemes that the college has availed of and all the receipts and payments in the college. The audit report is submitted to the college authorities.
- Corrections and clarifications made on the basis of the audit report are submitted as audit reply. On hearing and settling the omissions or errors, final report will be given and liabilities, if any, will be settled. Moreover, the Accountant General, Kerala also conducts verification and suggests directions by way of audit report. Their directions are also followed.
- The management maintains a clear and transparent financial policy which is subject to regular internal and external financial audits. The management has employed Johny and Company for conducting the audit of financial transactions. They regularly conduct the audit and give annual audited statements.
- The government (DCE, Dy. DCE, AG) conduct regular audits and give their comments. Any correction or clarification required is intimated to the institution and modified statements are submitted.
- If an objection is raised in the audits, the concerned person(s) are notified and the corrections mentioned in the audits are suitably rectified and action is taken. Thus audit objections are settled.

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

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: 15.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.21	5.33000	3.38000	0.65	0.57

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

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

Response:

The following are the agencies and strategies through which the College mobilises and secures funding:

Fees from Self-financing Courses:

- Fees collected from self-financing courses, deposited in the College Account. It is utilized for meeting the expenditure of essentials like electricity and water.

PTA and Teachers' contribution:

- PTA funds: Utilized for buying stationery items, and training students for cultural activities and sports. A share is given to all departments for daily expenses like documentation and conduct of internal exams
- Contribution from teachers: used for common special needs of employees and students
- Financial assistance from Management for infrastructure augmentation, equipment.

Funds generated through college activities:

- Proceeds from organic farming
- Proceeds from sale of LED bulbs
- Charity auction
- Conduct of 10-day summer camps for school students aged 6-13.
- Conduct of one-month sports training camps for school students

Optimum utilisation of space and resources to generate funds

- Renting out the College building, Students' hall, for conducting various competitive exams like PSC Exams, Bank Exams community functions and sports activities like matches.
- College Auditorium rented for community functions on weekends and holidays.
- College ground rented out to private companies outside college hours

Government /Quasi-governmental funding for institutions

- Financial assistance from MLA/MP: Used for construction of labs and upgradation of library
- UGC/FIST/RUSA/ICSSR funds: For setting up labs, improving infrastructure, maintenance of equipment, research projects, academic seminars, FDP, library etc.
- Endowments and Scholarships to students
- Grants given to students from reserved communities: Funding/ Scholarships for SC/ ST/ OBC/OEC / Lakshadweep students for fees, study tours, laptops
- Funding from various Government Departments like Excise, Tourism, Health, Women's Commission, Higher Education Department, Harijan Welfare board
- Central/State Government funding for NSS and NCC
- Funding for Science Labs, Library, Sports, College Union, College Magazine etc. from Treasury PD Account.

Contribution from Philanthropists for specific projects and programmes

- Endowments and Scholarships: Given to meritorious students excelling in various fields by Retired Teachers and the Management.
- Sponsorship and assistance from philanthropists: For conducting extension and outreach activities , fests, seminars, charity

Alumni contributions

- Sponsorship and assistance from Alumni: For conducting Fests , Sports events and other enrichment activities
- For buying journals, magazines and extra newspapers for the library
- Research Projects towards rebuilding Kerala, identifying and rectifying problem areas in the post-flood scenario
- Towards training and preparation for youth festivals

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The meticulous and prudent efforts of IQAC have ensured effective mechanisms for administrative and academic auditing, quality management strategies and participatory approach in managing institutional provisions. The path-breaking initiatives include the birth of *BMCian Chronicle*, *Tripartite Quality Frontier Programme*, *Strategic Plan*, adopting *Eco consciousness and Sustainability* as a focal theme and aligning departmental and Cells' activities towards it.

1. *BMCian Chronicle*

BMC annual newsletter, initiated in 2010, was the brainchild of IQAC. In 2016, it was re-christened as *BMCian Chronicle* making it a **bimonthly publication**. The newsletter is a kaleidoscope of the academic and the non-academic activities and reports on the initiatives and activities of departments, clubs, cells and associations. It also reports the achievements of faculty, non-teaching staff and students. The editorial board is constituted by teachers from various departments. The timely and precise recording of the events provide a boost to the community to innovate and continue with the activities reflecting the ethos of the institution. These also serve as ready reckoners for information on an academic year. The Chronicle thus renders possible a documenting and reviewing of the curricular and co-curricular activities of the college.

2. Revamping of Cells for the *Tripartite Quality Frontier Programme*:

The digitalized global era no longer offers standardized jobs or traditional livelihood opportunities. Hence, the new global competencies have to be addressed by the HEIs. The District Level Skill Gap Study for Ernakulam initiated by **National Skill Development Corporation (NSDC)** revealed that there are qualitative skill gaps in the employable youth. In this light and the feedback from stakeholders which revealed that the curriculum doesn't adequately prepare the students for careers or higher education, IQAC inferred that attainment of subject-specific knowledge is inadequate for life-readiness.

Tripartite Quality Frontier was offered as a panacea under the initiative of the IQAC. A meticulous plan of mapping the students' interests into three categories- higher education aspirants, career aspirants and entrepreneurship aspirants was devised. Focused training for these interests is then arranged.

For this purpose, three cells were revamped: the *Higher Education Cell*, *Placement Cell* and *Entrepreneurship Development Cell*.

The *Higher Education Cell* would give annual departmental orientation to the Higher Education aspirants. The orientation includes details about the programmes they can opt for, the institutions which offer them, the mode of admission (marks/ entrance test), and the prospects of each.

The *Placement Cell* was spruced up to give specialized training to career aspirants. Specialized Career orientation training was given to the aspirants. The college collaborates with Mahindra Pride School and Tata Consultancy Services to empower our students with employability skills and competencies to secure a dream job.

The Entrepreneurship Development Cell: This cell conducted programmes to expose the students to the aspects and intricacies of entrepreneurship. Students were given exposure through interaction with entrepreneurs and government financial schemes for starting small scale units. Amal Shaji, MSW student commenced a Start-up called 'Can-Teen Network' for broadcasting relevant information across 70 colleges.

File Description	Document
Any additional information	View Document

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

Response:

The institution constantly reviews its teaching-learning process and operational methodologies as suitable to the changing times, adapting to the emerging trends and technologies.

Changes are brought about in the teaching learning process by shifting to the student-centered ICT-enabled modes using PPT, AV aids, Language Labs etc. Google class rooms have been implemented in select sections to adapt to the enhancements in educational technology. Preparations are afoot to implement google classrooms in all the classes. IQAC is instrumental in spurring these reforms.

Institutional Reviews and implementation

In 2017, a decision was made to modify and expand the current Course Plans, which were chronological in character, to include Graduate Attributes and Learning Outcomes through participative pedagogy.

Graduate Attribute Linked Course Plan

A format for a Course Plan which would reflect not only the timeline for transacting the syllabus, but also give details about the learning activities and envisaging learning outcomes.

Consultation was done with the departments, and Graduate-Attribute-Linked-Course-Plans were prepared for Common, Core and Complimentary courses.

The contents of the Course Plan are- Module, number of hours required, Sub Topics, Graduate Attributes which can be incorporated for a particular topic, Description of learning activity, whether the activity will be Taught, Practiced or Assessed, References on the topic and Rubrics for evaluation.

It also outlined the evaluative pattern with rubrics and measuring scales The Rubrics can be expanded into Learning activity number, Learning Activity, Graduate Attributes, whether the activity is Individual/ Group, Measuring Points, Scales and Remarks.

Each department aligned their learning activities to their Programme Specific Outcomes and Course Outcomes. The Graduate Attributes were linked to the learning activities and COs to make a holistic learning experience for the students. This pattern is aimed at mapping the attainment of the Graduate attributes.

The CO attainment is mapped using the Mapping Matrix method.

Result Analysis

The second amendment and strengthening in the operational methodology was the result analysis of the students. IQAC felt that a detailed and comprehensive result analysis identifying and pin pointing the strengths and weaknesses of students would allow the teachers to take remedial measures and thus produce better outcome. So the departments were asked to conduct a detailed analysis of the semester results and identify the weak and advanced students. Special classes were given to such students. This showed a steady upward trend in the student results from 2016 onwards.

Result analysis focuses on identification of the students' strengths and weaknesses and implementation of novel strategies to make them more productive. After implementation in 16-17, the results jumped from 48.1% in 16-17 to 67.45% in 17-18.

Administrative and Academic Audit:

Regular AAAs ensure a review of the academic activities and provide opportunities for improvement.

FDPs, Academic Retreats, Training programmes and Patron's Day talks are conducted for enriching students through faculty.

File Description	Document
Any additional information	View Document

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

Response: 10.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	16	9	6	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	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

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	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:

Post Accreditation Initiatives

- 3-year-StrategicPlans introduced.
- Regular Academic Plans made.
- Graduate-attribute-linked Course Plans implemented
- Eco-consciousness adopted as focal theme- Departmental and club activities aligned along the focal theme
- 54 professional development/ enrichment/ training programmes conducted for teaching and non-teaching staff
- Student internships/ linkages/ field trips increased to more than 781 duringcurrent year.
- 34 add-on Courses, 16 value-added courses and 59 VET courses conducted from 2013-18
- 781 internships during current year which is a major increase from the previous years
- 44 seminars conducted with Industry-academia collaboration.
- 439 linkages formed with industry
- Rs. 1515000/- obtained as funds from a broader base of philanthropists, non-governmental agencies and alumni
- Mobilized funding from RUSA, UGC, ICSSR, UBA,SARD and FIST
- 21 UGC Minor research Projects and 1 ICSSR Major Project
- **The Placement Cell** completely revamped, more companies visited the campus for training and placement. The placement record increased from 36 students in 13-14 to 158 in 2018. Students were given special training in soft skills and interview skills.
- **Higher Education Cell:** Gave Orientation to students and 220 students progressed to higher education
- Teaching hours as per government and university rules. Teachers work extra hours for remedial and other academic and co-curricular activities. Teacher availability for student needs ensured. All lost working days duly compensated and extra working days for academic and co-curricular needs.
- Divyangjan friendly infrastructure improved with lifts ramps and restrooms. Plans for more lifts.
- Library revamped and made more user-friendly. DAISY software for the visually challenged installed.
- Voice bank for audiobooks- students lend their voice for compiling audiobooks
- Welfare schemes- HR policy envisages welfare schemes for staff. Small Savings Scheme for teaching and non-teaching staff. Facility for periodic medical check-up in the campus in addition to regular personal and career counselling services
- Total Seed money of Rs.18,35000/- was set aside for the last five years in the college budget
- LCD Projectors installed in all classes.Google Classrooms implemented
- **Infrastructure Augmentation:** Golden Jubilee Block extended to four floors. Sanction obtained and work progressing for new MSW block near bank. This ensures enough space for all students and programmes
- **Video conferencing facility:** An international seminar conducted in English – **‘Words, Visual and Beyond: Mediatization of Narrative Spaces’** with Skype Videoconferencing by Prof.Stig Hjarvard of the University of Copenhagen, Denmark.
- **IT Facilities:** High speed WiFi installed in campus
- **Tripartite Quality Frontier Programme-** Student Interests mapped and given specialized training. This resulted in significant improvement in placements and higher percentage of students going for

higher education. Students turned towards internship too.

- **Sports infrastructure and performance:** Ground facilities improved. 1 national gold medal in Weight lifting, University Badminton cup, prizes in Ladies Chess competitions
- Fruitful interaction with alumni resulting in more alumni contributing to the enrichment of the college
- Strengthened campus community partnership with activities addressing locational advantages and active involvement with neighbourhood. Rajivnagar colony became the repository for comprehensive women empowerment programmes.

File Description	Document
Any additional information	View Document

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: 31

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	10	5	5	5

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[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:

The college has 65% of women students on the rolls as it has established a reputation of being a safe and secure place for all, especially women. The college has quintessentially created a gender-sensitive culture by seeking to empower the women and sensitize the community about gender minorities as well. The facilities mentioned below ensures gender sensitivity in the college:

Safety and security:

- Female students and staff in the campus are benefited by the services of *Women's Cell* and *Anti-Sexual Harassment Cell* which actively take up concerns relating to their needs and safety by apprising the students about the possible snares and their prevention through talks and discussions.
- All first year students are given an orientation about the function of these cells and also of *Anti-Ragging Cell*, *Anti-Narcotic Cell*, *Road Safety Club*, and *Legal Awareness Club* along with their contact details.
- Female students are encouraged to be present in the campus between 9.00 am to 5.30 p.m. and any engagement before or after the prescribed time strictly ensures the presence of a female teaching

staff.

- In addition, the college has also taken active initiatives in providing gender-sensitive training for female students in the form of workshops on self-defense, safe driving etc.
- Concerns of gender minorities are also articulated among the students through sensitizing programs carried out by different departments like English and MSW on awareness on Article 377.
- Infrastructural planning like surveillance cameras are placed throughout the campus to ensure safety of students and staff. Round the clock presence of security personal at the entrance also ensure security.
- There is a common room and sick room for female staff.
- There is ramp and toilet facility for the differently abled students.
- Female staff accompanying girl students for study tours, University fests etc.

Counselling: Counselling Cell in the college seeks to enhance the coping of students in their periods of personal crisis. Offered on two working days a week, the counselling cell is either voluntarily approached by students themselves or referred by teachers. The cell has been functioning with the help of visiting professionally qualified counselors, who maintain record for cases and refer cases to clinical care whenever necessary. Confidentiality of cases are strictly enforced and the details shared in those counselling sessions are not shared elsewhere. This is in addition to the regular counselling given to the concerned student by the class teacher or HoD at the department level.

Common Room: Along with the mandatory physical facilities like sick rooms, wash rooms for female students, the college also has a Common room facility reserved for girls with seating capacity of 50 and has additional facilities of a sanitary pad vending machine and an incinerator. The common room ensures a retiring and recreational space for girls during the free hours. There is a resting room for lady teachers and staff.

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: 100

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

Response: 114784

7.1.3.2 Total annual power requirement (in KWH)

Response: 114784

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: 5.41	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 2024	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 37386	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <ul style="list-style-type: none"> • Solid Waste Management • Liquid Waste Management • E-waste Management <p>Bharata Mata College, as a part of its commitment towards promoting eco-consciousness, has endeavored to ensure appropriate management of resources and waste management. The college has taken efforts to organize timely green audits in order to revitalize existing green practices.</p> <p><i>Solid Waste Management</i></p> <p>The college generates biodegradable waste amounting to 22kg/day and non-biodegradable waste of up to 1 3/4kg/day. The college has a composting facility for the treatment of biodegradable waste generated from the canteen, office, vegetable garden and from the college campus. The Green Audit conducted in the academic year 2016-17 suggested vermi-composting, bacterial composting and pit composting to deal with bio-degradable waste. Recycling or selling out of bottles, plastics, cans, broken glass wares, tins etc. was another suggestion for dealing with non-biodegradable wastes.</p>

BeFORE which evolved as the college's mouthpiece on environmental consciousness has taken up waste segregation and management in this regard. Teaming up with NSS and NCC units, the team actively organized waste segregation and management classes to the cleaning staff and a widespread awareness drive among students. The programs resulted in installation of tricolour waste bins at strategic places like corridors, corners etc. for segregation of waste materials. The collection and disposal of waste collected is coordinated by cleaning staff and is monitored by the student's collective named Club BeFORE.

Liquid Waste Management

Water from urinals, bathrooms and washing areas are collected in soak pits. In order to ensure efficient usage of water and less water wastage, the management also plans to direct future plans in this aspect through installing drip irrigation for lawns and garden and also establish water recycling unit.

E-waste Management

Computers and electronic devices constitute major sources of e-waste at college. Disposal of such materials is sought through selling them to dealers outside campus.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

With an average 3000 mm of rainfall that Kerala receives annually, the importance of rain water harvesting could hardly be neglected. The college campus installed its first rain water harvesting system back in the year 2012. Over the years, the structure has facilitated uninterrupted availability of water across seasons and times.

The Structure

The Rain water harvesting structure in the campus entails pipes drawn from the hind side of the main college building. The pipes have been connected to the well in front of the college through an underground system which ensures direct collection and utilization. In the forthcoming year, the structure is sought to be expanded to reach other blocks so as it allows maximum catchment of rain water. The present storage capacity is 220000 litres of water.

Utilization

The rain water harvesting structure smoothly provides for the gardening, agriculture and domestic needs of the campus which includes canteen, guest rooms, washrooms etc. Furthermore, the structure enabled the campus to address the needs of around 748 people during the relief camp organized from 16-26 August, 2018 in the wake of floods in Kerala.

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:

Bharata Mata College has been conducting multifarious activities to create eco-sensitivity among the staff, students and the members of the local community. As a part of the Go Green ideology, the college is following the green protocol.

While only 10% of the students use bicycles, about **90% of the students** and **50% of the staff** use public transport or are pedestrians. Within the campus, no motor vehicles are allowed to ply between 9.30 am and 3.30 pm, making it a pedestrian friendly campus.

Plastic-free initiatives:

- The campus attempts to keep the use of plastic to minimum and reusable materials are employed for all purposes. Use of cloth banners and gifting the guests with natural flowers and saplings are our good practices.
- The department of English conducted a plastic bottle challenge to preserve mother earth, in association with Fr Davis Chiramme Foundation's #Ichallengeplasticbottle movement by collecting bottles from the localities and giving it for recycling. 550 kg plastic bottles were collected by the students.
- Through BeFORE, the college is promoting the making and selling of paper pens, bags, paper ornaments etc. in collaboration with the department of Zoology. These are used during fests and seminars. This has become beneficial to students by enabling them to earn some money while learning. The department of Zoology organizes workshops on making paper pens, bags etc. for women of the local community, thus leading them on a path to self-sufficiency.

Green landscaping with trees and plants

- The premises are kept a flourishing green with lawns, indoor and outdoor plants, seasonal vegetable plants and a smattering of fruit and shady trees.
- **BeFORE** (*Bharata Mata Extension for Organic, Research and Environment*) and its student wing Club B4 promulgate the green practices like awareness campaigns, organic farming etc.
- 'Pattum Koythum' is a harvest festival after organic cultivation of a different crop every year. 2017 saw upland paddy cultivation and 2018 had corn cultivation within the campus.

Vithayutsavam(Sowing festival) and Koythutsavam(Reaping festival) were part of the same. The project is an attempt at reviving man's lost connection to nature and familiarizing students with the old traditional farming practices.

- The Environment Day was marked by the setting up of a 'Kilikotta'(a haven for birds) in front of the campus for the birds to build their nests.
- Other activities included planting trees, distributing saplings, setting up birdbath in the campus, aquaria in class rooms. The students and staff planted fruit trees in the area to attract birds.
- The Green Day, October 2nd,is earmarked for keeping the campus clean and green. The tricolour waste bins are placed for waste segregation. The Clean Drive by Nature Club and Green Protocol Monitoring team help to maintain the campus ecofriendly.

Paper-less office

- The office conducts and maintains digital database on admission procedure, e-grants, student and teacher data, salary, attendance, fee-collection, examination question papers etc.
- All efforts are ongoing to make the office completely paperless.

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: 2.5

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)

2017-18	2016-17	2015-16	2014-15	2013-14
7.84	16.33	13.73	5.50	5.42

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	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)

Response: A. 7 and more 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: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	1	2

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: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	1	1	1

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

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	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: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	2	2	3

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:

The institution celebrates all the days of national importance and the national and state festivals to keep the culture and spirit of the nation and state alive

Republic day: Every year, 26th January is observed with patriotic fervour and zeal in the college under the leadership of NCC which conducts an impressive march past. The students and teachers assemble in the college salute the National Flag hoisted by the respective Principals to the accompaniment of the National

Song “VandeMataram”. The teachers and the students take a pledge to uphold the honour and integrity of India.

National and State Festivals: Onam, Christmas, Eid-ul-Fitr and other festivals celebrated by students and teachers.

Kerala Piravi: The ‘Birth of Kerala’ is celebrated every year on 1st November with teachers and students wearing traditional clothes and observing the day.

International Yoga Day: As per the mandates of UGC, The Institution celebrated the International Yoga Day on Wednesday, 21st June 2017. The MBA department, which has an active Yoga Club, practiced the various asanas (postures) in Yoga, prior to Yoga Day and these volunteers participated in the Yoga demonstration. Talks are held on the mental and physical benefits of Yoga.

Independence Day: India’s independence is regularly celebrated in the college on 15th August with solemnity. The Principal hoists the National Flag in the morning in front of the college and delivers a message on the need to liberate our souls from the clutches of ignorance and parochialism and to mould a better generation of young Indians imbued with the virtues of acceptance, tolerance and integrity. Various departments conduct activities like Patriotic song competition, etc.

Gandhi Jayanthi: To commemorate the birth anniversary of the Father of the Nation, Mahatma Gandhi, Gandhi Jayanthi is observed in the college. The department of English held Gandhi Darshan, a picture exhibition of the life and times of Gandhi which was open to the public. Students from the neighbouring schools participated in it.

Various activities were organized by the NCC, NSS and Social work departments in association with the Swachh Bharat Mission, commemorating the Gandhian mantra “Cleanliness is Godliness”.

Premchand Day: July 31st was celebrated as Premchand Day with discussions on the works of the writer.

International Hindi Day: Celebrated on 10th January with talk on the importance of our national language.

File Description	Document
Any additional information	View Document

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

Response:

The institution has a completely transparent financial, academic and administrative policy.

Administrative transparency:

- The student admissions are conducted online through Centralised Allotment Process. Admissions for the Community quota are done through published rank lists.
- The recruitment of teachers and non-teaching is done as per rules and regulations by giving advertisements in the national newspapers.
- The rank lists are published on the notice board.
- The quotas allotted for different categories is filled fairly as per the applications and directions received through university and government.
- The office functions in tandem with the government and university rules.
- All the records are authenticated by university, government or authorised bodies and are scrupulously maintained in the office.
- All the teachers' and students' records and official needs are done by the office.
- The management has a Human Resource policy.
- The Governing Body has representatives from teaching and non-teaching community.
- There is student representation and participation in academic and administrative bodies.
- Students' and Employee's Grievance Redressal Cells active and records maintained.

Academic transparency:

- All the academic activities are recorded and scrutinised. The academic calendar is prepared at the beginning of the year and published in the calendar and displayed on website.
- Master time tables, department time tables and individual time tables prepared in advance and class time tables given to students.
- Teacher's Diary maintained for recording all the teacher's details.
- Monitor's Diary maintained in all classes.
- Orientation Classes given to first year students.
- Bridge Courses and Entry level tests held.
- Two internal exams held each semester and provision for grievance redressal after valuation.
- The consolidated internal examination scores published in the notice board.

Financial Transparency:

- All the financial dealings of the college are subjected to internal and external audit. The government audits all the details in the aided section and all the funds given by government are audited. The objections raised are settled by providing the required document or action is taken as directed.
- In the self-financing section, the accounts are audited by a registered Chartered Accountant. Proper receipts are given for all the funds collected.
- All audited statements are produced on demand.
- PTA accounts are presented in the General Body meetings and approved.
- All accounts related to the college are uploaded in the annual AQAR.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice - I

Title of the Practice

I Can Make a Difference: towards a Healthy Community

Objectives of the Practice

Ensuring healthy lives towards a healthy community and sustainable future is the crux of the practice. The major objectives of the practice are as follows:

1. To promote health equity among the community
2. Leverage the resources of the institution to solve the pressing health issues associated with cancer by providing awareness about the same.
3. Provide monetary assistance to ensure that the community is not pushed from poverty to deprivation while meeting the medical expenses of the chronic disease, Cancer.
4. To inculcate ethical responsibility, philanthropism and humanitarian attitude among the students by initiating them into community service

The Context

The practice is the brainchild of the student community of the institution who volunteered to raise funds without any external support as to extend financial aid to the economically burdened ailing people of the community. The practice owes its origin to **Goal 3 of Sustainable Development Goals (SDGs)** adopted in Rio+20 United Nations Conference on Sustainable Development. In the light of **SDG 3** that *“aspires to ensure health and well-being for all”*, the institution implemented the practice to help people tackle the pernicious effects of catastrophic and life threatening disease, cancer, by aiding them with monetary assistance, moral support and all other possible succour and backing.

Challenges

As a pioneering practice, the programme encountered two major challenges in its implementation:

1. The major challenge faced in the implementation of the practice was to find the most deserving beneficiaries out of the many financially underprivileged ailing members of the community.
2. Another major challenge encountered was to stay motivated and propelled in the face of the hardship of generating the stipulated amount of Rs.2,40,000/- every year, from the student community who are the sole contributors.

The Practice

I Can Make a Difference: towards a Healthy Community is a pioneering philanthropic venture initiated in the year 2014 by the institution under the aegis of the department of Taxation and Marketing. The chronic disease like cancer saddles the patients with heavy bunch of bills, which makes life all the more stressful and disheartening. The heavy economic burden imposed upon the ailing impedes them to avail the medical care. This lofty venture aims at alleviating the financial toxicity that could affect a patient's access to medical care. The students being the sole contributors of the fund generated have imbued rays of hope in 14 cancer patients hitherto through this noble venture. The fund is raised annually without any external support or sponsorship, and amounts to Rs. 2,40,000/-, distributed equally among two selected cancer patients, and is continued till date. The fund raised is distributed on a monthly basis, amounting to Rs.20,000/- , allotted to two selected patients. The students also conduct a fest (***WIZCOM***) to raise fund for this venture, together with the organisation of bike rallies, tableau, awareness and prevention talks to evoke consciousness in the community regarding the life threatening disease. The practice does not end with economic aid; instead, it is broadened by providing all possible assistance and reassurance to the patients and their family members, traversing the most traumatic phase of their lives. The students and the faculty make regular visits to the ailing to provide care and help. In the wake of increasing reports of cancer, the practice is a redemptive venture that helps cancer patients experience better health and well-being by helping them manage the financial challenges.

The practice is unique and distinctive in the context of higher education in India, which endorses Community/Civic engagement as one of its pivotal aspects. The higher education system promotes innovative projects for community participation thereby improving the quality of life. As proposed by **National Council of Rural Institutes** in its *Common Core Curriculum for Rural Engagement*, "there is an impending need for the engagement of the enthusiastic young generation, in the course of their education, about local community issues and challenges prevalent in the rural community. Currently there is a huge gap between the textual knowledge and evolving contextual practices of rural India." In order to bridge this gap between learning and living, innovative strategies have to be adopted in higher education institutions to inculcate the spirit of philanthropy and moral responsibility among students. ***I Can Make a Difference: towards a Healthy Community*** is an innovative practice that complements the objective of higher education in India to inculcate the spirit of community service in students.

Evidence of Success

The success of the practice ***I Can Make a Difference: towards a Healthy Community*** could be gauged exclusively by the huge amount of money generated out of the sole contribution of the students of the institution without any external support or sponsorship. To have the impetus to raise a king's ransom of Rs.2, 40,000/- annually, and to sustain the benevolent act over the years testify the excellence of the initiative. The fact that the students of the upcoming batches take up the arduous venture without hesitation and stay motivated in the face of hardships in fund raising affirms this practice as a triumphant project with the positive outcomes of promulgating philanthropic culture among the students. The practice procures the dual benefits of inculcating ethical responsibility in students and alleviating the financial toxicity of the cancer affected. Having provided monetary assistance to 14 cancer patients since inception with zero sponsorship is a remarkable achievement while comparing with the benchmarks set by charitable and medical foundations. The most outstanding feature of the practice is the target-oriented performance where the students have persistently generated the stipulated amount of Rs.2, 40,000/- , thereby continuing the practice over years with renewed vigour.

Problems Encountered and Resources Required

- One of the major problems encountered in the actualisation of the project, ***I Can Make a Difference: towards a Healthy Community*** is to find authentic agencies or organisations that would facilitate the medical treatments at low cost, which in turn would help in increasing the number of beneficiaries. Though there are non-profit, government organisations that provide chemotherapy cycles at subsidized rates, a tie up with them could not be materialised due to policy restrictions.
- Another problem encountered was to choose the most suiting beneficiary among the financially underprivileged ailing members, and it was resolved after discussions with the regional government hospital authorities, with whom the institutional stakeholders had tie-ups during the execution of other outreach programmes like **Meals on Wheels** and **Padheyam** that provide food supplies to the in-patients in government hospitals.
- The additional resources required for the effective conduct of the practice is envisaged as to formulate a team of counsellors under the initiative of the MSW department of the college, to provide moral, empathetic, psychological support and emotional care to the patients and their families during the traumatic phase as to alleviate the anxiety and depression associated with it.

Best Practice - II

Title of the Practice

Borstal School Extension Activity

Objectives of the Practice

- To collaborate with correctional services in reformation of under-trial prisoners.
- To aid personality and soft skills development among under-trial prisoners and thereby reduce recidivism.
- To create a social responsibility and empathy among mainstream college youth towards their marginalized counter-parts
- To extend the application of theoretical knowledge in the field of correctional setting.

The Context

A denomination from Bharata Mata College, consisting of teachers who belonged to a religious congregation would regularly visit the district jail and Borstal School to aid confession and offer religious counsel to the under-trial and convicted prisoners. Their frequent visits reflected the need to engage the prisoners in Borstal School in meaningful activities.

Borstal School, is a correctional facility established in every state for under-trial prisoners aged between 18 to 21 years with a view to separate them from habitual and adult offenders. The Borstal School at Kakkanad is the only one such facility in Kerala and therefore houses prisoners from various districts for a temporary period depending on their capacity to acquire bail and the attainment of their age. On an average, the school houses approximately 40 to 60 prisoners.

Given the age profile of inmates in the correctional setting, the authorities and volunteers from Bharata Mata College, felt it appropriate to introduce activities in the school that would facilitate soft skills and personality development among the inmates. The Department of Social Work in June 2018, took the initiative representing the college to get official permission from the Kerala Prisons Department in this

regard to allow teachers from Bharata Mata College to conduct regular classes. Meetings were conducted with the Superintendent and other staff members of Borstal School in order to gauge the design and nature of classes.

The Practice

Inauguration of the Programme

On the wake of Birth Anniversary of Nelson Mandela on July 18, 2018, the faculty from Department of Social Work visited Borstal School and had an interaction and rapport building with the inmates. The interaction with inmates proved to be an eye-opener to the living conditions and daily routine of the prisoners. Discussions ensued with the staff of borstal school on the days of classes and the requirements for future classes. The authorities happily agreed to arrange for space and other physical amenities required for classes.

Weekly Classes:

Individual faculty members would engage an interaction session with all in-mates on Tuesdays and Fridays. As most of the in-mates stayed there on a temporary basis, it was very difficult to have fixed group sessions. Over two or three sessions, it was observed that the huge number of inmates, made it difficult for faculty facilitating sessions to control and have meaningful interactions. The possibility of having a smaller group of inmates based on some criteria was discussed.

Need Assessment:

A focused group discussion conducted with inmates and borstal school authorities revealed issues of identity and insecurity of being labelled as a criminal, loss of opportunities because of being in prison, concerns about safety of family and future life after prison etc. that needed to be addressed through sessions. The interaction with authorities also helped the faculty members understand the areas of their prison life that need an attention. Based on the interactions it was decided that the faculty members can undertake groups according to the cases under which they are booked. For example, people booked under POCSO act could be grouped together for sessions. Based on the need assessment, the focus of sessions was also shifted to Life skills and other soft skills development, also discussions on emotions and issues specific to the sections under which they are booked.

Case-based Sessions:

The sessions were further divided to address inmates based on their case backgrounds so that the sessions could facilitate meaningful interactions and progressive group experiences. The facilitator with the help of authorities identified 4 groups of Narcotics cases, POCSO cases, Murder and Attempt to Murder Cases and Theft cases. Each group would follow a pattern of having 6 to 7 sessions on a preliminary basis (sessions are modelled on the Life-skills module designed by WHO) and are conducted on a rotation basis. Faculty members who facilitate sessions are also accompanied by students of the college, in order to demonstrate the skills and develop empathetic attitude towards such a marginalized population. Students also assist in conducting the sessions through physical arrangements, assistance in activities etc.

Sessions are basically arranged for 45 minutes and engage all in-mates booked under a particular section. Some of the topics covered in the sessions are as follows:

- Rapport Building (Ice-breaking activities and introduction of the group members)
- Self-Awareness (bringing out their self-concept, building a healthy self-image)
- Empathy (ability to imagine one-self in others/victims shoes)
- Dealing with Emotions (Awareness and management of emotions)
- Communication (Clear and meaningful communication skills with feedback)
- Sessions relevant to the case e.g. Craving Management for Narcotics case, Inter-personal Skills for Cases on POCSO and Sec.302.
- Feedback and Termination

Uniqueness in the context of higher education in India:

The programme, begun as an initiative of the department of Social Work, envisages the intervention as a platform for service learning, where by professional graduates can serve the prison community and at the same time acquire practical skills in application of their disciplines. It would be first of its kind, given that the college-going youth are given a chance to interact with marginalized youth under strict supervision and guidance. It serves as a mutual exchange of learning for both students and members of the prison community through engagement in service learning.

Limitations and Constraints:

- Physical structure of the prison limits the classes to a single classroom and therefore the sessions are limited to one session per visit.
- Prisoners from various backgrounds, including members from migrant labourers community also sometimes hurdles the smooth transition of sessions as the facilitator has to switch between languages.
- Lack of funding limits such an impactful programme into a voluntary programme.

Evidence of Success

- The programme that began as a group meeting with a few prisoners has developed into a full-fledged weekly activity in co-ordination with the Prison Department with an average participation of 7 to 8 members in a week per group.
- The involvement of College representative has also enabled to extend our helping hand in form of donations to Prison Welfare in collaboration with non-governmental agencies like Rotaract Club, Ernakulam.

Problems encountered and Resources Required

- The facilitators' limitations in legal knowledge and expertise is seen as an obstacle in many cases. The facilitators require to be enriched with orientation courses on offenses, sections of penalty and the conditions of bail as the themes often prop up in group sessions. This is sought to be addressed through awareness or enrichment classes for facilitators.
- Rapport and interventions with inmates has also brought into light the need for a thorough programme targeting to develop employability in terms of soft skills, interviewing skills, personality development etc. among in-mates. The college envisages to utilize faculty from different streams in future to meet this requirement.

File Description	Document
Any additional information	View Document

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:

The college, at its inception, started with a vision to become a centre of excellence by providing its students a comprehensive education emphasising the core values of responsible citizenship, secular outlook, moral values and abiding faith in God expressed in active concern for others. The mission was to strive to become a seminal centre for the promotion of the all-round development of the socially marginalised of the region. Through the years, the college became an agent of change in the locality.

Under the fast changing global socio-economic scenario, the objectives have now been expanded to equip students to be empowered to manage change, become skilled and life-ready for the present and future challenges of the century by following high impact and specialized educational and co-curricular practices.

The leadership of the college apprehended that an institution needed to have a contemporary focus in response to a changing environment. To create institutional distinctiveness, it was decided to have Eco-consciousness and Sustainability as the focal theme for it was an urgent matter of global relevance. From the Strategic plan onwards, all the activities and endeavours- be it infrastructural developments, innovation in teaching learning and research, engagement with alumni and stakeholders, efficacious governance and planning, or best practices, it aligned towards the core values and the focal theme.

As Eco-consciousness was adopted as the thrust area, it was decided to approach it at multiple levels-

1. **At the Conceptual Level:** Conscientising students and society about the urgent need of environment friendly practices
2. **At the Planning Level:** Measuring and reducing the carbon footprint in the institution as a pilot activity
3. **At the Implementation Level:** Practising and promoting eco-sustainability in academia, research and life

At the Conceptual Level:

- Strategic Plan (2015-18) made to incorporate the thrust area into the activities of the institution
- 9 Conferences conducted
- 6 Minor and major research projects on the theme
- 7 Papers and 8 books (chapters) published
- 82 student projects based on the topic
- Content included in syllabus and given as assignments and seminars
- Add-on courses promoting eco-consciousness and well-being
- Activities like Street plays, posters, banners, rallies within the campus and in the neighbourhood.

- Observation of days like Earth day, Environment day, World Forest Day, World Water Day, Wetland Day, Energy conservation Day, Nation Pollution Control Day, World Ozone Day, World Food Day etc.

At the Planning level

- Green Audit: At the institutional level, the IQAC decided to regularly conduct “Green Audit” to evaluate the consumption of energy in each pocket of the institution and also suggest ways to reduce the carbon footprint.
- Energy Audit conducted regularly
- Use of plastic minimal in college. Plastic flex banned
- Waste management system segregates waste and sends it for treatment.
- Saplings presented to guests instead of plastic covered bouquets.
- Saplings and seeds distributed to students and staff
- Department of English took up #Ichallengeplasticbottles – A challenge to collect plastic bottles for recycling.
- In the Post flood Disaster Management and mitigation scenario, the institution is conducting multidisciplinary research on the impact of floods on soil, air, water and the other aspects like trauma and diseases. The findings will be handed over to competent authorities.

At the implementation level

- Solar Panels providing alternative energy to the whole college.
- Rain water harvesting system functional in two blocks leading to a 250,000L capacity tank. Plans for setting up a more sophisticated system.
- Drip Irrigation system from the canteen waste water outlet leading to the vegetable garden.
- Herbal garden with medicinal plants.
- Greening of campus with vegetable and fruit trees and plants
- Constant awareness and reminder through Radio BMC
- Nature Club, Friends of Fauna, EnCon Clubs promote and endorse the focal theme
- A slew of activities conducted –
 - Environmental awareness programmes like walkathon, zoombathon, flash mobs
 - Releasing Wall Magazines
 - Holding rallies
- Observed Gandhi Jayanthi as Cleaning Day
 - Innovative reading and art competitions aimed at interaction with nature
- The department of Physics conducted a survey on electricity bills to evaluate the impact of LEDs on domestic electricity consumption.
- Significant reduction in consumption found on use of LEDs
- Annual programme started to manufacture and sell LED bulbs on a small scale.
- Initiative diversified to include serial bulbs, emergency lamps and decorative LED stars.
- Initiative and training spearheaded by staff and students.

- ‘Beat Plastic Pollution’ conducted by the department of Zoology with an expert talk by Prof. M K Prasad titled “Plastic Pollution - ANew Menace in the Environment”.
- A training session on ‘How to make paper bags and Paper pens’ to replace plastic bags and pens. These were used by the institution.
- Study tours for promoting environmental consciousness
- Installation of bird-baths.
- The department of Botany
 - Planted and distributed saplings which were used by the institution and local community.
 - Trained the local community on organic vegetable farming techniques.
 - Vocational training to school students
- The department of English
 - Planted fruit trees in the campus.
 - Cleaned Fort Kochi Beach
 - Collected more than 500 kgs of plastic bottles from the locality and handed them over to Fr. Davis Chirammel Foundation for treatment in collaboration with IIT Madras.
- The Organic Cultivation Drive (*Know the Land- Unlock the Mind*)- As a pioneering activity of BeFore, a part of the campus space was used for organic upland cultivation of paddy in 2017-18, followed by corn in 2018-19. In 2020, the plan is for cultivation of sugarcane to reduce the use of white sugar and promoting brown sugar and jaggery. Every stage of the cultivation, from the conception to step-by-step implementation, to the harvesting, was done with the teachers and the students under the guidance of the management- buying of seeds, sowing, replanting, using organic pesticides and fertilizers to the final harvesting. It was an eye-opener for the students to understand the process of organic farming and the urgent need to conserve the environment. It was also experiential learning for students.

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

5. CONCLUSION

Additional Information :

The institution integrates graduate attributes and core capabilities into its course plans to equip students with skills and competencies needed in the 21st century. This is to address a more encompassing aspect than mere “employability,” helping the students to develop academic citizenship and career competencies. These form an orientating framework of educational outcomes planned by the college.

The academic and co-curricular activities, projects, assignments and study tours are designed to help students to construct a set of personal and research literacies.

Yearly Academic Audits are held for the departments to assess the performance and make future plans. The college makes 3 year Strategic plans to set a trajectory to adapt to the social and pedagogical changes.

Bharata Mata College is a proud participant in Unnat Bharat Abhiyan (UBA), an initiative of the central government. UBA is inspired by the vision of transformational change in rural development processes by leveraging Higher educational institutions to help build the architecture of an Inclusive India. It is spearheaded by BeFore, the extension drive of the college and the Department of Social Work. The college had brought 5 neighbouring villages under its wing to implement the aims and objectives of the initiative. Thus, the teachers and students contribute towards building a strong and developed nation where the fruits of technology and progress trickle down to every individual, leading to an inclusive society.

Bharata Mata College proved as a haven for about a thousand people as it functioned as a relief camp during the recent floods that ravaged Kerala in August. The teachers and student volunteers tirelessly functioned as a team rendering selfless service 24/7 for 10 days. Post- flood cleaning of homes was also taken up by the students. The college was also a Municipality approved general collection centre for distribution of essentials to the affected areas– a challenge which was ably and scrupulously taken up by the teachers and students.

In the *India Today* Marketing and Development Research Associate Survey, the B.A. programmes were ranked 74th and B.Sc. programmes were ranked 64th in India. The MSW programme was ranked 25th.

Concluding Remarks :

Moulding lives, building futures, transforming society.

A Student's journey in Bharata Mata College- from pebbles to gems

In order to realize its vision and mission, and mould the students towards realizing their full potential, the students are taken through various steps -

- Orientation
- Bridge Course
- Entry level tests
- Communication of POs, PSOs and COs
- Curriculum delivery through well delineated Graduate-Attribute-linked-Course-Plans

- Experiential and innovative learning activities in addition to lectures
- Categorisation for effective attainment of learning outcomes
- Coaching for slow and advanced learners
- Academic workshops, seminars and conferences conducted
- Add-on, and certificate courses, opportunities for hands on learning
- Blending technology with learning wherever possible
- Co-curricular activities aimed at cross cutting issues and life skills
- Partaking in outreach activities involving social cohesion, human values and environmental sustainability
- Mentoring all the students
- Counselling Cell for the needy
- Holistic development with active Club, Sports and Cell activities
- Tripartite Quality Frontier- Final year students' interests mapped and classified into three- Aiming for Higher education, aiming for Career and aiming for entrepreneurship. Special training given to students in each of these categories through Higher education Cell, Placement Cell and Entrepreneurship Development Cell.
- Projects on current and trending topics for undergraduate students to scaffold them to postgraduate programmes.
- NET orientation and coaching provided to PG students. Promotes projects on trending and emerging areas to channelize their resources to research endeavours as to stimulate critical and empirical investigative skills and raise employability quotient.
- Facilitating and promoting the conduct of research projects that are socially beneficial through the well-equipped research centres.

Thus, with the motto- ***For God and country***, the college functions on a set of core values aligned to our vision and mission-

The vision of becoming a centre of excellence by providing its students a comprehensive education with special emphasis on responsible citizenship, secular outlook, moral values and abiding faith in God expressed in active concern for others;

And the mission of becoming a seminal centre for the promotion of the holistic development and equitable opportunities for horizontal and vertical mobility, inclusive of gender, caste and socio-economic background.

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 border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>12</td><td>6</td><td>4</td><td>8</td><td>4</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>11</td><td>5</td><td>4</td><td>7</td><td>3</td></tr></tbody></table>	2017-18	2016-17	2015-16	2014-15	2013-14	12	6	4	8	4	2017-18	2016-17	2015-16	2014-15	2013-14	11	5	4	7	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	6	4	8	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	5	4	7	3																	
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 border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>7</td><td>6</td><td>7</td><td>3</td><td>3</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>7</td><td>6</td><td>5</td><td>1</td><td>3</td></tr></tbody></table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	6	7	3	3	2017-18	2016-17	2015-16	2014-15	2013-14	7	6	5	1	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	6	7	3	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	6	5	1	3																	
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 : 294 Answer after DVV Verification: 293</p> <p>Remark : No highlight of the new courses introduced</p>																				
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>																				

Answer before DVV Verification : 16

Answer after DVV Verification: 20

2.1.2 Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
952	877	918	922	771

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
951	877	918	922	770

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
---------	---------	---------	---------	---------

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
563	515	540	540	441

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
562	514	540	540	441

Remark : Copy of letter issued by state govt. or and Central Government Indicating the policy of seat allocation for reserved categories or any authenticated document for the same not provided.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
---------	---------	---------	---------	---------

5	5	0	1	2
---	---	---	---	---

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	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:

2017-18	2016-17	2015-16	2014-15	2013-14
8	9	1	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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:

2017-18	2016-17	2015-16	2014-15	2013-14
3.57072	3.69081	6.45298	6.57389	6.71599

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3.57	3.69	6.45	6.57	6.71

Remark : Converted to lakh

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:

--	--	--	--	--

2017-18	2016-17	2015-16	2014-15	2013-14
381.24645	360.27903	364.44286	310.37250	328.62672

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
381.24	360.27	364.44	310.37	328.62

Remark : Converted to lakh

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:

2017-18	2016-17	2015-16	2014-15	2013-14
899	713	634	440	196

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
233	132	118	81	109

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:

2017-18	2016-17	2015-16	2014-15	2013-14
158	135	139	101	36

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
122	149	138	97	36

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:

2017-18	2016-17	2015-16	2014-15	2013-14
30	17	21	9	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
21	12	9	5	5

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:

2017-18	2016-17	2015-16	2014-15	2013-14
91	61	84	60	44

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
91	63	84	60	44

Remark : Revised as per HEI clarification

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:

2017-18	2016-17	2015-16	2014-15	2013-14
5.21250	5.33000	3.38000	0.65550	0.57200

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5.21	5.33000	3.38000	0.65	0.57

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:

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	9	7	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	16	9	6	7

Remark : Revised as per clarification of HEI

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:

2017-18	2016-17	2015-16	2014-15	2013-14
9	12	7	9	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	10	5	5	5

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)

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

Answer After DVV Verification: A. 7 and more of the above

7.1.10 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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
---------	---------	---------	---------	---------

9	10	10	9	9
---	----	----	---	---

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	1	2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
32	24	15	13	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	2	2	3

2.Extended Profile Deviations

ID	Extended Questions										
1.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>410.53964</td> <td>398.85593</td> <td>422.18311</td> <td>326.18536</td> <td>351.92650</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	410.53964	398.85593	422.18311	326.18536	351.92650
2017-18	2016-17	2015-16	2014-15	2013-14							
410.53964	398.85593	422.18311	326.18536	351.92650							
	Answer After DVV Verification:										
	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>410.53</td> <td>398.85</td> <td>422.18</td> <td>326.18</td> <td>351.92</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	410.53	398.85	422.18	326.18	351.92
2017-18	2016-17	2015-16	2014-15	2013-14							
410.53	398.85	422.18	326.18	351.92							