



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KKTM GOVT COLLEGE, PULLUT

KKTM GOVERNMENT COLLEGE PULLUT KODUNGALLUR THRISSUR

KERALA

680663

www.govtkktmcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Merely four kilometres from Muziris –“the sea town where the sun sets”, an important harbor of ancient India with a glorious past of cultural exchanges with such civilizations like Rome, Babylonia, Egypt, Phoenicia, Alexandria, Arabia, China, is located Kunjikuttan Thampuran College, Pullut. Sprawling into 25 acres of lush greenery, the college is a bulwark of support for the aspiring sections of socially, economically and physically disadvantaged cross -sections of society offering equitable opportunities. Established in 1965 by Kodungallur Kunjikuttan Thampuran Education Trust, the college was taken over by the Government of Kerala in 1972 as per G.O.(MS) 108/72 Edn.dt 17 May 1972. As a fitting monument to the literary Maestro, the institution with 8 Undergraduate Programmes, 3 Postgraduate Programmes and one Research Centre, marches on, striving to uplift the marginalized sections of the society and is all geared up to go through the third cycle of NAAC Accreditation.

Vision

The vision of the institution is enlightenment of the society at large by endowing all students with value-oriented higher education, excellent expertise to face the challenges of life, wisdom to acquire mastery in life skills, aptitude to transform India into a happy, prosperous and powerful nation and empowerment for a worthy global citizenship.

Mission

The mission of the institution is to provide high-quality value based higher education to the students by offering equitable educational opportunities through ample access to the best human and material resources facilitating excellent education in Science and Technology as well as Literature and Humanities in a conducive learning environment, thus paving way to overcome the social, economic and educational backwardness of the region.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 25 acres of lush green pollution free campus located on the busy Kodungallur-Thrissur State Highway accessible to even distant students with lots of buses plying along the route.
- Impartial and equitable admission process through the Centralized Admission Portal of the University of Calicut in a transparent and efficient manner complying with the existent reservation rules.
- The Department of Malayalam is a Research Department and the Department of Mathematics has submitted the proposal for being recognized as a Research Centre.
- The College houses the Muziris Heritage Project Centre, Kunjikuttan Thampuran Memorial Museum which showcases annals from the local history of Kodungallur, Department of History Museum, and an archive of rare documents in the Department of Malayalam.
- Apart from the assistance received from the local administration, state government, the Directorate of

Collegiate Education, the UGC and the University of Calicut, all endeavors of the college are generously supported by a strong Parent Teachers Association, Alumni Association and the local community.

- The College has a well-furnished library with over 37529 books and facilities like the screen reading software for the blind and journals available through N-List.
- The College is a differently abled campus upholding the ideal of inclusive education with several members of the staff themselves being inspiring examples in pursuit of excellence.
- Yearly general transfer of teachers inducts teachers with expertise in and exposure to ideas and practices in premier institutions across the state thus creating a dynamic academic atmosphere akin to the one achieved by Faculty Exchange Programmes
- The college has a well-maintained website.
- The College has two units of NSS rendering valuable service to the local community and society at large.
- The college has dedicated faculty members adopting an empathetic and learner centred teaching methods and approach.

Institutional Weakness

- Inadequate funding for research and development programmes.
- High drop out rate of girl students due to early marriage.
- Infrastructural requirements leave much to be desired.
- No patent rights or fruitful industrial tie-ups.
- Lack of MoUs with reputed institutions.
- Procedural delays impeding the progress of the institution as it is not endowed with academic autonomy or administrative autonomy.
- Lesser availability of adequate accommodation for students and staff on the campus.

Institutional Opportunity

- Students are not afflicted by the evils of affluence but bogged down by the family responsibilities and expectations thrust upon them. Many of them being the first generation of students from their families to enter college, their aspirations for social mobility could be tapped to bring out their full potential providing the right level of motivation.
- Autonomy in designing Add-on certificate courses tailored to meet student requirements.
- Organizing student enrichment programmes
- Availability of land for infrastructure development.

Institutional Challenge

- Obtaining funding from various National and International agencies
- Enhancing the communication and employability skills as the students lack a solid foundation.
- Limited scope for interdisciplinary and sponsored projects
- Infrastructure augmentation.
- Academia Industry Collaboration.
- Organising Conferences at the International level.

- Acquiring costly equipment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

KKTU Govt.College-Kodungallur Kunjikuttan Thampuran Memorial Government College-situated at Pullut near Kodungallur is named after the great scholar-poet Kunjikuttan Thampuran who came to be called “The Kerala Vyasa” for his brilliant rendering of the great epic, ‘ The Maha Bharatha’ into the vernacular. The college follows the Choice Based Credit Semester System and curriculum prescribed by Calicut University, The college offers 8 UG, 3 PG and 1 research programme. In addition, several departments offer add-on courses to the fullest benefit of students. It can be learnt that based on the syllabus of the University of Calicut, many cross - cutting issues dealing in environmental sustainability, gender awareness, human values and professional ethics are being addressed. It is possible to assure timely completion of the syllabus, conduct of examination and announcement of results in accordance with the the plan being executed in the teachers' diary. The teacher's diary is a repository of the academic events and delivery of curriculum under execution. The conduct of internal examinations is time bound and strict and the results of students are discussed threadbare in the Parent-Teacher-Student meetings periodically. The result analysis is also being done at regular intervals and remedial coaching is sought as corrective measure. A well-organised feedback system systematically collects responses from teachers, students, alumni and stakeholders based on which measures are taken for recommendation and rectification. The responses are discussed in the meetings for information and seeking action. The faculty members vigorously participate in curriculum design, implementation and research through their contributions in areas such as Boards of Study, Doctoral Committees, Curriculum Review/Restructuring Committees, Question Paper Setting and Panel of Subject Experts. The preparation and implementation of syllabus is in tandem with the phenomenal academic contributions of the faculties. The academic calendar is meticulously prepared for unfailing execution. Mandatory reservations, as stipulated by the government for various categories are done periodically. The project works of students are also done under the strict supervision of teachers.

Teaching-learning and Evaluation

The admission process is carried out through the Centralized Allotment Process [CAP] of the affiliating University, the University of Calicut, following prescribed reservation policies. Average enrolment of students is 91.81 percent. 89.64 percent of the earmarked reserved seats were filled during the last five years. Student-fulltime teacher ratio in the year 2021-2022 is 17.

Timely planning for the preparation of academic calendar has already been initiated. Once annual academic calendar is prepared, a blueprint of scholastic and co- scholastic activities is already ready for reference. The director of college education is approached for mobilising fund for implementing policies in the college. A unit plan based on program outcome and a course outcome is being prepared and the teacher's diary as distributed by the IQAC is also made available for reference. Bearing in mind the comprehensive development of students, multifarious opportunities are given to students to ensure their participation in every field. The strengths and weaknesses of each and every student is ascertained and analysed with the help of continuous and comprehensive evaluation. Proper feedback to improve academic and non-academic performance of students is regularly given by IQAC. Tutorial is regularly conducted to bring the weak students to the mainstream and the academic performance of students is unfailingly communicated to their parents either through an offline

meeting or through an online meeting. Result analysis is also done by IQAC in each and each semester to improve better results. Average pass percentage is 70.27 during the last five years. The splendid possibilities of blended learning are experimented and ICT is made use of to make teaching more effective and interesting. Faculty development programs are also done under the aegis of IQAC. In addition to this, enrichment programs for gifted children and scholar support programme for below average students are also conducted under the supervision of IQAC. The POs, PSOs and COs are published on the college website and the class tutors make the students aware of the same. The attainment of POs and COs in each programme is evaluated based on continuous internal evaluation along with student's performance in the external examination.

Research, Innovations and Extension

The college unfailingly promotes research, innovation and extension activities in addition to the regular curriculum-based teaching and learning. The College has at present one recognized research centre at the Department of Malayalam. *Malayala pachcha*, the research journal of the Department is included in the UGC CARE List and has published about 14 volumes several of which have been made available on the web in collaboration with SNGS Pattambi. Since 2016, Cognizance is another research journal published from the college. Teachers are Research guides and several disciplines have initiated steps to be recognized as research centres. There is a research policy document framing the guidelines for research. All the UG Departments have project work as a mandatory requirement for the successful completion of the Degree Course. Rs 2,54,000 has been utilized as grants during the assessment period. The College has a History Museum, M N Vijayan Library and Archives, Botany Museum, Tissue Culture Lab, Fernery, Butterfly Garden, Computer lab and an English Language Laboratory. The College is a Centre for Continuing Education and Kerala Public Service Commission Examination and offers its infrastructural facilities. It is also commendable that 87 Seminars/workshops have been conducted creating awareness in IPR, Research Methodology and Entrepreneurship. 86 Publications in journals, several of them being UGC-CARE list, SCOPUS and Web of Science journals, and a similar number of book chapters and ISBN numbered books and Seminar Proceedings (85) have been published. There are 52 clubs functioning at the College enriching the innovative academic atmosphere. The college also has MoUs for ensuring a plastic free green campus and sharing of faculty and resources. The website has Spoken Tutorials and entry in to service coaching classes for the benefit of the general public. The NSS actively involves in various extension activities and the college is a bulwark of support for the local community in trying times like the flood and the pandemic rendering yeoman service in all possible ways. Special care has been taken on the protection of the ecologically sensitive mangrove to sensitize the public and sustain the ecological equilibrium in the region.

Infrastructure and Learning Resources

KKTU Government college is endowed with excellent infrastructure facilities. The College facilitates easy access to both students and faculty. The college campus with 25 acres of lush vegetation, spacious and well-equipped classrooms, extensive library, good laboratories, exemplary ICT facilities etc. provide the ideal ambience for the holistic growth of students. The research block in the college is successfully completed using RUSA fund. The new library block is completed using plan fund of the government. Both UGC and Govt of Kerala fund contributed towards the construction of ladies hostel. The new academic block is completed using Kerala Infrastructure Investment Fund Board (KIIFB) of the government. Women's amenity centre is completed using plan fund. The college central library has a floor area of 13810 sq. ft spread over in 3 floor

situated in a calm and quiet place inside the college campus. There are 37529 books, 16 journals in different subjects, 15 periodicals and 5 newspapers in the library. Out of these books 1500 above are reference books. Reference section includes Encyclopedia, dictionaries, text books and books for competitive examinations. General Books include Malayalam, English, Hindi, Sanskrit, Physics, Chemistry, Botany, Zoology, Mathematics, Computer Science, History, Political Science, Economics and Public Administration. It offers access to INFLIBNET and N-LIST resource, which is a vast repository of online journals and e-books. The library functions by using the software KOHA, which is very useful in the day to day activities of the library. Each faculty and students can access library information online. It is upgraded every year. Online Public Access Catalogue (OPAC) for book search, internet browsing facility for staff and students N-List E resources from the website www.nlist.inflibnet.ac.in. The institution has a Radio Frequency (RF) connection from BSNL with a bandwidth of 60 MBps in the college. In addition to that college also possesses a broadband connection of Kerala Vision with a bandwidth of 200 MBps. It has been upgraded to complete networking which enables access to the internet through more than 200 Ethernet points in the entire campus. Our campus is enabled with free Wi-Fi hotspots also.

Student Support and Progression

KKTU Govt College Pullut has provided tremendous opportunities to the student community so as to get themselves benefited by scholarships and freeships. No eligible student is left out of the bracket in this regard. The college has steered ahead in imparting soft skills, language and communication skills, ICT skills and Life skills. We have an exclusive language lab to perk up the language skill of the budding students. The fitness centre of the college contributes to the maintenance of robust health and acquirement of athletic body among both faculties and students. The computer lab caters to improving the computing and software skills of the students. The college has made remarkable strides in providing career counselling to the students under the aegis of Career Guidance Cell. **The Vision 22**, one of the pioneering initiatives of the college is aimed at providing coaching to students free of cost for their entry into service. The videos of the classes of teachers are uploaded to **You Tube** which are posted in the website so that both the students and the public have access to it. The grievances of students are taken care of with much caution and redressal is made without inordinate delay. Students are advised about the menace of ragging and it is absolutely banned in the campus. The students as a whole are made aware of the fact that their education doesn't cease to exist soon after they step out of the college on successful completion of the course. Instead they are encouraged to be a part of placement drive to catch a rewarding job. The students are also urged to appear themselves for competitive examinations like civil service, GMAT, CAT, TOEFL, etc. Our students are far ahead in winning awards and medals for their outstanding performances in sports and cultural activities at state and national level. Their achievements are an impetus to other students who aspire for excelling in sports and cultural activities. The alumni association, the corner stone of the college, has contributed magnificently in the form of financial support for the holistic development of the college.

Governance, Leadership and Management

KKTU Govt College Pullut is endowed with a sacrosanct vision and mission which is unfailingly reflected in the various institutional practices and decentralization. The administration of the institution is vested with the Principal assisted by office superintendent. The upkeep and maintenance of accounts is invariably done by the office under the strict vigil of the Principal. The perspective plan of the college is usually approved by the

college council and is submitted for further approval. The nodal officer of admission and superintendent of the university examinations carry out the duties systematically. The performance appraisal system of the faculties is periodically done which in turn becomes beneficial for their promotion. The faculties are encouraged to participate in the workshops and conferences with and without financial support as it gives fillip to their professional growth and cognitive development. The Faculty Development Programmes provide an enabling environment for their sustained academic growth. There are both internal and external financial audits undertaken at the college which prepares the ground for assuring financial propriety. The funds made available from the government and MP/MLA are optimally utilized for the holistic development and growth of the college. No funds have so far been under utilized or unutilized due to laxity. The quality assurance initiatives are unfailingly done under the tutelage of IQAC. The regular meetings of IQAC strictly monitor the plan of action under execution. The analysis based on students score and remedial action is done under the auspices of IQAC. **The touch of love (snehasparsham)** is one of the philanthropic and innovative initiatives of the IQAC in providing medicines free of cost to the marginalized communities. The IQAC is all set to proceed with the extant scheme in the current year also with renewed and refreshing vigour.

Institutional Values and Best Practices

KKTU Government college, Pullut has always been in the vanguard of celebrating national and international commemorative days while at the same time is determined to observe days for the promotion of gender equity. Apart from this, by celebrating world environment day, a distinct message to love green colour is conveyed which is a veritable insurance to our future. The college is invariably disabled friendly with ramps wherever necessary and tactile signs are also put up at the campus. The energy and water conservation and steps for the materialization of green campus at the college are remarkable. As part of maintaining accountability, energy and green audits are regularly undertaken. The curriculum encompassing topics on inclusiveness, constitutional obligations, tolerance and harmony are taught to students. Students are sensitized to communal harmony and discharge of constitutional obligations. The college is extraordinarily distinctive in its social commitment towards preservation of a historical museum aiming at archiving the locale. It is a factual but less known fact that Kodungallur has been a hospitable land for many foreigners with diversified socio-cultural and religious background having an avowed goal of flourishing trade. Thanks to this, there was an incessant cultural and pluralistic exchange between the natives of Kodungallur and foreigners. As a grim tribute to this, the college is committed to archiving the locale in the form of a museum comprising of photo gallery of the chieftains lived earlier, replica of festivals and an elegant display of occupations of yesteryears. In addition to this, the college is systematically engineered to get on with two best practices viz implementation of 'touch of love and promotion of science education. While the former is mainly an outreach program to offer community level services by the campus, the latter is a pilot project piloted by the college aiming at inculcating scientific temper among students. Most of the ailing aged community were distributed medicines free of cost to sustain their life. To promote science education, symposiums, lecture series and laboratory experiments were conducted. This helped students to usher into the threshold of scientific knowledge.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KKTm GOVT COLLEGE, PULLUT
Address	KKTm GOVERNMENT COLLEGE PULLUT KODUNGALLUR THRISSUR KERALA
City	PULLUT
State	Kerala
Pin	680663
Website	www.govtkktmcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Nesy E. A.	0480-2802213	9847080640	-	kktmcollege.dce@kerala.gov.in
IQAC / CIQA coordinator	Sujathan P. K.	0480-	9496351776	-	pksuju123@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-11-1982	View Document
12B of UGC	01-11-1982	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KKTM GOVERNMENT COLLEGE PULLUT KODUNGALLUR THRISSUR KERALA	Rural	25	4120

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	BA, Malayalam	36	PLUS TWO	Malayalam	40	39
UG	BA, History	36	PLUS TWO	English	40	39
UG	BSc, Zoology	36	PLUS TWO	English	41	25
UG	BSc, Mathematics	36	PLUS TWO	English	41	16
UG	BSc, Physics	36	PLUS TWO	English	41	26
UG	BSc, Chemistry	36	PLUS TWO	English	41	21
UG	BTTM, Travel And Tourism	36	PLUS TWO	English	40	37
UG	BSc, Botany	36	PLUS TWO	English	41	27
PG	MA, Malayalam	24	UNDERGRADUATION	Malayalam	15	14
PG	MA, History	24	UNDERGRADUATION	English	20	20
PG	MSc, Mathematics	24	UNDERGRADUATION	English	19	14
Doctoral (Ph.D)	PhD or DPhil, Malayalam	60	POST GRADUATION	Malayalam	30	5

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	1				3				45			
Recruited	0	1	0	1	1	2	0	3	16	29	0	45
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	16	14	0	30
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	2	0	6	14	0	24
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	7	14	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	238	0	0	0	238
	Female	467	0	0	0	467
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	89	0	0	0	89
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	12	0	0	0	12
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	14	16	11	14
	Female	40	45	36	35
	Others	0	0	0	0
ST	Male	2	3	2	3
	Female	3	4	3	2
	Others	0	0	0	0
OBC	Male	39	40	47	38
	Female	134	159	144	132
	Others	0	0	0	0
General	Male	8	10	6	9
	Female	11	19	17	19
	Others	0	0	0	0
Others	Male	21	10	12	15
	Female	38	25	21	26
	Others	0	0	0	0
Total		310	331	299	293

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The National Education Policy 2020 is a comprehensive framework for transforming the education system in India. The policy aims to make education more holistic, interdisciplinary, and research-oriented. As and when the Govt. of Kerala and affiliating University of Calicut implements it, the college shall adhere to its principles. As of now, in terms of Infrastructure, KKTM Govt. College Pullut has several well-equipped laboratories, library, and ICT facilities. The college ensures the availability of internet connectivity and digital resources for the students and faculty. Additionally, the college has a conducive environment for research and innovation. The Faculty of KKTM College</p>
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	<p>Pullut, regularly update themselves through various on-line and offline Faculty development programmes in order to enhance the teaching-learning process with the new pedagogical practices and teaching methodologies. The faculty also enthusiastically engage themselves in research activities and publications. The college has faculty members who are well-qualified, competent, and committed to their profession. The NEP emphasizes the need for a flexible and interdisciplinary curriculum. The college already has open courses, Audit courses and electives and Add on Courses incorporated in the existing curriculum lending it a certain degree of flexibility and interdisciplinarity and it could be further modified it to align with the new policy. Attempts could be made to introduce new courses that cater to the emerging fields of study. The curriculum is learner-centric and addresses the diverse needs of the students. The NEP emphasizes the need for transparency, accountability, and autonomy in the administrative processes of the institution. The administrative processes of the college are streamlined and efficient. The college follows a student-centric approach in its administrative processes. The admission process, evaluation system, and grievance redressal mechanism are transparent and fair.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits is expected to transform our students into skilful professionals providing them with multiple entries and exits in higher education. The college plans to register at the Academic Bank of Credits once the college secures the necessary grade required for the same in its performance assessment. In the interim period of implementation the college is offering certificate courses and Add on courses which would provide exposure to different streams of learning.</p>
3. Skill development:	<p>The thrust accorded to skill development in the NEP 2020 will provide a new fillip to the student community as it increases the probability of their skill upgradation and employability. The college had a separate Additional Skill Acquisition Programme which imparted skill improvement training to students. As of now, under the aegis of District Industry Centre of Govt of Kerala entrepreneurial development skill was imparted to students on dishwash and handwash making. The NEP 2020</p>

	<p>emphasizes the importance of experiential learning, which involves hands-on training and practical experience. The vocational courses offered by Govt College Pullut provide students with an excellent opportunity to gain practical experience and hands-on training. The courses are designed to provide students with both theoretical knowledge and practical skills, enabling them to apply what they have learned in a real-world setting.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Govt College Pullut has undertaken several initiatives for the development of Indian Knowledge Systems in tune with NEP2020. The college has recognized the need to integrate the rich cultural heritage of India with modern education to create a balanced and holistic learning experience for students. The Physical Education Department of the College in collaboration with the NSS regularly organizes Yoga classes. The College has a herbal garden with Ayurvedic herbs to showcase the rich heritage of traditional medicinal plants. The museums at the college archives precious manuscripts and artifacts of local cultural history. The college has a research centre at the Department of Malayalam which offers both under graduate and postgraduate courses and a Journal Malayalappacha included in the UGC Care list is published by the Department. Further the regional language Malayalam, apart from Hindi and Sanskrit as second languages enjoy a prominent position in the Curriculum designed by the University of Calicut. The curriculum is so designed that it imbibes values of our culture. The heritage museum and the folklore club in our college impart and instil exemplary values in the minds of students. These initiatives have helped to create a learning environment that is not only modern and relevant but also deeply rooted in Indian culture and tradition.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is an approach to learning and teaching that focuses on defining desired learning outcomes and aligning teaching, learning, and assessment activities with those outcomes. It is a student-centered approach that aims to ensure that students are able to demonstrate the knowledge, skills, and attitudes they are expected to acquire by the end of a program or course of study. The National Education Policy (NEP) 2020 has also emphasized the need for an outcome-based approach to education, and colleges like KKTU Govt College in Kerala have</p>

been working towards implementing this approach. The college has been implementing a range of teaching and learning strategies to ensure that students are able to achieve the desired learning outcomes. These strategies include active learning, problem-based learning, collaborative learning, and experiential learning, among others. These strategies are designed to engage students in the learning process and enable them to develop the skills and knowledge required to succeed in their chosen fields. Assessment is a critical component of OBE, and the college has been developing and implementing a range of assessment strategies to ensure that students are able to demonstrate the desired learning outcomes. These strategies include internal assessments, Seminars, and performance-based assessments through workshops and exhibitions among others. These assessments are designed to measure the skills and knowledge that students have acquired, and to provide feedback to both students and teachers on their progress towards achieving the desired learning outcomes. The NEP 2020 emphasizes the need for colleges to focus on the development of critical thinking, problem-solving, and analytical skills among students. KKTU Govt College in Kerala has been working towards this goal by implementing a range of strategies that focus on developing these skills. These strategies include problem-based learning and research projects to be done by every undergraduate student. These strategies are designed to enable students to develop the skills required to succeed in their chosen fields, and to prepare them for the challenges of the future. Every faculty of the college prepares course plan in accordance with programme outcomes and course outcomes as delineated by the University of Calicut. The outcomes are aimed at and targeted to sharpening the cognitive abilities of Knowing, Understanding, Remembering, Applying, Evaluating and Creating.

6. Distance education/online education:

There is no dispute over the fact that Covid-19 pandemic brought about a sea change in the educational landscape locally and globally. The blended learning had become the virtual practice everywhere. Our college has also developed a repository of online content. The students were encouraged to participate in online classes by utilising e content, You Tube, WhatsApp and other

online videos. It is hoped that once NEP 2020 comes into vogue, the college can transform itself to a substantial contributor to the global education via online teaching and learning. KKTm Government College has always adopted a hybrid model of teaching, which combines traditional classroom teaching with online learning. The college has invested in state-of-the-art technology and infrastructure to facilitate online learning and has also provided training to its faculty members on how to effectively use digital tools and platforms for teaching. It is a Centre for Continuing Education (CCE) and offers Spoken Tutorial.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. We have an Electoral Literacy Club in our College.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The ELC is functional with a faculty member appointed as coordinator along with a student coordinator and with members from all streams. The ELC is functioning in collaboration with the NSS Unit.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	3) The Electoral Literacy Club at KKTm Government College, Pullut has undertaken several innovative programmes to promote electoral literacy and engage students in the democratic process. The college has a very active College Union headed by the Union Chairman, Vice Chairman, General Secretary, Arts Secretary, Joint Secretary, Student Editor and various Class representatives and Association Secretaries elected through a miniature election process which acquaints the students of all the nuances of a General Election Further, various programmes are organized to create awareness among students. Voter Awareness Campaign: The Electoral Literacy Club in association with the NSS conducts regular voter awareness campaigns to educate students about the importance of voting, the electoral process, and their rights and responsibilities as voters. The elections on the campus give students a hands-on experience of the electoral process. This helps students understand how the voting process works and prepares them for actual elections. The

	<p>club organizes voter registration drives to encourage students to register to vote. This helps increase the number of young voters in the area and ensures that they are able to exercise their right to vote. The ELC in association with National Service Scheme (units 52 and 158) celebrated National Voter's Day -25 January,2021 and organized various programmes. Constitution day is being celebrated every year to instill constitutional values in students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>With the help of NSS, the ELC organized a campaign to enroll the students in the voter's list. Students have actively participated in voter's list inclusion campaigns and the college itself has been functioning as a major collection centre during the General Elections.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Kerala being a very politically conscious state, as soon as a student attains 18 years of age, he or she procures the election identity card and proudly exercises the right to vote. As student police cadets, NCC Volunteers etc. they also contribute to the smooth conduct of elections in our State apart from organizing campaigns to enroll the students in voter's list.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
846	826	833	848	841

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 82

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	50	48	48

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
480.47	196.92	108.23	713.49	75.71

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution firmly upholds and strictly conforms to the curriculum established by the University of Calicut and takes determined steps to guarantee all-around education. The college council, under the direction of IQAC, takes the following actions to ensure that academic activities run well.

- The academic calendar is created in accordance with university specifications, reviewed and approved during the college council meeting, distributed to all faculty members, and posted on the college website.
- A master time table has been prepared for the college. Before the start of each semester, department time tables with information on the faculty and subjects are framed and authorised by the HoDs, Principal, and IQAC.
- The department's action plan and course plans, which are prepared based on the academic calendar, detail all of the academic activities.
- Teachers diary provides a comprehensive view of the timetable for each semester, course syllabus, detailed unit-by-unit lecture plan, mode of delivery, special events, and topics covered beyond the syllabus; is regularly checked by the head of the department; is verified by the IQAC Coordinator; and is countersigned by the Principal.
- The Principal ensures that academic activities have adhered to the action plan and timetable of the college through HoD meetings and IQAC meetings. IQAC also reviews and monitors academic activities by conducting random visits and collecting reports of progress and feedback.
- One representative from each department makes up the Internal Assessment Committee, which is a well-organized body that plans, develops, executes, and coordinates internal assessment examinations methodically and creates the examination schedule, which is then reviewed and approved by the college council and the Principal. The question papers are created by subject experts under the supervision of senior faculty and HoDs and sets deadlines for internal mark submission and paper valuation. The internal score sheet is generated in accordance with the evaluation procedure, which is solely based on the University examination pattern. The relevant class's WhatsApp group receives the score sheet. Consolidated results are posted on the college website.

- Every semester, the class PTA has meetings to inform the parents about the department's activities.
- Effective use of e-learning tools and technology, including G Suite, Google Classroom, Edmodo, recorded videos, You Tube videos, computer lab, language lab, ORICE and MOODLE.
- Maintains an attendance log that serves as the students' mentor's journal and logs attendance, internal grades, and semester-by-semester results.
- Establishes groups on WhatsApp for parents and students before the start of the semester.
- Meticulous execution of extension activities, such as webinar lecture series, documentation of local history, discussion of lifestyle diseases, empowerment of women, and observance of significant days.
- Processes for evaluation were conducted both online and offline.
- Moreover, add-on courses, WWS programme, ASAP, open courses, study tours, and field trips are used to effectively deliver the curriculum.
- Many of the teachers have had a significant impact on question paper setting, paper valuation, and are members of the Board of Studies in universities.
- The extensive book and journal collection in the library also plays a significant role in enhancing the curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 27

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

Other Upload Files

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

Response: 45.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
515	284	419	269	424

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum designed at the college is committed to delivering a holistic education to all students.

The curricula of UG programmes focus on upholding human values, gender sensitization, knowledge of fundamental skills, environment sustainability, personality development, ethical concern, and inculcating a scientific temperament.

Human Values

Embedded in the syllabus of all subjects are sensitive issues like human values and ethics. NSS members have actively participated in the flood relief efforts and served the flood victims in an epitomical expression of human, social, and ethical values. Gandhi Darshan Programme and the 7 days of NSS virtual camp 'YAC-19' were intended to broaden the understanding of human values among students. Jeevani Club encourages pupils to have empathy and understanding. College Union activities help students to imbibe democratic values and leadership quality.

Gender Sensitization

The issue of Gender equity finds ample space in the Syllabi of graduate and Postgraduate History Core Courses, specifically in "Social labour, Educational, and Health issues of Women at Present" and "Gender and Caste in Modern India". The Department has an Audit Course 'Gender Studies' which deals with women's empowerment. The Gender Justice forum and Gender Club ensure that both male and female students are given equal opportunities to learn and grow. A Gender Club Board and Gender News Board have been displayed on the campus. The Women's Cell programmes are a blend of seminars and competitions promoting gender equality and the empowerment of women.

Professional Ethics

Entrepreneurship Development Club instils professional ethics and values and has conducted workshops to prepare toilet cleaner, Agarbatti and make handicrafts. Talks are organized to develop professional ethics. ASAP courses on various certificate programmes are offered for students to provide additional skills to make them employable. Job-oriented programmes under Career Guidance Cell help students procure jobs and nurture work ethics in their minds. Walk With a Scholar (WWS) and Student Support Programme (SSP) also help students acquire professional ethics.

Environmental Sustainability

Botany, Zoology and Polymer Chemistry courses foster an understanding of the environment and the necessity of protecting it. The syllabus of the BTTM course has been designed to recognize the need for environmental sustainability. The open course paper of the Department of Applied Physics, 'Non-conventional Energy Sources' dwells on developing and utilising pollution-free sources of energy and attempting to inculcate the habit of protecting the environment.

The Butterfly Garden maintained by the Department of Zoology kindles the spirit of environmental sustainability and biodiversity conservation. Bhoomithrasena Club and Nature Club are actively engaged in exploring the diverse hues of the environment and its sanctity and regularly observe Wetland Day to make them aware of the importance of Mangroves.

The Syllabi of languages like Malayalam, English, Sanskrit and Hindi integrate sensitive areas

like Human rights, Gender and environmental sustainability and foster an active engagement of the students on contemporary issues. The Audit Courses open for enrollment for all the students of the college also specifically deal with these areas. The Syllabi of various courses have been structured in an inclusive and holistic manner.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 27.19

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

Response: 230

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 90.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
310	331	299	293	325

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
351	376	333	316	350

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 89.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
157	160	149	152	169

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

2021-22	2020-21	2019-20	2018-19	2017-18
179	190	171	157	181

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

2.2 Student Teacher Ratio

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

Response: 17.27

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college has always devised creative and sustainable student centric strategies for effective and efficient learning processes. Along with traditional chalk and board method, faculty also resort to instructional strategies such as flipped class room, blended learning etc. using various online teaching supports such as **Google Classroom, Edmodo** etc. All the science departments of the college has well equipped laboratories with sufficient supporting staff to facilitate investigations on theoretical and conceptual

knowledge. Several departments of the college has departmental **museum** which archives specimens and other valuable relics. The college has a **photogallery** showcasing eminent literary personals of the state enabling the students to identify such personals by themselves. A research oriented project is a compulsory part of the curriculum for the final semester UG and PG students. This, in addition to accomplishing the educational goals, also helps to develop wide range of personal and transferrable skills such as problem solving, team work, observation etc. and lays a foundation stone for a further research career. Various departments of the college conduct national or international seminars every year which exposes the students to recent topics and give them an opportunity to interact with experts from specific fields. Such discussions enable students to develop new skills related to the concerned subject. **Study tour and field visits** are compulsory part of the curriculum and each department ensures that all their students are part of such programmes. These programmes provide students the opportunity to visualise, experience and discuss the topics they study in order to gain greater understanding. Field trips are also organized to sensitive and vulnerable ecosystems like mangroves etc. to develop biodiversity literacy among students, which in turn will help them to contribute positively towards environmental conservation. Language departments organize various literary competitions to develop creative thinking and presentation skill among students. Students are also given training on various skills such as **aquarium setting, gardening** etc. Socratic seminars are also a part of the curriculum and this gives the students opportunity to prepare on a topic included in the curriculum, present it to his/her peers and to have a high level discussion on the same under the supervision of the faculty. This enables for a deeper understanding and updating on the topic. Department of Malayalam organizes weekly seminars for students in addition to the seminars prescribed in the curriculum, where research scholars of the department serve as resource persons. Several departments of the college have a **YouTube** channel of their own where contents are added by students. With a dedicated collection of wide variety of plants, the botanical garden of the college, in addition to meeting the academic needs, also serves the students to get acquainted with the taxonomy, habit, habitat and mode of propagation of plants. Our college is a member under the **N-LIST** project of **INFLIBNET** and provides access to e-resources to students and researchers. Novel techniques of teaching-learning are made possible by utilizing computer lab, language lab, **ORICE** and **EDUSAT** room effectively.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 94.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	52	52	51	51

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	50	48	48

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

2.5 Evaluation Process and Reforms

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

Response:

Continuous evaluation is done through a series of academic activities such as internal tests, seminar presentations, assignments and attendance. Internal tests are held in each semester to evaluate the academic performance of the students. The marks are published after every test and the students who secure low marks are given chances to improve. Internal tests are scheduled based on the academic calendar published

by University. The time table is communicated to the students well in advance. The percentage of attendance secured by the students is also considered for internal assessment. Attendance registers for the students are maintained by every department for each semester and monthly reports are communicated. Assignments are given to each student in each course and sufficient time is allotted for reference and preparation. The students present the chosen topic for seminar using slide presentations which are followed by active discussions.

A transparent mechanism is in place to redress the grievances of the students relating to the internal assessment. The students are awarded internal marks based on their performances and the departments publish the marks that display the split-up of marks secured in internal tests, attendance, assignments, and seminar or viva voce along with the total internal marks in each course. The publication of internal marks with the split-ups ensures transparency. The mechanism to redress the grievances relating to internal marks operates at various levels to ensure transparency and fairness. On publication of internal marks, a student who has grievance can approach the faculty concerned who deals with the course. In the event of failure in resolving the grievance, the student can approach the department Head or the tutor of the respective class and can lodge a complaint. In most of the cases, the grievances are redressed at this level at the department. If the outcome is unsatisfactory, the student can approach the grievance redressal cell of the College that comprises the Principal, the convenor of the cell and a student representative. If the grievance is still not redressed, the final court of appeal is a university level appellate body which has the Pro-Vice Chancellor, Chairman of the Board of Studies/subject expert nominated by the Vice-Chancellor, Controller of examinations and the Convener of the Examination Standing Committee as members.

If any grievance is raised by the student with regard to practical examinations and viva voce, the complaint from the student will be forwarded to the Chairman of the board of Examiners of Practical Examinations and if genuine, is redressed in consultation with the external examiners who are in charge of the conduct of practical examinations.

If a student is having any grievance on published results by the university, the college authority will address the grievance by forwarding the complaint from the student through proper channel to the Controller of Examinations, University of Calicut, which will be addressed through the grievance redressal cell of the university. The genuine grievances are followed up until they are redressed in favour of the student.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

KKTU Government College, Pullut is affiliated to the University of Calicut. Choice Based credit and semester system was implemented at University level in 2008. In 2019, the syllabus of various

programmes at Calicut University was revised (both UG and PG) and it is reconstructed as per outcome based education. The objectives of the programmes are given in the syllabus. The Board of Studies with members who are experts in their respective fields help to enhance the quality of the programmes.

Academic quality of programmes and courses depends on programme outcome and course outcome. The learning outcomes based curriculum framework helps in implementing the goals, vision and mission of the institution. The programme outcomes and course outcomes are adopted for all programmes offered by the institution in accordance with University of Calicut guidelines. The institution offers eight UG, three PG and one research programmes. The POs, PSOs, and COs are stated and displayed on the college website. The programme and course outcomes are discussed in the department staff meeting at the beginning of every academic year. Students are made aware of the course specific outcomes through orientation programmes conducted by the college after the completion of admissions. Through the department level orientation and class level discussion, students get deeper insight in to the POs and COs. Also the institution provides lectures by experts and practical classes for students to get awareness about the course specific outcomes. The institution conducts interactive sessions with the successful alumni to understand the possibilities of the course. The students are made aware of the scope and opportunities of the chosen degree programme. Parents are also made aware of the same during the parent's meetings. At the onset of each semester the expected outcomes of each course are communicated to the students. The pattern of questions in the internal question papers and their association with the course outcomes are also discussed. During the teaching-learning process, the faculty consistently emphasizes the targets and standards to be achieved by the students.

The institution regularly evaluates the attainment of programme outcomes and course outcomes. For this institution conducts University exams, internal exams and feedback evaluation etc. This enables teachers to accurately evaluate the academic performance of students. By conducting Add-on certificate courses the institution itself can evaluate the quality of the students participating in the said course. Seminars, workshops, assignments and viva voce are also conducted to improve the academic quality of the students. Performance by the students in all these is used as a criterion for assessing the attainment of programme and course outcome. Doctoral committees consisting of external subject experts, research guides and students help to standardise and evaluate the quality of the Ph. D programme.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are an assortment of skills that are expected to be acquired by the students on completion of specific courses/programmes. The POs, PSOs and COs defined for each programme are published on the college website and are explained to the students. The institution strives to develop an inquisitive bent of mind that is crucial to the acquisition, creation as well as dissemination of knowledge for those who pursue UG, PG

and Research programmes. The programmes are so conceived to create knowledge, skill, scientific temper and social commitment. The programme and course outcomes are designed to enhance the competence of the students that cater to the diverse needs, interests, skills and capabilities required by various stakeholders.

The institution regularly evaluates the attainment of programme outcomes and course outcomes. For this institution conducts University examinations, internal assessments for continuous evaluation and feedback evaluation etc. This enables teachers to accurately evaluate the academic performance of their students. The internal assessments include

Internal Examinations, Test papers, Assignments, Seminars/Viva Voce, Lab involvements. At least one internal examination and one assignment are mandatory for each course.

The end-semester university examination is the external tool for assessing CO attainment. Performance by the students in all the assessments is used as a criterion for assessing the attainment of programme and course outcome. A result analysis is carried out and documented by all departments after the publication of results of a semester by university which is used to evaluate the attainment of CO and to decide on further course of action in order to improve the attainment level. Enormous time is invested to transmit the importance of these outcomes to students and that students are tutored to inculcate and acquire these outcomes through a series of internal examinations conducted periodically. Doctoral committees consisting of external subject experts, research guides and students help to standardise and evaluate the quality of the Ph. D programme. As students do hail from heterogeneous backgrounds, they are not able to perform uniformly and the willing students are given retest to examine the extent to which course and programme outcomes are accomplished. As a result of this, students invariably develop interest and insight with regard to scientific methods, develop appreciation of thought, critical thinking and in-depth knowledge. In due course of time, programme outcomes are transformed into programme specific outcomes. The achievements of students are proudly posted on the website so that it provides an abiding inspiration for other students to emulate. The intellectual as well as personal development is evaluated by making the students participate in various collegiate and intercollegiate level competitions. In addition, the participation in the activities of various clubs and cells as well as social service and community development programmes are also considered while deciding on the attainment of programme and course outcomes. The faculty are also encouraged to update their subject knowledge by participating in faculty development programmes and seminars as it enhances effective attainment of POs and COs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 70.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	189	237	203	165

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

2021-22	2020-21	2019-20	2018-19	2017-18
270	254	297	292	256

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

KKTU Government College has a dynamic and collaborative environment that fosters the development of a knowledge economy in the country. The foremost component of our innovation ecosystem is a pool of highly skilled teachers, 7 of whom are research supervising teachers in various departments and who have published in Scopus and Web of Science listed journals. The services of the faculty here have been called upon as subject experts in various Board of Studies, as resource persons, key note speakers in various universities and autonomous institutions and also as question paper setters for the State Public Service Commission Recruitment exams. Several books by major publishers and book chapters have been authored by them.

The Department of Malayalam being a prestigious research centre at the college gives a fillip to the regional language studies in the state. MN Vijayan library and archives operating in the Department of Malayalam has been functioning since 2011. The public makes good use of the facilities of the library. As a glowing instance of community collaboration, the public has donated books to the library and students from the neighboring schools and researchers from collaborating institutions freely access the rare resources here. Periodicals more than 25 years old are a treasure trove of knowledge for researchers and the general public. Two research journals Cognizance and Malayala Pachcha are being regularly published

from the college. Malayala Pachcha is a UGC CARE listed journal, the issues of which have a web presence as well, disseminating regional scholarship on global platforms. The Department of Mathematics has initiated the processes of being recognized as research centre.

An amount of 2,54,000 has been utilised as funding for the research activities by various departments in the institution. There are amenities like Herbal garden, Greenhouse, taxonomy garden and live museum.

NSS unit of the college has organised various activities in collaboration with institutions and local bodies like the Municipality of Kodungallur, SN College Nattika, St. Joseph's College Irinjalakuda, Emergency Medicine Department of Aster Medicity Ernakulam, Poomangalam Grama Panchayat, Alpha Pain and Palliative Care, Women and Child Care Department, Government of Kerala, Excise Department, Government of Kerala, Kerala Sales Co-operation, Kerala Agricultural University, Kerala Veterinary and Animal Science University, Mannuthy, Sri. Sankaracharya Sanskrit University, Centre for Women Studies, University of Calicut, Directorate of Collegiate Education, District Sales Centre, Social Forestry Division, Sky High Tennis Academy, Kerala Sastra Sahitya Parishad, Madras University, Maharajas College Ernakulam Sanskrit college Tripunithura and Government college Munnar for knowledge construction in respective fields. Demonstration of Laser Security System, working of a DC motor, free electricity from vegetables, automatic street light, automatic irrigation system, wireless charging of mobile phone, automatic water level indicator, automatic dim/bright light controller for automobiles, ultrasonic sensor for various applications, hologram, rhythm LED for DJ, low cost and long-lasting LED bulbs assembling etc. were some of the activities undertaken by the Electronics club.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 87

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	18	16	14	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	18	15	10	16

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

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

Response: 0.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	25	10	15	4

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

3.4 Extension Activities

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

Response:

KKTU Government College, has to its credit, numerous extension activities within the neighbourhood community to sensitize students about various social issues. Multiple activities organized by the departments and clubs educate the students about their social responsibilities.

Major extension activities include the manufacturing of LED Bulb by the ED Club, speech competition by Nehru Yuva Kendra, Palliative Care, Cleaning Govt Ayurveda Hospital, cleaning and material distribution at old age homes, Flood Relief activities, Soap and Detergent making, NET Coaching, Tennis coaching for children, Abhayam: Home for the Homeless, Agro clinic scientist- farmer interaction, distribution of study materials to the students in flood affected area, awareness classes on AIDS, Distribution of Food packets to the needy, financial help to rebuild homes for flood affected victims etc.

Celebration of important days like World Environment Day, World Ozone Day, World Food Day, World Water Day, World Wet Land Day, World Forest Day, Energy Conservation day etc are done by conducting programmes like quiz, painting, drawing, poster-making competitions, thematic exhibitions, awareness lectures etc.

During Covid pandemic, many webinars were conducted by the NSS units and various clubs. 'Covid & intoxication', 'Gender Relation', 'Gender and Law', 'Women empowerment' and 'Plastic waste management' are some of them. One of the programmes was the Covid Vaccination Registration Awareness Programme for boosting the vaccination against Covid-19.

During the residential camps, NSS volunteers accomplished various activities like road construction, well

cleaning etc. They cleaned the old age home and some of the adopted wards and spent quality time with inmates. Campaigning against the use of drugs is done during the program 'Vimukthi'. Dealing with natural disasters and being a part of nation-building, students offered various services to the people affected by the OKHI disaster in Eriyad area of Kodungallur. Faculties delivered invited talks on the occasions like Independence Day Celebration, and the International Women's Day Celebration conducted by various social and cultural organizations. As part of the institutional responsibility, faculty members act as resource persons in academic programmes in other institutions and also offer consultancy services.

The institution conducts exhibitions and workshops, especially for school students and the public. During 'Sastrayan 2018', exhibitions of canonical/ classic writers of English Literature and screening of classic film adaptations and phonetics video classes for the public especially for school students were organized. DTP training in Malayalam for Women, UGC NET Coaching for passed out students, and coaching classes for competitive exams were arranged.

Working model of Drip Irrigation to reduce water wastage for farm activities, promotion of pesticide-free vegetable farming, organic cultivation of vegetables, renovation of the pond in the office premises of the college and fish cultivation with assistance from 'athysa Keralam Project' are some of the extension activities.

The National Service Scheme of the college played a vital role in conducting the extension activities like a health survey of a village, organising a blood donation camp, making hair donations for cancer patients, involving in palliative care activities along with an NGO in this field (ALPHA), agricultural surveys etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response:

KKTU Govt. College Pullut has received several letters of appreciation from various Government and non-Government agencies. The Indian Association for the Blind has appreciated the work in the college on 2017-2018 and 2018-2019 for the commitment towards empowerment of persons with visual challenges. We have won accolades from various government bodies for 'Snehasparsham', an extension programme reaching out to the needy to provide life saving medicines. The college has always been on the forefront striving to build an interface between the academic and rural community.

As part of 'Vision 2022' the Online Public Service Commission Coaching Classes conducted were very

much in demand and the work done was highly appreciated by the local community. In collaboration with R U S A during the “*Sastrayan*” several programmes like blood donation, Diabetes diagnosis, blood group, blood pressure and BMI detection, seminar on Zoonotic diseases, Training on transforming waste materials into useful items, testing drinking water, demonstration of the detection of common food adulterants, Training on the manufacture of detergents and soaps, Training on online banking etc were organized to benefit the community at large. 'Mathsya Kerala' was another such training programme for the local community training them in fish cultivation. Various activities of the NSS like cleaning drives, flood relief work and contribution to activities organised by the Department of Disaster management during the pandemic etc has been tremendously appreciated by the local self-government and various bodies.

Several awareness drives like 'Wetlands Biodiversity: Why it matters?', 'The Good/bad Cholesterol and Cardiovascular diseases', 'Young Women-Agents of Change for a healthy nation', 'Bio-diversity campaigns and role of self-governments' etc. were organised. The faculty here have contributed their services whenever called for in various capacities in the conduct of Public Service Commission Examinations, School of Distance Education Examinations and the Entrance Examinations, Disaster Management during the pandemic, flood relief etc. Always committed to the cause of community welfare, the students and faculty of KKTU Govt college have constantly taken the initiative to reach out to the general public in collaboration with various Governmental and Non-governmental agencies.

The efforts of the faculty and students have been highly appreciated in the areas of manufacturing of LED Bulb by the ED Club, speech Competitions by Nehru Yuva Kendra, Palliative Care, cleaning drives at Govt Ayurveda Hospital, cleaning and material distribution at old age homes, flood relief activities, soap and detergent making, NET Coaching, Tennis coaching for children, the project Abhayam: Home for the Homeless, Agroclinic project of scientist- farmer interaction, distribution of study material to the students in flood affected area, awareness classes on AIDS, distribution of food packets to the needy, financial help to rebuild homes for flood etc.

As an institution catering to the socially and economically disadvantaged sections of society, the initiatives of the college to bring about their all round development and upliftment is being widely recognized and appreciated.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 312

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	71	63	46	51

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

3.5 Collaboration

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

Response: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

KKTU Government College, Pullut, reaches new heights in terms of academic achievements, humane values, and social responsibilities. The facilities and infrastructure of the college foster the teaching learning process very much. The college campus with 25 acres of lush vegetation, spacious and well-equipped classrooms, extensive library, good laboratories, exemplary ICT facilities, solar light etc. provide the ideal ambience for the holistic growth of students. The institution makes every effort to update its facilities to accommodate current curriculum and extracurricular demands. Funds from UGC, State and Central Government, MP and College Development Council (CDC) are major contributors to the college's ability to upgrade infrastructure facilities. The PTA funds are also used for the maintenance of infrastructure, particularly ICT systems, so that students have access to the college's resources without interruption.

4.1 Infrastructure and physical facilities available in the institution

SL. No.	Block	Plinth Area
1	Main Block	4676.18
2	Middle Block (South Wing)	522.5
3	Middle Block (North Wing)	520
4	General Department Block	583.51
5	Old Library Block	240
6	Audiovisual Block	181.55
7	Malayalam Block	811.8
8	Old Block (MCA Block)	878.4
9	Administrative Block	63.84
10	Library Block	526.77
11	Research Block (RUSA)	351.92
12	New Academic Block (KIIFB)-Under Construction	1953.94
13	Canteen Building	317
14	Student's Washrooms & Toilet	324
15	Women's Amenity Center	4.65
16	NGO Staff Quarters	182.1
17	Principal's Quarters	100

18

Girl's Hostel- Under construction

346.54

Green Campus Initiatives

The campus is covered with verdant flora, home to several rare species of plants. It harbors highly diverse fauna also. The **Lepidopteraium (Butterfly-Park)** maintained by the Department of Zoology provides a home for many elusive species and promotes appreciation of biodiversity among students. The department of Botany takes care of **Fernery, Herbal Garden**, and a **Live Museum** where the students can see and gather firsthand information about various kinds of plants. It also helps students get into the habit of growing and caring for plants in a scientific way. The institution's efforts to conserve water are exemplified by the management of a **Rainwater Harvesting Unit** (capacity 10000 L) and a **Water Distillation Unit** under the care of the Department of Chemistry. The College owns and takes care of five acres of **Mangrove Forest** in Chappara near the campus. It harbours rich flora and fauna which allow the students to learn directly about many plants and animals. A **Modern College Library** is working in a new three-floor building situated in a calm and quiet place inside the college campus. The library occupies a total carpet area of 13810 sq.ft with spacious stack rooms, reference and reading space. It is a partially automated library. The open-source Library Management Software **KOHA 20.05** version is used for library automation and Online Public Access Catalogue.

Infrastructure	Sanctioning agency	Status
Research Block (RUSA)	RUSA	Completed
New Library block	Plan fund, Govt. of Kerala	Completed
Girls' Hostel	UGC & Plan fund - Govt. of Kerala	Completed, awaiting inau
New Academic Block -	KIIFB	Completed, awaiting inau
Women's Amenity Center	Plan fund - Govt. of Kerala	Completed

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 84.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
466.98	136.21	53.89	678.71	0

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

4.2 Library as a Learning Resource

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

Response:

The College Central Library has a floor area of 13810 sq. ft spread over in 3 floor situated in a calm and quite place inside the college campus. There are **37529** books, **16** journals in different subjects, **15** periodicals and **5** newspapers in the library. Out of these books 1500 above are reference books. Reference section includes Encyclopedia, Dictionaries and Text Books of various subjects and competitive examinations. General Books include the subjects Malayalam, English, Hindi, Sanskrit, Physics, Chemistry, Botany, Zoology, Mathematics, Computer Science, History, Political Science, Economics, Public Administration, Good collection of rare books available in the library. It offers access to INFLIBNET N-LIST programme, which is a vast repository of online journals and e-books

Integrated Library Management System (ILMS) -

Name of ILMS Software	-	Koha
Nature of Automation	-	Partially
Version	-	Koha 20.05
Year of Automation	-	2017

The library functions by using the software KOHA, which is very useful in the day to day activities

of the library. Each faculty and students can access library information online like availability of books, due date etc. It is upgraded every year. OPAC (Online Public Access Catalogue) for book search, internet browsing facility for staff and students N-LIST E resources for (6000 +e journals and 199500+e books) from the website www.nlist.inflibnet.ac.in are available and accessible at the library.

The institution has subscription for the following e-resources

1. E journals - N-LIST E Journals (6000 + E Journals)
2. E -Shodhsindhu - Collegiate version N List Available
3. E books -N-LIST (199500+e books available)
- 4 .Database -N-LIST Database
- 5.Remote access to e resources - NLIST remote access using user name and password

Annual Expenditure of purchase of books and subscription to journals /e journals year wise during last five years

Year	Expenditure on the purchase of books (INR in lakhs)	Expenditure on the purchase of Journals Print (INR in Lakhs)	Expenditure on e resources
2017-2018	1,49,997/-	-	5900/-
2018-2019	3,99,701/-	-	5900/-
2019-2020	2,24,917/-	14300/-	5900/-
2020-2021	-	-	5900/-
2021-2022	31388/-	50005/-	5900/-

Number of teachers and students using library per day over last one year is 41.

The institution has subscription for the following e resources

- 1.e -Journals NIST
- 2.e -shodhsindhu Collegiate Version N-LIST
- 3.Shodh Ganga Membership
- 4.E books -N-LIST

5.Databases-N-LIST

6.Remote access to e -resources YES

YEAR	Name of E -resource service	Validity Period	Whether remote access provided	Web link of
2017-2018	N-LIST	April-March	yes	nlistidp.inflib
2018-2019	N-LIST	April-March	yes	nlistidp.inflib
2019-2020	N-LIST	April-March	yes	nlistidp.inflib
2020-2021	N-LIST	April-March	yes	nlistidp.inflib
2021-2022	N-LIST	April-March	yes	nlistidp.inflib

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

KKTU Government College Pullut , Kodungallur has an adequate IT infrastructure and Networking. The institution had a single Radio Frequency (RF) connection from BSNL with a bandwidth of 60 MBps in the college. In addition to that, college also posses a broadband connection of Kerala Vision with a bandwidth of 200MBps. It has been upgraded to complete networking which enables access to the internet through more than 200 Ethernet points in the entire campus, which is a very rare feat in government colleges. Different buildings are interconnected by optical fibre and the main server room is set in the office. Our campus is enabled with free WI-FI hotspots which have been set up in the premises of every academic block and also in the common gathering places like library, seminar hall, auditorium , canteen etc. The college obtained an optical fibre internet connection with the help of the college parent-teachers association. It has a bandwidth of 200 MBPS along with the existing connection of 60 MBps via RF connection .from BSNL and along with Kerala Vision. Students can easily access the internet in the Inflibnet lab from their own parent department where a small computer lab has been set up. In addition to this, there is a general computer lab under the Computer Science department and also an ASAP computer lab where students can easily access the internet for their academic purposes. Students make use of these internet facilities for their academic purposes like assignments, projects and dissertations. There are 9 ICT-enabled classrooms with wall mount LCD projectors.. ICT-enabled classroom teaching along with blackboard teaching enables students to acquire knowledge in a speedy way in this era of information technology. Students make use of the ICT facilities for their seminars and presentations in the classroom and also each department has computers and laptop facilities with working mode. The library has

subscription of e-books and e-journals via INFLIBNET The Institution has a G-Suite (Google Workspace) account. Students and faculty can avail the services through the college domain id.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 8.29

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

Response: 102

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 15.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
13.49	60.69	54.33	34.77	75.7

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 89.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
771	778	740	740	744

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

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

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

Response: 48.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
401	416	586	447	165

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 45.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
113	104	104	64	57

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	189	237	203	165

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

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

Response: 10.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	16	10	6

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 21

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	2	4	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 12.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	4	16	18	6

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

Alumni play a significant role in the development of a college. As graduates of the institution, alumni have a vested interest in the success and growth of the college. Here are some ways in which alumni have contributed to the development of their alma mater:

- One of the most significant ways alumni support the college is by making financial contributions. These contributions are used to fund scholarships, support academic programs, and improve infrastructure.

- Alumni also act as ambassadors for their alma mater, sharing their experiences with the public and promoting the college's strengths and accomplishments. They also help to attract prospective students, faculty, and staff to the institution.
- Alumni also volunteer their time and expertise to help the college in various ways. They serve on advisory boards, participate in student recruitment activities, assist with career services, and provide support for alumni events.
- In summary, alumni of this college plays a critical role in the development of the alma mater. Through financial contributions, public relations, and volunteering, alumni help their college thrive and achieve its goals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution, named after Kerala Vyasa, Kodungallur KunjikuttanThampuram started functioning on 1st July 1965. **“Vidyasmat Paradevata” (Knowledge is our Supreme God)** is the Motto of the institution. The college is a bulwark of support for the aspiring sections of socially, economically and physically disadvantaged cross sections of society offering equitable opportunities.

The college is affiliated to Calicut University which offers 12 programmes in Arts and Science including 8 UG Programmes, and 3 PG Programmes and 1 PhD programme. The institution follows the guidelines of the State Government at the administrative level and adheres to the University guidelines in academic matters. The college is completely prepared to adopt and implement the new policies put forth by NEP. To impart quality education, the academic, administrative and student wing of this college work together based on the vision and mission.

Nature of Governance

The institution has effective leadership through well-organized structures and precise systems and strives to promote a culture of mutual respect while adhering to a democratic system of governance. The institution is under the supervision of the DCE and follows the rules and regulations of the University of Calicut in academic affairs. The college council and IQAC serve as advisory bodies to the principal for taking up academic and administrative decisions keeping in mind the vision and mission of the college. The college is committed to provide non-discriminatory, fair and impartial treatment to all students having divergent socio-economic backgrounds.

The Principal, the Head of the Academic and Administrative operations of the college; undertakes decisions with the support of staff, IQAC, and various bodies. The IQAC defines the quality benchmarks to improve the efficacy of the functioning of the college. The Superintendent administers and monitors all the activities and operations of the office. The College Council discusses and assesses all the academic and non-academic progress of the institution. At the end of each academic year, the Principal collects feedback on academic and administrative matters. Every quality enhancement initiative at the academic and administrative levels is implemented. Through the governance system of participative management, the institution seeks to achieve its vision and mission of attaining excellence in both academic and non-academic areas.

Perspective Plan

The institution ensures that it addresses all facets of development including teaching-learning, research and development, community engagement, extension programmes, resource planning, infrastructure, etc based on the vision and mission. In the past few years, the institution has achieved several feats which include

digital initiatives like a Wi-Fi-enabled campus, LMS, Online Admission, e-tendering, e-procurement etc.

Participation of Teachers and Students in the Decision-Making Bodies:-

Committees like discipline, anti-harassment, journal, library advisory, canteen, attendance, minority committee etc discharge their duties unfailingly. Clubs like folklore, Bhoomitrasena, debate and quiz, ASAP, ED club, Jeevani etc are abuzz with manifold activities. The NSS unit performs community services and social extension activities fabulously. College Union plays a vital role in matters relating to sports, arts, cultural events and celebrations.

Thus the vision of the institution is visible in the process of building knowledge, learning and governing strategies

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The institution adheres to the service rules in accordance with the UGC and State Government of Kerala. Teaching faculties are recruited by KPSC as per the regulations and norms of UGC and the KS & SSR. Non-teaching staff is also recruited by KPSC in accordance with KSR & SSR.

The administration of the college is carried out through decentralization of power and devolution of authority sticking to the highest ideals of democratic principles. The Principal as administrative Head is controlled and directed by the Director of Collegiate Education, Kerala. He controls the Junior Superintendent of the office for administration and HoDs of the Departments for academic purposes. The policy matters are in accordance with UGC mandates and the State Portfolio of Higher Education in the Cabinet and Department of Higher education under Principal Secretary. There are many statutory and non-statutory committees comprising various stakeholders including teachers, students, and parents.

College Council

The college council consisting Vice Principal, heads of departments, elected members, Librarian, and office superintendent supervises and enriches all academic as well as administrative activities. It serves as the highest consultative body of this institution.

Internal Quality Assurance Cell (IQAC)

The IQAC which constituted as per NAAC norms, tries to bring highest degree of standards in academic and administrative activities of this institution through various structured as well as non-structured programmes and initiatives.

Parent Teacher Association (PTA)

PTA is a prominent association affirmatively interacts with all activities of the college. It nurtures and promotes good relationship among members of the teaching staff, students and guardians of the students and ensures a healthy academic environment in the college.

College Development Committee (CDC)

CDC which formulates, guides and oversees all the major developmental and infrastructural plans mobilising internal as well as external resources. CDC streamlines the long term and short term perspective projects in order to better the levels of academic excellence in the areas of teaching - learning, research and in social as well as industrial linkages. There are a number of committees/cells which contribute significantly for the operational effectiveness and efficiency of the college.

The Discipline Committee ensures curbing indiscipline and unethical behaviour in the campus. The Anti ragging Committee ensures compliance of provisions of UGC Anti Ragging Regulations and prevents of ragging in the institution. Examination Committee headed by Superintendent of University Examinations conducts external examinations in accordance with university rules. Internal examinations are conducted by departments following internal examination guidelines of University. Research Committee encourages faculties and students in their research activities. It organises research methodology workshops in association with IQAC and research departments.

Women Cell and Anti-Harassment Cell facilitate a gender sensitive and congenial working environment so that women employees and students in the campus are not subjected to gender-specific discrimination or sexual harassment. Career Guidance and Placement Cell provides career-related information and resources. Grievance Redressal Cell resolves complaints and grievances of students and staff. Career Guidance and Placement Cell provides career-related information and resources.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution offers efficient welfare measures and a performance appraisal system that ensures all the welfare schemes provided to the incumbents by the Central and State government.

Welfare Schemes include:

GPF: All incumbents invest in the GPF monthly and avail of the Temporary and Non-Refundable Advance.

SLI: Mandatory to join soon after entry into the service.

GIS: Provides insurance

GPAIS: Invests a sum of 500 Rupees every November for accident insurance coverage and other calamities.

MEDISEP: Can avail of medical support and treatment with insurance coverage of 3 lakhs.

Pension Schemes: Two different Pension Schemes-

Statutory Pension

Contributory Pension Scheme for those who enter service after 1st April 2013.

Maternity and Paternity Leave: Can avail of special maternity leave with all salary benefits of 180 days. Male faculty can avail of paternity leave of 10 days.

Casual Leave: Teaching staff have 15 and Non-teaching staff have 20 CL in a calendar year. Special CL is allowed on needy occasions. Medical leave is given on the leave rules in KSR.

Leave Travel Concession: Introduced to State Govt Employees vide Order No 713/2012/Fin Dated 31/12/2012.

WIFI: Installed in all the Departments, Office, Infflibnet, Principal's cabin and Library.

Gymnasium: Gymnasium and sports facilities are provided to the staff and students.

Staff Club: Intends to provide welfare to the staff, conducts various activities, including the celebration of cultural events, send-off functions, tour programmes, etc. Fund collected from staff for the smooth functioning of the staff club.

Festival Advance and Allowance: Given to the teaching and non-teaching staff during Onam festival.

Staff Quarters: Facility is available on the campus, one quarter for the principal and four quarters for non-teaching staff.

FDP: Seminars/workshops are conducted for the academic improvement of the faculty.

Performance Appraisal System: To encourage teachers to upgrade themselves professionally through Career Advancement Programmes proposed by UGC, DCE and the Kerala Government. PBAS monitors and appraises the Refresher, Orientation and other career advancement programmes. Recently Self-appraisals submit through the online SCORE portal. Non-teaching staff submit their self-appraisal form and confidential report to facilitate their career advancement along with their results in the departmental tests based on the Kerala Service rules.

Internal Complaint Committee: To address and solve issues of staff and students. Headed by the principal and senior teachers are members. An advocate is included for clarification of legal affairs.

Cooperative Society: Organised for providing books and stationery articles at a reduced price to the teachers and students, maintains cash management schemes for helping needy members.

Grievance redressal committee: The grievance redressal committee includes a senior teacher, an advocate and other staff. The various functions include.

Jeevani: To provide counselling to the needy. A qualified counsellor is appointed on the campus for students.

Security: Identify the visitors and their purpose for visiting. Night watchmen to protect the property and

infrastructure.

Canteen: Provides quality food at lower prices within the campus. It is leased on a tender basis. Separate dining areas for students and staff with ample furniture.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 19.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	19	8	14

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 34.25**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
38	32	39	17	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	32	32	29	31

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

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

At the beginning of each financial year, the college council collects requirements from various departments, prepares a plan according to the needs and priorities of the institution and submits proposals to the respective authority. Major funds allotted to the institution each year are Plan Fund obtained annually by making prior submissions to the Government, it is used to undertake FDP like seminars, workshops, study trips, equipment and materials for the labs, upgrade and maintain the infrastructural facilities, and buy library books and related equipment, WWS and SSP. The non- plan fund is used to pay electricity, phone bills of the institution and for meeting internet expenses.

Additionally, the institution was given funding by RUSA, KIIFB, UGC, CDC, and MLA. The UGC Fund is utilized for giving salary to the guest-faculty working in the vacancy of FDP faculty. An amount is collected from each student at the time of enrollment for the CDC funding, and the government approves an equivalent matching grant. The money is only used to support student welfare initiatives and infrastructure development.

Institution conducts internal and external financial audits regularly. Being a Government institution, this college has a structured system of financial auditing stipulated by the Central and state Governments. All the funds received from agencies like KIIFB, UGC, RUSA, PTA and Alumni are subjected to strict auditing as stipulated by the agencies concerned.

External Audit

The institution conducts internal and external financial audits regularly. The Financial Audits are conducted by the Director of Collegiate Education and the Accountant General. Due to the Covid Pandemic, no financial audits were done during this year for promoting accountability and good governance

Directorate of Collegiate Education Audit

The office of the Director of Collegiate Education conducts regular audits on the funds and grants provided by the Govt. of Kerala. Plan Fund utilization, Cash Books and Bill Books, Contingent Bills, Library Records, Salary registers of the temporary staff, Fee collection details, Fee concession details, PD accounts, CDC grants, expenditure on College Magazine, the expenditure made on Seminars and Work Shops, fund expended on Study tours by various departments.

Accountant General (AG) Audit

This statutory body of Auditing schedules auditing programmes on the expenditure incurred by the government funds. Plan and Non-plan fund utilization are strictly verified with documents, bills and vouchers. Based on the report of the AG, the system of upkeep of records is reoriented.

Professional Auditing by External Auditors

The institution makes use of professional external auditors whenever necessary. The NSS units get financial assistance from the university for seven days camp. The expenses of NSS units are audited by the Chartered Accountants. The funds of UGC and RUSA are also audited by the Chartered Accountants to satisfy the audit requirements of the respective organizations. The PTA fund and store audit is audited by a chartered accountant to ensure transparency in the utilization and mobilization of the funds.

The internal audit is also being done at the college every year systematically and regularly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC is the instrumental policy-making and implementing units in our college to assess and suggest the parameters of quality education. It strives hard for upgrading college infrastructure and caters to the requirements of students and faculties. IQAC works towards improving and maintaining quality of education, administration, developing suitable infrastructure and offering suggestions for new courses.

Quality Initiatives for Teachers: IQAC promotes teachers to take Research Degrees and Research Guideship. Most of the permanent teachers have research degrees or are registered for doing Ph.D. Conduct Seminars and workshops in Research Methodology, Moodle Based Teaching, Outcome Based Learning and Intellectual Property Rights. IQAC inspires teachers to act as a resource person and present papers in International and National Conferences.

Quality Initiatives for Students: More than 95% students avail financial assistance and scholarships. Encourage PG students to apply for ASPIRE scholarship to do projects. IQAC motivated departments and clubs to conduct seminars, webinars and workshops to teachers and students to provide an opportunity to interact with eminent scientists and faculties in reputed Institutions. To improve individual learning outcomes, external and internal mentoring sessions are arranged under the following programmes.

- Student Support Programme (SSP)
- Walk WithScholar (WWS)
- Additional Skill Acquisition Programme (ASAP)
- UGC NET Coaching and PSC Coaching.
- Add-on coursesfor improving knowledge of students.

The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following initiatives:

Strategic planning of key areas and assigning responsibilities –

1. Academic result analysis
2. Student's academic ability enhancement seminars, workshops etc
3. Student's soft skills development
4. Faculty development programs
5. Research and development

6. Interaction with the industry
7. Monitoring and mentoring of academic and administrative activities.
8. Review academic practices by inspecting the Teacher's Diary
9. Mechanisms to identify and reform academic practices such as Periodic Internal Tests and Remedial Classes for weak students
10. Review of departmental facilities
11. Facilitate implementation of innovative methods in the departments
12. Action Plan
13. System (PBAS) for Career Advancement Scheme (CAS)

The IQAC meets regularly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. At the beginning of each academic year, IQAC collects academic plans including publications, extension activities, collaborations, innovative and best practices, assignments, seminars and workshops supposed to organize for better performance. The IQAC evaluated the plan submitted by the departments and committees and reviewed their academic progress. The report of IQAC was submitted to the College Council for approval. The sub-committees dealing with various activities and departments implement the IQAC guidelines. Due to the implementation of such academic review, it is found that all departments and committees have been constantly improving their curricular, co-curricular and extra-curricular performances. The feedback system is implemented to take the review of reliability and improve performance. Evaluation of learning outcomes are done at periodic intervals based on results and feedback of stakeholders. IQAC encourages departments to take MOU with other institutions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

KKTU Government College is a coeducational institution with 71% of women students. To fulfill the mission of the institution, we always try to provide high quality value based education to the students by offering equitable educational opportunities irrespective of gender. College follows an open and transparent system of admission based on merit.

Curricular activities

Gender-sensitive teaching-learning methods and curriculum help to reduce the gender inequality in the community. In our curriculum, different programmes are designed on the basis of gender studies. UG and PG dissertations submitted by students are addressing the gender equity issues too. Some notable examples are cited below,

- Audit Courses such as Gender Studies
- Gender Studies- BA History (sixth semester Core course)
- Gender and Caste in Modern India-MA History (third semester Core course)

Co-Curricular Activities

Women Development Cell, Anti Ragging Cell, Anti-Sexual Harassment Cell, Gender Justice Forum, Jeevani, Internal Complaint Cell, etc. are prevailing in the college which conducts gender sensitization and awareness programmes.

Women Cell and Gender Justice Forum:- The College has an active Women Cell and Gender Justice Forum, which conducts various programmes and awareness classes for promoting gender equality and justice.

Anti-Ragging and Anti-Sexual Harassment Cell:- The college is providing grievance redressal mechanism through anti-ragging and anti-sexual harassment cell which solving the problems facing by the college community.

National Service Scheme:- The College has two NSS units. The NSS volunteers are assets to both college and society. They play an important role in keeping discipline and hygiene in the campus.

Counselling

Our college provides counselling for gender sensitization at various levels by engaging Psychologist. A counselling cell has been set up in the college for the Mentor – Mentee system. Jeevani, Centre for wellbeing with the support of Government of Kerala also takes a special role for each student to get mental

support for personal and professional growth and special care is extended to the students with depression, psychological problems and even gender related issues. A psychologist has been appointed as part of the scheme.

Facilities for Girl students

Common Room and an **Amenity Center** are there in the Institution. Construction of hostel building for girls is completed. Hostel is equipped with safety arrangements. Campus and hostel is secured with security staff for avoiding the possibilities of unauthorized entry and exit in the campus.

The institution has organized and celebrated various National and International commemorative days, events and festivals. Some of them are given below,

1. National Mathematics Day
2. National Reading Day
3. World Environment Day
4. Ozone Day
5. Independence Day
6. Republic Day
7. Constitution Day
8. Gandhi Jayanthi
9. International Chess Day
10. World Computer Literacy Day
11. Yoga Day
12. International women's Day
13. Onam
14. Christmas
15. Martyr's Day
16. National Integration Day

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

Our institution is strongly committed to the promotion and enrichment of the cultural pluralism and the social diversity of our country. Primarily we facilitate an academic environment accommodative to students having diverse social, regional, linguistic and religious backgrounds. The students belonging to the underprivileged categories of economic and regional backgrounds are provided with scholarships, e-grants and moral support. The institution is strongly committed to provide an accessible academic environment for the students with different abilities. As part of this we provide **scribe bank, computer with screen reader, ramps and accessible washrooms**. By upholding the spirit of social heritage and cultural plurality of our country, our institution regularly celebrates World Environment Day, Independence Day, Gandhi Jayanti, Constitution Day, Republic Day, International Day for Women, NSS day etc. Besides this all the major festive occasions like Onam, Christmas, Holi, Bakrid etc are being celebrated here with full fledged collectivity and communal harmony. Along with this as part of the academic programme, we could include courses relating to the topic of cultural pluralism and heritage of our country. In addition, as part of fostering cultural diversity among students, a **carnival** was conducted jointly by the Calicut University Union and College Union. Students Union celebrated **film festival** in the campus. For upholding constitutional values, a street play was staged in the college in collaboration with *Sastra Sahitya Parishath*. College magazine released every year provided ample opportunity to students for exchanging their intellectual diversity. 'Kochi Binnale' is a famous cultural diversity programme in Kerala Students from the college used to participate vigorously.

With the conviction of the reality that today's students are tomorrow's citizen our institution impart the civic sense and the political literacy in accordance with the values of the Indian Constitution. In this direction primarily ,we display the relevant sections of our Constitution like Fundamental Rights, Fundamental Duties etc .We observe Constitution Day and take the pledge to uphold the values of our constitution. The constitutional principles are deeply embedded in the academic programs of our institutions like humanity and literature in the common English course of second semester undergraduate program. We include Preamble of the Constitution in our syllabus. The different aspects of our constitution is thoroughly and deeply introduced to students in the complementary papers of the BA History programme. As part of **Azadi ki AmrithMaholsav** celebration, our institution too organized various programme like Fit India Run, Swatch Bharath, under the leadership of NSS units of the institution. In order to introduce students with various democratic process and practices we regularly conducts student union elections and constitute a student representation body with the guidelines of University.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICES

1. **Snehasparsham; The Touch of Love:** The aim of this practice is to provide an interface between the campus and the society. It is mainly an outreach program to offer community level services by the campus. It makes a mandate to put to use the facilities and expertise available within the institute to the best service of the community.
2. **Promoting Science Education** is another continuing project piloted by the college aiming at inculcating scientific temper among students and equipping them to fall in love with science.

The Context

It is an indubitable fact that the College has to provide services to the needy public rather than confining to imparting academic excellence to the primary stakeholders viz students. The benefit arising from and associated with this is that it is similar to an extension activity keeping in mind the vision and mission of the institution. Community participation always prepares the ground for the enlightenment of the society and empowerment for a worthy global citizenship. It also inculcates the younger minds a sense of social responsibility. These ventures will furthermore open up new gateways to overcome the social, economic, and educational backwardness of the region.

The practice

Snehasparsham has been the flagship programme of our college for the past five years facilitating an interface between our institution and community. The program aims to provide a helping hand to the poor families in the vicinity of the institution. Through this programme we have endeavoured to bring about the upliftment of the poor in tune with the Vision and Mission of the College paving way to the Enlightenment of the society at large and making our students worthy of global citizenship. As part of the programme medicines are collected and distributed free of cost to the disadvantaged brackets of the society. In a compassionate relief attempt, students and faculty of KKTU Govt. College extended their services to the Okhi victims of Eriyad, near Kodungallur. Food package distribution is regularly done by the Students Union to the needy and poor, especially the poor patients in government hospital in Kodungallur. Visit to old age homes and poor families and distributing medicines free of cost, cleaning of wells in the adopted wards, construction of a home for the needy under **ABHAYAM- Home for the Homeless**, celebration of **Vimukthi-Anti Drug Activity, Entry into Service coaching programme, activities under palliative unit**, free **tennis coaching/sports training** were also conducted with much dedication and commitment.

Yet another best practice of the college has been promotion of Science Education. A host of activities were conducted to foster scientific temper like series of interactive lectures, hands on training, motivational workshops etc. organized by various Departments of Science streams with external funding (DCE, UGC, KSCSTE etc.), providing opportunities for the students to converse and interact with the eminent scientists and academicians during these events. Students were encouraged to present papers based on their project work during seminars. Extension activities were organized in association with Shiksha Trust, Hyderabad and Inspire Learning Classrooms Pvt. Ltd., (Kerala). It was planned in such a way that the students of the department got ample opportunities to act as 'Student Tutors' during these training programmes for school children. This in turn helped them to succinctly understand various technical concepts. The college in association with Nature Club conducted a miniature model exhibition on pot terrariums and cactariums. As a part of wet land day, a field visit to nearby mangrove flora of Kombathukadavu near Pullut was conducted. A class on 'Biodiversity loss after flood in Kerala' was also

conducted. The magazine ‘Zoion’ was released on wet land and Anti-Malaria day was observed. A poster exhibition and drawing competition was held on the theme “Wet land for our future” on the World Wet Land Day.

Evidence of success

There is no dispute over the fact that the best practices as envisioned and executed in the college scripted success stories. Most of the ailing aged community were not having access to medicines. They were deprived of sufficient financial resources to buy essential medicines to sustain their life. Distribution of medicines free of cost to such people amidst the covid 19 pandemic was highly beneficial. Similarly, construction of home for the homeless also could help them realise their dreams. The philanthropic activities under ‘Touch of Love’ helped us alleviate the pangs of society at large. Similarly, attempts to instil scientific temper by promoting science education also met with enthusiastic reception from students. Students could develop critical thinking and simulate new vistas of thought. Symposiums, lecture series and laboratory experiments took students to a new and invigorated scientific path. As the college has more science departments, the manifold activities conducted everywhere both for the students and local community outside helped them to usher in a new dawn of scientific temper in the pursuit of knowledge.

Problems encountered and resources required

The hurdles for the smooth sail of the best practices encountered are insufficient fund to improve infrastructure at the college by sanctioning new courses and setting up of new classes as part of infusing scientific temper. Being a government college, the availability of the options to obtain and diversify funds for augmenting both the physical and social infrastructure of the college is severally limited. However, given our limitations, it was seriously and sincerely attempted to chalk out the best practices systematically. Similarly, the scheme ‘Touch of Love’ was executed by collecting fund from the faculties. During house visit, it was realized that we have miles to go to accomplish the mission and that if sufficient funds could be mobilized, the programme could further be extended. The second phase of the scheme ‘Touch of Love’ is progressing well at the college.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

KKTm Government College functions in the name of KodungallurKunjikuttanThampuran, the great scholar poet who came to be called ‘Kerala Vyasa’. The college situates in the heartland of

Kodungallur city having rich historical antiquity and cultural heritage. Kodungallur is identified as the ancient coastal town of Makotai or Mahodayapuram which was the seat of Second Chera Empire. Even after the end of this great rule which contributed both politically and culturally in the formation of Kerala society and culture is still nostalgically remembered in literature and popular tradition as a political centre from where Kerala was ruled. Now, **Kodungallur** is much known as a sacred centre that the Dravidian place name, Kotunnallur, is fancifully derived from Sanskrit term "Kodilingapura". It attracts pilgrims from all over Kerala to the temple of Kali which is famous for '**Bharani festival**'. The celebrated **Shiva temple** of Thiruvanchikulam forms part of the pilgrimage circuit because of its association with the Tamil bhakthi saints such as Cheraman Perumal Nayanar and Sudaramurthy Nayanar. The Muslim too hailed the town as sacred as it is claimed that **the first mosque in India** built here. The Christian believes that it was **here that St. Thomas, the apostle landed** and began his missionary activities. **The Jewish** had a considerable settlements here, but following the atrocities of Portuguese they left the town. The place name 'Judakalam' can be considered as the relic of their having been in this town.

Along with political and cultural tradition, Kodungallur was holding the position of an **International Trade Hub** as the thriving town of **Muchiri (Muziris)** as mentioned in ancient literature and foreign accounts. Muziris on India's south western coast was a primeval spice city where world traders met. Greeks, Romans, Arabs and Chinese thronged at the great eastern port town to buy and sell variety of ware mainly spices and clothes. As they did business, they equally became partners in producing an early model of cosmopolitanism with **Muziris as global nucleus**. All these splendid tradition and glittering cultural heritage of this place are the prime motive which inspired us to take up a project named '**Archiving the Locale**'. We also realize, as a Higher Education Institution which utilizes the cultural resources of this place that, it's our duty to facilitate a space for preserving, exhibiting and extending the knowledge about the local culture of Kodungallur. For this institution it's hard to find out any alternative unique distinctiveness rather than this endeavour.

Archiving the Locale

To be specific, it's very essential to portrait the concept of archiving which imbibed in this. Archives are often thought of as storage spaces for disused documents, relegated to the damp basements of public libraries, occasionally used by someone researching their family tree. A place of cultural gate keeping where select histories are revered and preserved. But this is a very limited vision of the archival space. The organization, production, curation and archiving of cultural knowledge is a shared responsibility. Archives can be a way for people to engage with the past to better understand the cultural and historical context of spaces, places and heritage; a way to strengthen our knowledge and understanding, enabling us to apply critical thinking and observation to our current social and cultural climate. Archives can be a space to reclaim history through hidden and diverse narratives. In the light of this idea, the institution set up a **museum and archive repository**. It is a convergent space to meet the relics of great tradition and divergent culture. It consists of:

A) Monuments Section containing replica of historical building related to the sacred tradition, culture and economy of the land.

B) History of occupational culture focussing on the occupational history of Kodungallur. It contains the relic of the tools and mechanism which used by different labour sections. Even though prime occupation was agriculture, Kodungallur is a coastal area with inland fishing possibilities. The museum preserves '**cheenavala**' for netting the fish, pottery, coir making machines etc.

C) Portrait gallery displaying the portraits of the eminent personalities KunchikuttanThampuran, P. Bhaskaran, M.N.Vijayan, Sachidhananthan and Artist Narayana Menon, who contributed to the socio, political and cultural milieu. Painting of divergent stages of Kodungallur history is portrayed by local artists. It is a historical pathway for the fusion and interplay of culture and art.

D) Repository of **local history projects** showcasing the projects which has been prepared and submitted by our students on behalf of their academic programmes. In doing so, we assure the focus of the academics to turn towards the societal experiences which are directed to appropriate in the higher education sector.

E) **Photo gallery of Bharani festival** containing the visual experiences of the renowned Bharani festival of KodungallurBhagavathy Temple. It is conducted every year in month of Meenam(March-April) when people from all over Kerala thron through their chanting prayers for the blessing of the goddess.

F) **Historical books** having the background of Kerala local history and Kodungallur history are stored in the museum.

G) A meticulous collection of documentary on local history and Kodungallur history and its screening are made available in the museum. This provides a perpetual feast to the aspirants who would like to pursue research in this area. The seminal advantage is that it is the first of this kind in the state of Kerala.

The institution conceives this project as a reciprocal process of academic community and the public where knowledge can be shared and enriched. In this process the role of archiving is very integral as an arena in which communities can take a lead and reimagining how they will document their past and their present lived experiences to better understand and respond to the future. To conclude, it could unequivocally be said that a glimpse of these archives provide an ideal opportunity for the aspirants to internalise the fact that cultural and religious haramony had consistently prevailed at Kodungallur. The good old Muziris of Kodungallur is a living tribute to it.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

KKTU Government College, thanks to its untiring efforts is committed to accomplish the vision and mission enshrined in its dream of its founder Kodungallur Kunjikuttan Thampuran. The College strive hard to materialise an increase in the number of programmes. As a big leap to this, the course Bachelor of Travel and Tourism was started in 2020. There is an increase in the number of PhD holders among faculties, strengthening the college via a robust physical infrastructure like **New Library Block, RUSA Building, Indoor Stadium, Ladies' Hostel** etc. The college is poised to achieve upgradation of existing infrastructure in future through additional fund for the construction of additional floor for ladies' hostel, popularising the best practises especially 'The Touch of Love' as it scripted tremendous success in its initial stage. The college is geared up to explore the potential of non-conventional energy with the help of ANERT, taking concrete steps for the sanctioning of new gen courses and construction of boys' hostel.

Concluding Remarks :

Established in 1965 by Kodungallur Kunjikuttan Thampuran Education Trust, the college was taken over by the Government in 1972, it underwent many upheavals in its journey and years of travail in its transformation to what it is today. Tucked away from the vociferousness of city, the college provides a conducive environment for academic enrichment. It has always strived hard in its commitment towards perking up the academic quality and standard of students. The thrust given to philanthropy and environmental preservation won accolades from all. With an admixture of both Arts and Science subjects, the college is an ideal abode for exchanging carnival of ideas moulding future generations of the society to morally responsible and socially accountable citizens of the country. It is an admissible fact that the college has miles to go and undoubtedly, the faculties and students carve out a niche in placing college to a newer and higher trajectory.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>331</td> <td>299</td> <td>293</td> <td>325</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>331</td> <td>299</td> <td>293</td> <td>325</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>346</td> <td>372</td> <td>328</td> <td>302</td> <td>349</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>351</td> <td>376</td> <td>333</td> <td>316</td> <td>350</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	310	331	299	293	325	2021-22	2020-21	2019-20	2018-19	2017-18	310	331	299	293	325	2021-22	2020-21	2019-20	2018-19	2017-18	346	372	328	302	349	2021-22	2020-21	2019-20	2018-19	2017-18	351	376	333	316	350
2021-22	2020-21	2019-20	2018-19	2017-18																																					
310	331	299	293	325																																					
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
346	372	328	302	349																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
351	376	333	316	350																																					
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>51</td> <td>49</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>49</td> <td>50</td> <td>48</td> <td>48</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	50	51	49	49	2021-22	2020-21	2019-20	2018-19	2017-18	49	49	50	48	48																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
50	50	51	49	49																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
49	49	50	48	48																																					

Remark : As per the data available, DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	22	17	7	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	18	15	10	16

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	19	18	7	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	25	10	15	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
467	136	54	679	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
466.98	136.21	53.89	678.71	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	61	54	35	76

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13.49	60.69	54.33	34.77	75.7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>550</td> <td>613</td> <td>447</td> <td>165</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>416</td> <td>586</td> <td>447</td> <td>165</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	300	550	613	447	165	2021-22	2020-21	2019-20	2018-19	2017-18	401	416	586	447	165																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
401	416	586	447	165																																					
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>142</td> <td>110</td> <td>97</td> <td>71</td> <td>63</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>104</td> <td>104</td> <td>64</td> <td>57</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1559 1046 1693"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>271</td> <td>265</td> <td>302</td> <td>284</td> <td>253</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1771 1046 1906"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>189</td> <td>237</td> <td>203</td> <td>165</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	142	110	97	71	63	2021-22	2020-21	2019-20	2018-19	2017-18	113	104	104	64	57	2021-22	2020-21	2019-20	2018-19	2017-18	271	265	302	284	253	2021-22	2020-21	2019-20	2018-19	2017-18	168	189	237	203	165
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>19</td> <td>10</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>10</td> <td>16</td> <td>10</td> <td>6</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	14	11	19	10	7	2021-22	2020-21	2019-20	2018-19	2017-18	13	10	16	10	6
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	11	19	10	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
13	10	16	10	6																	
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1256 1046 1391"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>7</td> <td>3</td> <td>6</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1471 1046 1606"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>2</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	11	7	3	6	10	2021-22	2020-21	2019-20	2018-19	2017-18	6	5	2	4	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	7	3	6	10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
6	5	2	4	4																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2002 1046 2092"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

26	5	11	13	14
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	4	16	18	6

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	20	14	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	19	8	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	65	62	26	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	32	39	17	11

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	33	32	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	32	32	29	31

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>51</td> <td>49</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>49</td> <td>50</td> <td>48</td> <td>48</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	50	51	49	49	2021-22	2020-21	2019-20	2018-19	2017-18	49	49	50	48	48
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	50	51	49	49																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
49	49	50	48	48																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>480.47</td> <td>196.92</td> <td>108.23</td> <td>713.49</td> <td>76</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>480.47</td> <td>196.92</td> <td>108.23</td> <td>713.49</td> <td>75.71</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	480.47	196.92	108.23	713.49	76	2021-22	2020-21	2019-20	2018-19	2017-18	480.47	196.92	108.23	713.49	75.71
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