



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

BASELIUS COLLEGE

K.K. ROAD, KOTTAYAM

686001

www.baselius.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Baselius College was established in 1964 by Malankara Orthodox Christian Community to perpetuate the sacred memory of our heavenly Patron Saint His Holiness Baselios Geevarghese II, the late lamented Catholicos of the East. In 1967, this junior college was upgraded and degree programmes were introduced. The college is affiliated to Mahatma Gandhi University, Kottayam and is a recognized minority institution. The college has 2(f) and 12(b) status which makes it eligible for UGC assistance. The college has completed three cycles of accreditation by NAAC and has been placed in the rank band 150-200 by NIRF. The college offers twelve Undergraduate, seven Postgraduate and three Research programmes. At present the College has 1578 students with girls as majority. Along with academic activities, the college hosts several co-curricular and extracurricular activities and has made remarkable achievements in curricular, co-curricular and extracurricular spheres including ranks in university examinations and commendable positions in various arts and sports competitions.

The college has infrastructural facilities to cater to the academic and extra-curricular requirements. There has been a steady improvement in the ICT facilities available on the campus. It has a library with a good collection of books and journals including e-versions. In recent years, the college has gained momentum in infrastructural development due to generous financial assistance from the RUSA, UGC and the Management. It has a well maintained playground and has hosted several intercollegiate/ inter-university tournaments. There are two Women's Hostels on the campus. The college also has effective statutory committees and an active alumni association.

Baselius College has been honoured several times for the outstanding contributions of the faculty, principals, and organizations like NCC and NSS. The institution promotes social responsibilities and citizenship duties among students through community services, legal literacy programmes and public health awareness programmes through various clubs. During the last 57 years of its illustrious existence, the college could produce brilliant academicians, administrators, politicians, artists, and sports prodigies who have represented our country in national and international tournaments. Through the concerted efforts of the IQAC and other stake holders, the college moves forward steadily in its trajectory of development and progress.

Vision

Vision

To be a premier temple of higher learning, imparting quality holistic education to all seekers, irrespective of caste, creed, and gender

Motto

Learn, Labour, Love**Logo**

The heart-shaped crest is symbolic of cultural ministry and the integrated development of the mind, the body, and the heart. The inner circles signify perpetual flow of knowledge and universality. The cross symbolizes the ultimate in self-sacrifice and the open book at the centre represents wisdom. The motto “Learn, Labour, Love” on the coat of arms invokes intellectual excellence, social commitment, and a concern for humanity.

Mission**Mission**

To dispel the darkness of ignorance and elevate youngsters to the pedestal of wisdom by fostering spirituality, knowledge and skill, thereby empowering them to deal with real life situations and equipping them to build a fruitful future for themselves and the society at large

Institutional Objectives

The College stands for academic excellence, development of skill and character formation so as to produce intellectually mature, morally upright, socially committed and spiritually inspired men and women. In pursuance of this goal, the College has set the following objectives:

- To develop the potentialities of young men and women and help all those engaged in the pursuit of Truth and Knowledge, keeping in view the intellectual, physical and spiritual values
- To inculcate a sense of discipline, social responsibility and community service in the youth and also to bring home the dignity of manual labour
- To provide society with the right kind of leadership through men and women trained in various spheres who are competent to tackle the problems in life and make them worthy citizens of our community and the country in general
- To instill in the students a sense of national pride through appreciation of Indian traditions and culture
- To sensitise students to critique current socio-economic, political and cultural issues and to denounce all forms of oppression relating to class, caste and gender
- To familiarise students with environmental issues, thus motivating them to promote ecological justice and sustainable development
- To establish a link between the institution and policy makers through collaborative research leading to social development

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Over the Fifty-Seven years of illustrious existence, the college has made significant contributions to the society. The institution has many strengths which are listed below:

- A centralized location easily accessible through rail, road, and water.
- Committed management with a proper vision
- Qualified and dedicated staff members
- Good teacher- student relationship and mentor- mentee interactions
- Strong and supportive alumni association
- Good academic results with several University Ranks and Positions
- An all inclusive environment with due importance to Indian culture and tradition
- Well defined policies and Code of Conduct which are monitored
- Decentralized management and collective decision making
- Student representation in major bodies
- Scholarships and financial assistance to more than 50 % students
- Achievements in various cultural competitions and academic fests
- Outstanding achievements in Sports with International players and Olympians
- More females among students and teachers with women friendly policies and measures
- Two Ladies' Hostels on the campus
- Adoption of villages and conduct of many activities and events displaying Institutional Social responsibility including blood donation, *Fast a Day and Feast Your Friend* etc, ensuring the active involvement of student community in all outreach and extension programmes.
- Implementation of Governmental Schemes like Swachh *Bharath Abhiyaan, Unnat Bharat Abhiyaan, Ek Bharath Shresht Bharath* etc.
- Special care for Divyangjan and Children with Special Needs
- Student care through schemes like Walk With a Scholar, Scholar Support Scheme etc.
- Academic Enrichment Programmes and Lectures
- Conduct of the renowned Baselius Trophy Tournaments in Basket Ball and Football
- Very Strong Parent Teacher Association which has substantially contributed for the development of

college infrastructure

- Active IQAC which implements quality initiatives and launches new programmes after constant interaction and discussion with the stakeholders
- Accreditation and recognition by Agencies like NIRF, ARIAA, IAO and also placed in the Rank Band 150-200 for two continuous years by NIRF

Institutional Weakness

The college has identified certain weaknesses in its functioning. Continuous efforts are undertaken to address the issues which are within its control. The limitations identified include:

- Being an affiliated college, no flexibility in curriculum design
- On account of frequent changes in the academic schedule by the University, difficulty faced to stick on to the schedules and to implement the plans in a timely manner
- Outcome based approach initiated by the institution has limitations as the University has not incorporated the outcomes in the curriculum.
- Lack of adequate Research Projects recently
- Only three departments are recognized as research centre
- Lack of technical staff members among Non Teaching Staff
- Delayed sanction of posts and recruitment of Teachers and Non Teaching Staff members
- Revenue generated through consultancy is very minimum
- Industry linkages have fallen short of expectation
- A full-fledged ERP package has not been operational

Institutional Opportunity

In the changing scenario and with the implementation of New Education Policy, the college has identified certain opportunities for improvement

- Getting an autonomous status
- Establishment of incubation centres and more thrust for entrepreneurship development
- Launch of more Certificate/Diploma programmes
- Creating linkages with institutions to provide more Internship Opportunities
- Maximum use of the developments in ICT for promoting blended learning
- As many teachers have secured Ph D recently and further more are engaged in active research, establishment of more Research departments and recognition of more Research Supervisors
- Possibilities of more academic enrichment sessions through online mode and interactions with resource persons who are from different parts of the world
- Enhanced visibility through more outreach and extension programmes
- To explore the opportunities in Skill Education and Distance Learning as envisaged in the NEP

Institutional Challenge

The college faces certain challenges in its functioning.

- Space constraints for expansion
- Being an aided institution, difficulty in tapping additional funds to meet the increased operational costs
- Hectic Schedules caused by loss of working days and fluctuating academic schedules of the University
- Falling Enrolment ratio at the University level and the State level
- Difficulty in competing with institutions that are completely corporate or privately funded with modern infrastructural facility
- Change in the attitude of students on account of proliferation of ICT tools

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is an affiliated college under MG University and hence follows the curriculum designed by the University. It has a well-structured and well monitored plan for the delivery of the curriculum which is evolved through discussion at various levels. The college prepares an **academic calendar** at the beginning of the year, in tune with the university academic calendar incorporating the schedule for continuous internal evaluation and also the schedule for various curricular, co-curricular and extra-curricular activities which is communicated to the students in advance. Faculty members play key roles in the **curricular design** of the University as members of Academic Council, Faculty Council, various Boards of Studies, Chairpersons of PG and UG Board of Studies and as subject experts. The college was also the venue for some workshops and seminars in connection with the restructuring of syllabus and effective implementation of teaching methods, sponsored by the affiliating University in which many teachers participated. All faculty members regularly serve as evaluators, Question Paper setters, and as scrutinizers for the end semester examinations of autonomous colleges affiliated to the University and also as contributors to the Question Bank which generates question papers for end-semester examinations. The college follows the restructured **CBCS** curriculum of MG University of 2017 for UG and 2019 for P G Programmes which has also introduced new generation courses and new electives. As part of this, 12 interdisciplinary, enriching Open Courses are offered by the various departments in the fifth semester. As part of their common courses, choice of four languages are given. Departments also conduct various add on/diploma/certificate courses and some of them have linkages with external organizations. **Curriculum enrichment** is done through academic and non-academic workshops, seminars, invited lectures, study tours and field visits, on the job training programmes, exhibitions and add-on courses on the subjects related to the curriculum. There is a regular system for the evaluation of curriculum, and other academic matters by the students, alumni, parents and other stake holders through class PTAs and **feedback** forms.

Teaching-learning and Evaluation

The student enrolment is done through the Centralized Allotment Process (CAP) for both UG and PG admissions. The CAP statistics shows the institution as one of the preferred institutions in MG University for UG and PG programmes. The student **profile is diverse** and the institutional policy of inclusion ensures equity and wide access as reflected in the student profile having adequate representation of SC, ST, OBC, OEC and minority communities from different socio-economic, cultural and educational backgrounds. The enrolment ratio and the filling of reserved category seats are quite high. It caters to diverse learner categories by means of entry level assessment, continuous evaluation, effective mentoring, peer and remedial teaching methods, professional motivational sessions and the implementation of Scholar Support for weak learners and Walk with the Scholar programme for advanced learners and maintains the desirable teacher student ratio of 1: 20. The **Teaching Learning Process** follows a well-planned academic calendar charted by the IQAC as per the university schedule based on which the teachers employ interactive and participatory approach streamlined through a well prepared teaching plan. Peer teaching, methods of experiential learning like role play and management games are followed in some subjects. ICT methods are also made use of in the teaching-learning process effectively. An ongoing process of **mentoring** enables a positive closer interaction between the teacher and the learner. The Management adheres to a policy of quality enhancement with regard to the Teacher Profile. Well qualified teachers with doctoral degrees have been appointed to many substantive posts in the aided stream. The college has a **transparent evaluation mechanism** with which the internal scores are communicated to the students and grievances are redressed by the four level Grievance Redressal mechanisms. Student performance is commendable and the college effectively follows the outcome based education and its level of attainment is measured statistically. The average pass percentage during these years has been 85. Student Satisfaction Survey is mandatorily done through questionnaires and modifications are made in accordance with the analysis of the same.

Research, Innovations and Extension

Resource Mobilization for Research has been effectively done by means of 3 research centres, 6 minor projects funded by UGC, 2 Research projects funded by KSCSTE, other **funded projects** and also through 15 faculty members serving as guides during the assessment period. Ecosystem is healthy and emerging for **research and innovation** with research centres in 3 departments, well equipped laboratories in all science departments, organizing annual National seminars, entrepreneurship development club activities etc. **Research Publication** titled 'Baselius Researcher' (ISSN 0975-8658) is an interdisciplinary Research Journal published by the college biannually since 2000. The number of Research Papers published in UGC CARE listed/approved and Indexed Journals is 128 for the five year period. 91 books /book chapters / edited books had been published by the teachers during the period. The college has vibrant **Extension activities** emphasizing community services which are integral components of education and personality development. This is carried out through various departments, subject associations, clubs and organizations like NCC and NSS. There are academic and non-academic extension activities. Outreach programmes such as visits to old age homes, orphanages, palliative care centres, construction / maintenances of houses etc are undertaken under the aegis of the NSS, NCC, Red Ribbon Club and various subject associations of the college. 'Fast a Day and Feast Your Friend', an initiative launched almost 22 years ago is worth special mention as many poor students are given free noon meals from the proceeds. The college and its various wings have collaborated with a number of government departments, NGOs, agencies and institutions in carrying out the extension activities and campaigns. The prominent partners include Suchithva Mission, Jewel Autism Centre, and Navajeevan etc. The college has received appreciation and awards from various recognized agencies for its extension activities. It has also engaged in collaboration and linkage with other colleges and academic institutions. Arrangements are also made with companies and

service organizations for carrying out On the Job Training and Project Work. The college has 12 functional MoUS during the period of assessment. The collaborations are basically for the conduct of certificate courses or academic enrichment programmes and training of students.

Infrastructure and Learning Resources

The college has adequate infrastructural facilities such as **Laboratories, ICT enabled class rooms**, Smart Boards and LCD screens and projectors, Computers and laptops, Computer Centres attached to departments, Ladies Hostel, Auditorium, General Library, three ICT enabled Seminar Halls, UGC Network Resource Centre, a **student amenity centre** which houses a store to purchase necessary stationery items and academic materials, Canteen, Co-operative bank, two furnished Ladies' Waiting cum Rest rooms with napkin dispensing facilities and incinerators. All students are provided with free access to internet. Facilities like generators and inverters are available in times of power failure. CCTV digital monitoring system covering the entire campus and public announcement system are functional. The college has a well maintained playground and courts. A MOODLE based **Learner Management System** is also installed. The policy for infrastructure use and maintenance is displayed on the website. The college has a well-equipped **general library** which is fully automated. Library Software KOHA is made operational replacing the old software SOUL. The college has own D space also. E journals and e books are subscribed to and made accessible to students. Besides, there are department level book bank facilities. The college has recognized the importance of **ICT** in modern day education. Wi-Fi facilities are provided to various departments and the college has arrangements with three different service providers for highspeed internet. The bandwidth of internet at present is 200 mbps. There are 195 computers for academic use and the student computer ratio is 8: 1. The institution has a clear cut **policy for the usage and maintenance** of its infrastructure. Funds are earmarked for the maintenance of both academic facilities and physical facilities. The institution has sufficient resources and staff allocated for regular upkeep and maintenance of the infrastructure. There is structured mechanism to monitor, maintain and promote the optimum use of the campus facilities.

Student Support and Progression

The college has an active student support mechanism equipped to provide financial, academic and emotional support. Financial help in the form of scholarships and freeships, both from government sources and non-government sources has been awarded to students during the period. 51 % of students have benefitted on an average from government **scholarships** and 14 % from institutional schemes. Alumni, well-wishers, PTA and the college management also provide financial assistance to students. Academic support is maintained through effective mentoring and programmes like WWS and SSP which ensure constant student support. The college has a regular mechanism for **students' counselling** through teacher mentors and certified professional. The institution has various clubs and subject associations which organize skills enhancement and capacity building sessions. **Career Guidance Forum** arranges sessions related to careers, higher education options and training for competitive examinations. The college has a very transparent mechanism for **grievance redressal** and has established all statutory committees like Anti Ragging Cell and Squad, Grievance Redressal Cell, Internal Complaints Committee for Sexual Harassment, Internal Complaints Committee for the disabled, Gender Justice Forum and Equal Opportunity Forum. **Students' progression** is well monitored and the percentage of students progressing to higher education is around 35- 40% on an average for Undergraduate Programmes. Campus placement drives and job fairs are organized. Student Participation in activities is very high and vibrant with

diverse clubs and subject associations that offer a platform for skill development and nurturing of talents. Students have been the recipients of several prizes and achievements at the National/ State Level **art, cultural and sports competitions**. Annual Athletic meet and arts fest are held regularly. The college also organizes Baselius Trophy Tournaments every year. Students are actively involved as both organizers and participants.

The college has a **registered alumni association**, known as '*We Baselian*'. The alumni day is celebrated on October 2 every year. The departmental chapters of the alumni as well as the College Alumni Association jointly operate in the overall development of college by way of financial assistance for programmes, sponsorships and infra structural development.

Governance, Leadership and Management

The Institutional **Vision is well stated** and adhered to in all curricular, co-curricular and extracurricular matters. As an institution, set up to uplift the youngsters of post independent India through education, all policies of the college truly reflect this objective and its governance is based on fulfilling the vision and mission. The institution strongly practices decentralization of power and **participative management** in administration through several committees and task forces set up to enable this with ample stake holder representation. Decentralization contributes to leadership skills in middle management levels too. Important decisions are taken in the **regular meetings** of the college council and frequent staff meetings. The democratic **decentralization** of power in a hierarchical system (Manager - Principal - HODs-Faculty members) is ensured and evident in regularly held meetings. Strategy Development and Deployment is participative and decentralized. The Principal coordinates with the Management, College Council and IQAC and makes all effort to translate quality in all academic and administrative units. Progressive **E-governance** has been initiated and computerization has been in vogue in several areas of administration. The Principal monitors infrastructure development, budget allocation and finance management. Several **Faculty Empowerment Strategies** have been initiated at academic and non-academic levels. At the academic level, it includes availing of FDPs and Financial Assistance for participation in conferences, workshops and training programmes and performance appraisals while at the non-academic, it includes the welfare associations of Teaching and non-teaching staff and the college co-operative society that runs welfare schemes. Financial management is generally coordinated by the Bursar. Accounts and records are subjected to external auditing by the Government for government funds while the Management accounts are audited by a reputed firm of Chartered Accountants. Resource mobilization is done through financial assistance by the State, management, PTA, sponsorships, contributions by well-wishers and fund allocation by RUSA, UGC etc. **Internal Quality Assurance System (IQAS)** is effectively implemented by IQAC through participatory mode; open to frequent reviews and suggestions for modifications as well as by opening to accreditation/ranking by agencies like AISHE, NIRF, ARIAA etc. Quality initiatives are coordinated by the IQAC.

Institutional Values and Best Practices

Institutional Motto of Learn, Labour and Love are followed and practiced at all levels stressing the values of gender equity, environmental consciousness and inclusion. The college is a co-educational institution with a higher number of female teachers and students. Various clubs and forum ensure **sensitization and orientation**

regarding equity, empathy, inclusion etc. Individual development through social responsibility is underlined in its system through the institutional practices undertaken by various clubs, organizations and associations on the campus. The college campus is **'eco-friendly'** as it promotes environment friendly practices and attempts to practice inclusion by admitting disabled students. **Divyanjjan friendly** initiatives like special toilets, ramps, facilities of scribe and interpreter for examinations, policies and activities that make all students comfortable on the campus irrespective of gender, caste, community and any other socio-economic diversity are also provided. There are facilities for **waste management** and proper energy management. Periodic Green Audit is also conducted. There is a prescribed code of conduct and monitoring for all stakeholders. The institution duly observes days of importance and celebrates major festivals for inculcating awareness on the **values, duties and responsibilities** in students. The College follows a number of best and innovative practices which are student and community centered. The **best practice** which contributes greatly to the quality improvement of the core activities of the college is the conduct of **Commemorative Academic Endeavours** like Memorial Lectures/Quiz Competitions/ Academic Extension Programmes in honor of the departed faculty. The **holistic development** of the student is the second best practice in which all activities of the college are designed and implemented to ensure the academic, physical, mental, spiritual and moral well-being of the student. The distinctiveness of the college rests on the **social responsibility and community service** ingrained in the functioning of the institution and manifested through its principles and practices. The college undertakes various activities on the campus to empower, enlighten and steer the students to become intellectually mature, morally upright, socially committed and spiritually inspired men and women.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BASELIUS COLLEGE
Address	K.K. ROAD, KOTTAYAM
City	KOTTAYAM
State	Kerala
Pin	686001
Website	www.baselius.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Biju Thomas	0481-2563918	9447214457	0481-2565958	principal@baselius.ac.in
IQAC / CIQA coordinator	Manoj Narayanan K. S.	0481-2582002	9447110212	0481-0000000	manojnarayananks@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority Institution run by Malankara Orthodox Syrian Church
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-07-1964			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	30-06-1996	View Document		
12B of UGC	30-06-1996	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Education National Institute Ranking Framework
Date of recognition	09-09-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	K.K. ROAD, KOTTAYAM	Urban	5.78	14449

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,English	36	PLUS TWO	English	50	48
UG	BA, Malayalam	36	PLUS TWO	English + Malayalam	30	29
UG	BA,Economics	36	PLUS TWO	English	50	48
UG	BA,Political Science	36	PLUS TWO	English	40	39
UG	BSc,Mathematics	36	PLUS TWO	English	50	21
UG	BSc,Physics	36	PLUS TWO	English	30	15
UG	BSc,Chemistry	36	PLUS TWO	English	50	29

UG	BSc,Botany	36	PLUS TWO	English	42	31
UG	BSc,Zoology	36	PLUS TWO	English	50	38
UG	BCom,Com merce	36	PLUS TWO	English	50	49
UG	BCom,Com merce	36	PLUS TWO	English	61	61
UG	BBA,Manag ement Science	36	PLUS TWO	English	24	24
PG	MA,English	24	DEGREE	English	20	19
PG	MA,Econom ics	24	DEGREE	English	15	15
PG	MSc,Physics	24	DEGREE	English	15	15
PG	MSc,Chemis try	24	DEGREE	English	20	20
PG	MCom,Com merce	24	DEGREE	English	26	13
PG	MCom,Com merce	24	DEGREE	English	16	16
PG	MSc,Data Analytics	24	DEGREE	English	12	12
Doctoral (Ph.D)	PhD or DPhil,Physic s	60	POST GRA DUATION	English	1	0
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	60	POST GRA DUATION	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				64			
Recruited	0	0	0	0	3	8	0	11	18	46	0	64
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				7			
Recruited	0	0	0	0	1	0	0	1	1	6	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	16	1	0	17
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	5	6	0	11
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	0	0	3	6	0	9	21	0	39
M.Phil.	0	0	0	0	1	0	2	4	0	7
PG	0	0	0	0	1	0	4	12	0	17
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	1	0	0	1	4	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	11	0	13
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	592	0	9	0	601
	Female	744	5	7	0	756
	Others	0	0	0	0	0
PG	Male	52	0	0	0	52
	Female	167	0	0	0	167
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	26	34	36	23
	Female	46	47	54	54
	Others	0	0	0	0
ST	Male	5	4	8	3
	Female	6	8	9	12
	Others	0	0	0	0
OBC	Male	26	21	15	26
	Female	57	43	31	51
	Others	0	0	0	0
General	Male	198	147	186	159
	Female	207	292	248	267
	Others	0	0	0	0
Others	Male	10	7	13	10
	Female	19	15	27	23
	Others	0	0	0	0
Total		600	618	627	628

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As an affiliated college of MG University, the college follows the curriculum and syllabus of the university. The choice of open courses as part of UG Programmes and electives as part of PG programmes enable interdisciplinary discourses. Inter/multidisciplinary approaches are made possible by the various curricular and co-curricular seminars and workshops through interdepartmental participation . The college has already initiated collaborative projects, seminars, workshops etc. of Inter disciplinary nature. Language departments collaborate to organise Literary Programmes. Similarly, Life Science departments jointly organize lectures and activities. All departments offer one</p>
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	<p>Open Course at Graduation level for students of other streams. Projects are undertaken with the help of Statistics department. Within the limited flexibility, the college has been trying to promote a multi-disciplinary approach in research and activities. The college has a multidisciplinary journal titled Baselius Researcher where in original research articles from various disciplines are published.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Since the college is an affiliated institution only, the initiative of becoming a part of Academic Bank of Credits has to be initiated by the University. Students are being given awareness regarding the Bank of Credit and its uses. Encouragement is given to students to register in the National Academic Depository also. Many of our students have primarily registered in NAD. The institution aims to be part of the Academic Bank of Credits once the institution gets autonomy status thereby securing the right to award Degrees.</p>
<p>3. Skill development:</p>	<p>Skill development of the learner is a major component of the teaching –learning process. The college has only limited scope for introducing skill components into the main curriculum .Apart from the regular programmes which are directed at specific learning outcomes, add on courses, certificate courses and workshops are organized for the skill development of the learner. The College has been offering Diploma approved by National Council of Vocational Research Training and also by the Centre for Continuing Education Kerala. The skill training programme and courses offered by Additional Skill Acquisition Programme (ASAP) has also been successfully undertaken at the college. The college intends to add more Skill Programmes to the curriculum and provide a platform for meaningful development of the students by combining the components of knowledge and skill. The artistic and sports programmes and other club and association activities are directed at developing Life skills along with the co-curricular and extra -curricular ones.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Knowledge system and tradition is given utmost importance at the institution .The integration of Indian knowledge system is done through curricular and extracurricular activities. The choice of Sanskrit as a UG common course, the option of Indian Poetic Tradition as an elective of PG</p>

	<p>Programme in English, the inculcation of Indian values through regular activities, have all been part of this integration. It is one of the limited institutions which offers Sanskrit as a language of study for Undergraduate Programmes. The syllabi of B A English and B A Malayalam focus very much on Cultural Studies. Visits to culturally important places and festivals by way of field trip have been a routine practice in the institution. Seminars and Certificate Programme on Vedic Mathematics have been offered to students to get awareness on the traditional knowledge system prevailing in India. To make learning interesting, teachers provide e-contents in local language also. To uphold the Indian culture and tradition, the Baselian Community celebrates important festivals and commemorates important days of National Importance. The prayer songs in different Indian languages including Hindi and Sanskrit are also indicative of the importance given to Indian language and culture by the Institution.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Though OBE has not been introduced by MG University, the college has, within its limited flexibility, taken initiatives to move towards an outcome based education system. Programme Outcomes, Course Outcomes and Programme Specific Outcomes have been incorporated into the teaching-learning process and are let known to the students by way of Orientation and also by publishing it in the website. Efforts are made to ascertain the learning outcomes through specific modes. The attainment of outcome is monitored by way of the mechanism developed by the college. Further efforts are being undertaken by the IQAC to revamp the entire procedure so as to ensure that the outcome attainment and further actions can be monitored in a more scientific way.</p>
<p>6. Distance education/online education:</p>	<p>Online education and the possibilities it offers have been encouraged since the lock down in the wake of the pandemic. Students have been encouraged to join MOOC courses and many students have joined online courses in consultation with the faculty members and successfully completed the same. Teachers also pursue online courses available in the SWAYAM platform. Many teachers have undergone training in the development of MOOC quadrants and some teachers have successfully contributed to its development. The college plans to develop MOOC</p>

courses of its own and offer the same through the LMS platform. International and National seminars have been organized in the online mode facilitating wide spectrum knowledge exchange. Many faculty members have attended Faculty Development Programmes in the online mode. Video lectures, Podcasts, PowerPoint presentations with voice over have all been made use of. The virtual platform witnessed a full-fledged Arts fest too. The college is ready to take on the online world and use it to enrich the offline education scenario too.

NAAC

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
388	380	382	383	385
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	20	20	20

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1631	1654	1662	1681	1661
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
192	185	186	185	186

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
564	553	561	585	566

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	84	84	84	85

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
82	84	84	84	85

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 56

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
157.56	115.75	155.85	220.09	206.15

4.3

Number of Computers

Response: 195

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college follows the curriculum and syllabus as prescribed by the M.G University. The department council meets before the commencement of each academic year and allocates the courses to teachers based on their interest and expertise. A curriculum plan is developed according to which the teachers prepare a teaching plan on how they intend to deliver the curriculum and communicate the course outcomes to the students at the commencement of each semester. The plans are made in accordance with the academic calendar prepared by the college. The modes of curriculum delivery in the form of lectures, seminars, discussions, quizzes, test papers, assignments and tutorials are clearly discussed with the students. To explore and instill various dimensions of the prescribed texts of various disciplines, invited lectures and workshops are held at department levels as per the suggestions made by the QAC of the departments. A report of the details of classes engaged by each teacher is submitted to the Head of the Department every month. The report also contains the details of tests, seminars, assignments, projects etc. related to courses handled by that particular teacher. The Head of the department consolidates the reports and submits a monthly report which is verified by the Principal and IQAC coordinator. Besides, the Department Council meetings and College Staff Council meetings also discuss the various aspects of curriculum delivery process and necessary follow up is made on the basis of feedbacks. The summary of performances of the students is entered in the Progress Reports maintained by the tutors and mentors. The College also conducts 'Walk with the Scholar' Programme which is intended for the fast learners and the 'Scholar Support Programme' which caters to the needs of the slow learners. Special mentoring is provided under these programmes. Again, with the aim of bringing every student a step ahead, remedial classes are also arranged by the teachers. The knowledge base acquired by the fast learner is made use of, by engaging them in peer teaching sessions either for their co-students or students of lower classes. The presentation skills of students are also made use of in introducing latest concepts and practices in various subject related areas. Audio-visual resources, role plays etc. are also used in certain subject areas which require the use of the same for imparting full-fledged knowledge to the student community. On the Job Training and Internships are also undertaken as per the guidelines of the University. Practical sessions are arranged for students of Science stream in a planned manner so that each student gets the opportunity to understand the concepts through proper practice. Add on courses also help the students to get additional knowledge in the domain of their discipline. The curriculum delivery done through the above mentioned measures is subjected to semester wise internal assessment (at the college level) and external assessment (at the university level), which are properly documented by the concerned committees ensuring transparency at every step.

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

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

Response:

The academic year of the college is in accordance with the academic calendar which the University publishes every year prescribing the date of commencement and closure of classes and also the end semester exams for both odd and even semesters. Usually first semester classes of both UG and PG starts in July/August depending on the publication of results and admission schedule published by the University. The activities of the college are planned in tune with the University schedules for classes and examinations. The departments will submit a plan of activities for the year to the **IQAC** in advance. The IQAC and College Council hold meetings to finalise the **Institutional Academic Calendar**, incorporating suggestions from the stakeholders. The Academic Calendar comprehensively covers all academic activities including curricular, co-curricular and extra-curricular activities. The Academic Calendars of the Institution and the University are published on the college website. Internal examinations are planned in advance and the schedule of the examinations is given in the academic calendar. This part being an inevitable component of assessment is given utmost importance while preparing the calendar and the relevant portions are included in the College Handbook which is issued to the students. The College Handbook also shows the details of vacations. Detailed timetable for the internal examinations are **published** on the Notice Board in advance. Students are also advised to complete their assignments and projects in accordance with the academic schedule prescribed in the academic calendar. Usually, all seminars and assignments are completed at least two weeks before the commencement of the examinations. The college also ensures that the **number of working days** prescribed by the University for each semester is available for academic activities. Whenever, there are changes in the schedules which are necessitated by the modifications made in the University Academic schedule and **Examinations schedule**, the college brings the corresponding changes in its schedule. It is also ensured that all students get an opportunity to take part in the activities conducted in the college. The dates and timetable for end-semester University examinations are published on the College Website and College Notice Boards. Two Committees which are in charge of Internal Assessment Examinations and also Internal Assessment meet periodically and submit their proposals to the Principal to streamline the academic activities and arrange examinations accordingly. The entire process is made clear to the students through **college handbook, notices**, announcements and also interaction with tutors and mentors. The schedule of meeting parents is also decided in advance and given in the college handbook. The schedule for Cultural and Sports activities are also published by the University and therefore provision for the same is given in the Institutional Academic Calendar. The college almanac given in the College Handbook informs the students the details regarding the classes for the semester, dates of examinations, internal evaluation and other academic activities.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 21

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

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

Response: 33

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	11	6	5	3

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

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

Response: 10.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
234	313	181	82	58

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

1.3 Curriculum Enrichment

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

Response:

True education has to touch all realms of life and has to initiate and augment its transformation. This is the vision of Baselius College from the days of its inception. With this concept the institution has incorporated different courses in the curriculum to address the varied issues the world faces today. Hence courses integrated with Gender, Environment and Sustainability, Human Values and Professional Ethics have been incorporated into the curriculum.

Environment and Sustainability:

Sustainability is the most sensitive issue and Sustainable Development, the great challenge that the humanity faces today.

Different programmes offer core courses such as Environmental Science and Ecotourism, Environmental Biology, Toxicology and Disaster Management, Genetics, Plant Breeding and Horticulture, Development and Environmental economics, Chemistry in everyday life, Musings on Vital Issues, address the environmental issues and suggest solutions for sustainable practices. The Environment and Human Rights Course proposed by the UGC has been incorporated into the curriculum of all UG programmes from 2017 admission onwards.

Environment Day is celebrated every year by all departments by distributing seeds and saplings to students. Activities such as seminars, invited lectures, industry visits and field excursions are also organized.

Regular green auditing is undertaken under the initiative of the IQAC, and its recommendations are implemented. Department of chemistry has organised a workshop on Microscale analysis to reduce the use of chemicals thereby reducing pollution. Department of Zoology regularly observes Tiger's Day to raise awareness for tiger conservation. Department of Botany organised an exhibition on deforestation as part of National Environment Awareness Campaign (NEAC).

Gender

Gender Sensitization/ Empowerment programmes are organized by various departments regularly. Department of English offers core papers on Gender studies and Women's Literature highlighting concepts like gender equality, feminism etc. The feminist ideas and ideologies are highlighted by the Department of Malayalam through courses like 'Kavita', 'Malayalathile Stree Rachanakal', 'Oru Sahityakaran-Sahityakari' etc. NSS and Women's Forum organise seminars on women's health and hygiene, personality development, yoga training, self-defence etc. for the holistic development of women.

Professional Ethics:

Ethics in profession is to be taught invariably as a part of the curriculum. The core course on Research Methodology at the PG level and core papers on professional ethics at the UG level help the students to develop the ethics to be followed in Research.

The concept of professional ethics for students is communicated through seminars, workshops and lectures by eminent scholars and through activities like mock interviews, group discussions, quiz competitions etc. offering an opportunity for students to learn team work.

Human Values:

Core courses in literature programmes and core papers in social sciences give much importance to human values and sustainable development enhancing the sense of responsibility and social concern.

Organizations like NCC and NSS also develop an understanding of human values via working in old age homes, organizing blood donation camps, health check-up camps, etc. The moral values of students are further strengthened through invited lectures by spiritual gurus and luminaries in the field.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 7.25

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
32	32	25	25	25

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

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

Response: 35.93

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

Response: 586

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

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

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 96.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
600	618	627	628	616

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
653	638	642	643	638

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 90.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
155	170	174	173	175

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution is committed to develop, chisel and motivate the learning capabilities of the students who have enrolled for each programme. The student bio-data form filled up at the time of admission, is the primary data that helps the mentors and the tutor to have an understanding on the previous academic performance of the student. Students enrolled in different departments are provided with an overview of the programme outline, structure, objectives and outcomes. A notable point here is that special attention is given to students who might not have learned the subjects at their higher secondary level or graduate level. Bridge courses and orientation programmes are organized to prove beneficial for such students to enhance and impart subject awareness and help in identifying the comprehensive levels of the students during their initial phase at the institution. The tutor in charge of the students acquaint the students with the internal and external assessment criteria and modes of evaluation. The systematic conduct of internal examinations helps in assessing the comprehensive level of the learners. The performance in various initial **assignments, seminars, presentations, quizzes and tests** are considered to find out the learning levels of the particular student who joins the institution. The IQAC arranges **special motivation sessions** by external experts for both the advanced and slow learners. The college runs two special schemes- **Walk with the Scholar (WWS)** which concentrates on Advanced Learners and **Scholar Support Programme (SSP)** which focuses on slow learners at Undergraduate levels. Separate **internal mentors** are arranged to motivate and guide the students towards successful career and academics. **External mentors** are experts drawn from different fields with proven expertise which will help the mentees to get an insight into the various avenues of higher education, career and skills. Besides, each department has devised special strategies for remedial classes, peer teaching and peer learning. Peer learning groups perform like a Quality Circle and depending on the scores in the end-semester examinations, further classifications are made later.

Another initiative to improve the learning levels of the students is through the lecture series organized by departments. Students get an opportunity to listen to the **experts in academia** and interact with them. Sessions such as Tutelage, Dialectics, etc. proves fruitful to the students. The programmes such as Discourse (English Department), Chemclave (Chemistry Department), Vayanakkoottam (Malayalam Department), Comclave (Commerce Department) etc are spaces which benefit the students where they can showcase their learning prowess and improve it through the interaction with experts and their peers. Tutors and Subject Association co-ordinators provide essential guidelines regarding techniques to grasp the models of the subject by encouraging students to participate in paper presentation, student seminars, workshops etc.

NET Coaching sessions, add on courses offered by the departments and linkages with various academic bodies such as ICSI helps in providing coaching for professional programmes, are also quite useful to the learners. Learners are also encouraged to enrol in MOOC courses like SWAYAM and other online courses.

File Description	Document
Upload any additional information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 19.89

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Student centric learning methods are constantly made use of in the teaching learning process. The class room becomes the comprehensive vantage point where students get access to real time knowledge when they take up the role of instructor. This is made possible through the seminars presented by each student and thus becomes the most effective means of “learning by doing” in addition to building team spirit and enhancing communication skills. The teacher assists in splitting the whole lot of students into clusters and each cluster is assigned a topic which forms part of a learning module. Direct experiences are also provided through **field visits, on the job training, industrial visits, mock interviews** and extension activities wherein the students’ social and personal skills are enhanced. Reflection, critical analysis and synthesis form the basic principles of the procedures. Participating in quiz programmes, personality assessment tests, competitions like project presentations, power point presentations etc. aid the learners to sharpen their knowledge and skills. **Role play and management games** are included in the pedagogy of Commerce and Management departments. The conduct of Mock IPL auction which is a sort of finance game helps to understand the intricacies of utilisation of finance. All these methodologies help the learners to develop a bond among themselves along with inculcating a love for their subject or their area of interest.

The **hands on training** provided as part of Certificate courses and special training by the Department of Botany in flower arrangements, Department of Zoology in Applied Zoology and Department of Chemistry in Food Safety also enrich the learning experiences. The open course in Malayalam helps budding journalist as they are trained in the basics of Journalism. Visiting the offices and press of news dailies and interactions with journalists help the students to prepare a dummy newspaper model. ‘Theatre Studies’, the open course offered by the English Department helps genuine lovers of theatre to understand the nuances in acting and performing. The **exhibitions** conducted by science departments also helps in better understanding of various issues

Student Seminars organized by the departments provide learners with opportunities to directly meet professional connoisseurs thereby providing a platform to improve their learning quotient. The subject associations conduct inter-collegiate and intra-collegiate **academic fests** to encourage **participatory skills**, social skills, time management, finance management and crisis management skills. This provides a room

for participative learning. In addition to this, students participate in workshops and paper presentations organized by other institutions. Marketing game, product launch, crisis management, management team game etc. are some of the competitions for students that help them to resolve problems in practical life.

The Learning thus becomes an unconscious process, enabling the learners to master the nuances of learning and also to develop reasoning power, decision making, and problem solving.

File Description	Document
Upload any additional information	View Document

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

Response:

Information Technology is the need of the era, hence such means are employed in the dissemination and transfer of teaching and learning materials. Powerpoint presentations help in gathering the full attention and participation of the learners. The facilitators present slides stating the major aspects of the study material. It helps in completing the specified topic within the time period and alongside assures that the learners have been able to relearn and revive their interest in the topic under focus. The language departments screen movies and documentaries so that the learners learn the nuances of language through the presentations. ICT enabled learning process takes place on a systematic basis and varies from one department to the other. Projects and research papers of the teachers are sent to their wards via email. ICT enabled teaching learning proves to be a suitable platform for open debates and discussions related to the presentations which widens the learning experience.

Given below are the various means by which the teaching –learning transaction occurs:

- The college has a MOODLE based **Learner Management System** which helps in blended learning. The LMS is accessible through smart phones also. Google class rooms are also made use of, especially at times of pandemic so that classes were uninterrupted.
- **Youtube channels** of the various departments and teachers are created wherein video lectures are uploaded.
- **Audio notes** are also being circulated which becomes beneficial especially for the visually challenged students.
- Broadcast technologies such as radio and television are made use of in spreading the current updates regarding their own subjects (For Example: Language departments – Writer’s interview, Documentaries, Movie adaptations. Radio Programmes of teachers.)
- Student–teacher Whatsapp and Telegram groups are created for easier communication of information (additional learning materials, syllabus, e- notes, links to expert lectures etc.
- Assignments which require data from net sources.
- Short time **online courses** are promoted through word of mouth.
- Specific **software training** in Latex, CPP Lab, Excel, Python, are conducted by the departments of Physics, Commerce and Mathematics.
- Learning–teaching process remained unaffected even during the lockdown period (pandemic) because of the active involvement in the online platforms like Google meet, Zoom, Google

classroom etc.

- Resources from INFLIBNET, e-PGPathshala, Shodhganga, mguthesis.in etc.
- Smart boards and use of projectors have also proved beneficial.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19.89

2.3.3.1 Number of mentors

Response: 82

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 34.44

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
39	30	28	23	24

File Description

Document

List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 9.23

2.4.3.1 Total experience of full-time teachers

Response: 757

File Description

Document

List of Teachers including their PAN, designation, dept and experience details(Data Template)

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Internal Assessment is an integral part of student assessment and grading for both UG and PG programmes. For UG programmes, Internal Evaluation constitutes 20 % of the total score and for PG Programmes, it is 25 %. The components of internal assessment and the regulations are clearly laid down in the syllabus documents designed by the University. The students are given **proper awareness** regarding internal assessment at the time of their induction and initial orientation programmes itself. The **schedules of internal assessment** components such as test papers, seminars, assignments, and viva voce etc. are also made known to the students in advance. The college handbook and the website provides them with an

elaborate description about the evaluation process. A teacher is assigned for each course who will be responsible for the evaluation of various components of the assessment process. Assignments and seminars are evaluated by the course teacher and the performances are discussed with the students and opportunities are given for betterment of performances. As attendance is a component for Internal Evaluation of UG programmes, students who represent the college for co-curricular and extra-curricular activities are given compensatory attendance to make good the loss of attendance percentage. Though flexibility is not allowed by the University on the components, the college makes sure that the entire process is done in a transparent manner so that all students get an **equal and fair chance of performance**. After the scores of test papers are published, complaints are addressed by the teachers concerned and re-examinations are offered, if necessary. Internal assessment is a continuous evaluation process. The Internal Assessment scores and grades are published for the student verification by the course -in-charge before the commencement of the end-semester examinations in a standardized format titled 'A' Form. After **verification by the students**, the class-in-charge will consolidate the scores of all the courses of the semester and publish a consolidated score sheet or 'B' Form which the students verify and then sign on a copy of the same. The verification of the scores is usually done by the course in charge, the class in charge and then by the Head of the Department with the assistance of the Internal Assessment co-ordinator of each department. The department level co-ordinator and the Head of the Department give a written undertaking regarding the final scores and is in charge of the entry of the same in the University Examination portal. Later a central committee in charge also verifies the documents to ensure correctness and fairness. Moreover, specialised software is available in the Student Management Portal of the college to make the process error free and precise. The transparency and fairness of internal assessment is best elucidated through the fact that so far no major grievances have been registered or reported at any stage of the presentation of internal scores over the years. The Continuous Evaluation Process is thus student friendly and robust.

File Description	Document
Any additional information	View Document

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

Response:

The Internal Evaluation process is designed in such a manner that it is transparent and error free to the extent possible. Multi-layer verification is done to ensure fairness in evaluation. Students who are not satisfied are permitted to discuss the issue with the concerned teacher-in-charge and get the issues settled. There is a **three-level grievance redressal** mechanism, and a student can approach the higher levels if not satisfied with the decision at a lower level.

The **first level** of redressal is at the department itself by a committee consisting of the Head of the department, Department coordinator, faculty advisor and the course-in-charge. The next level is the **college level committee** with the principal as chairman, college coordinator, Head of the concerned department and the department coordinator. If the student is still not satisfied with the decision, he can approach the **University level committee**. The process is very transparent and as the college has a software package which helps in this process, the chances of errors are minimum. No major complaints or grievance has been received from the students so far. The minor issues are related to the permission for betterment of

grades before the final internal score publication or inadvertent mistakes like non-inclusion of the revised marks of examinations. Such issues are settled immediately at the department itself. There have been no instances of even the Department Committee looking into a formal grievance which clearly indicates that the system is functioning in an efficient manner. This is achieved due to the openness followed by the college in internal evaluation and the freedom given to the students to contact the teachers directly and point out any minor discrepancy. The students are asked to sign on the facing sheets of the valued answer scripts of the test paper and on the 'B form' which shows the consolidated scores of internal assessments of all courses of a semester. The college authorities give a declaration signed by the teacher, Head of the Department and Principal that no grievance is kept unsettled before forwarding the internal scores to the University.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

As an affiliated college, the institution offers undergraduate (UG) and postgraduate (PG) programmes, the syllabui and curriculum of which is designed by the University. Though the Programme Outcomes (PO) and Course outcomes (CO) are not mentioned in the syllabus documents by the university, the college has defined and communicated the same to the teachers and the students at the time of the latest revision of UG and PG programmes. The college started its discussions and implementation of outcome based education system from 2018 onwards, within the framwework of University Syllabus.

PO are the graduate attributes describing the accomplishments expected to be attained by the students on completion of a programme in general. Programme Specific Outcomes (PSO) are specific skills which are more of micro/specific level attainments. The POs and PSOs are finalized by an academic committee constituted by the **IQAC** with representatives from all the departments which includes members in the **Board of Studies** of the University. The expertise of the teachers who have attended seminars or workshops in this connection is made to familiarize others with the process of outcome-based education system.

CO indicates what the student must know and will be able to do after the completion of a course. Courses are designed to understand the basic concepts, fundamental principles and theories related to various phenomena in their respective disciplines and their relation in the day-to-day life , to inculcate critical thinking, impart rational scientific temper and to provide observational and analytical skills and to enable experiential learning. The course outcomes should be linked with POs and PSOs. The COs is decided by the **Department Level Faculty Council** in consultation with the External Expert in the QACs supplemented by detailed discussions in the common staff meetings.

At the beginning of the academic year, the COs are clearly communicated to the staff members and students. In the **orientation programmes** conducted by the college and the departments, the expected graduation attributes are communicated to the students in their respective disciplines. The teacher-in-charge of each class and the tutors ensure that a student gets a clear awareness on the PSOs, COs, and methodology of teaching-learning. **Tutors and course-in-charges** hold discussions on these aspects with their students during the interactive sessions.

The details of outcomes are uploaded in the **institutional website** along with the syllabus. Students are encouraged to participate in the various enrichment programmes, co-curricular and extra-curricular activities to attain certain POs. Test papers, Assignments, Presentations, Seminars and End-Semester examinations all contribute to the assessment of the attainment level.

Thus, the institution provides awareness of POs, COs and PSOs through the *following mechanisms*:

- Through academic committee, staff and Department Council meetings
- Publishing the Outcomes in the College Websites
- Orientation given to the first-year students regarding graduation attributes of the respective programme
- Discussions with department coordinators and tutors
- By the course-in-charge during the start of each course in a semester
- Teaching Methodology and Experiential learning methodology

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college has designed the course outcomes, programme outcomes and programme specific outcomes. As the college has no autonomy to design its own syllabus and the University has not developed an outcome-based syllabus, the department level QACs and academic committees are entrusted to formulate the outcomes based on multilevel discussions. The OBE system was initiated in the year 2019 based on the discussions at various levels. Trial measurements of 2018 admission batches have been done at the college to evaluate the attainment of outcomes envisaged.

The measurement of the attainment of outcomes is based on the two assessments – Internal Assessment

(CIE) and End Semester Assessment (ESA). Internal Assessment is a continuous evaluation mode which is based on the performance of the students in assignments, viva, seminars, and internal tests. End Semester assessment is a summative one in which marks are awarded after university evaluation.

Currently, the overall course outcome is measured by considering a proportion of 1:4 for CIE and ESA for UG and 1:3 for P G. The level of attainment of outcome is measured by calculating the number of students who secure at least 50 % of the score for their overall assessment.

Course Outcome Level- UG

Level of Attainment based on benchmark	Letter Grade
90 % or above	S
80-90	A
70-80	B
60-70	C
50-60	D
40-50	E
Below 40	F

Course Outcome Level- PG

Level of Attainment based on benchmark	Letter Grade
85 % or above	S
75-80	A
65-75	B
55-65	C
45-55	D
40-55	E
Below 40	F

If only less than 40 % students attain the benchmark, then the curriculum delivery method is revisited, and corrective actions are proposed.

PSO and PO Outcomes- UG

The attainment of PSO is measured by considering the Weighted Cumulative Average scores as indicated by the grades. Regarding PO, 10 % weight for performance in extra curricular and co-curricular activities and 10 % score for Skills as evidenced by participation in programmes or certificates, is assigned. Remaining 80 % is for the scores obtained in the PSO attainment.

PSO and PO- UG Programmes -Outcome

Level of attainment based on benchmark	Letter Grade	Interpretation
80 % or above	S	Outstanding
70-80	A	Very Good
60-70	B	Good
50-60	C	Average
40-50	D	Satisfactory
30-40	E	Not Satisfactory
Below 30	F	Poor

PSO and PO- PG Programmes -Outcome

Level of attainment based on benchmark	Letter Grade	Interpretation
70 % or above	S	Outstanding
60-70	A	Very Good
50-60	B	Good
45-50	C	Average
40-45	D	Satisfactory
30-40	E	Not Satisfactory
Below 30	F	Poor

The IQAC is considering a more robust scale of measurement of attainment of CO, PSO and PO. Mapping of each CO is planned to be done separately by tying the same with a specific activity. Initial discussions for a tailor-made software is also in progress.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 85.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
468	522	490	480	464

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

2020-21	2019-20	2018-19	2017-18	2016-17
564	553	560	585	565

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.93

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0.25	1.47

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

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

Response: 18.29

3.1.2.1 Number of teachers recognized as research guides

Response: 15

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 7.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	3

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	10	10	10

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

3.2 Innovation Ecosystem

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

Response:

The College has an amiable ecosystem that promotes research and innovations and takes initiative in the creation and dissemination of knowledge and follows various innovative practices.

The **Research Promotion Council** (later renamed as Research Assessment and Promotion Committee) takes active interest in promoting research on the campus. The council takes initiatives to organize workshops and seminars, conferences etc. to motivate faculty to promote quality research. There has been a steady increase in the number of full-time teachers with Ph.D. A new Research Centre was established in the Department of Chemistry for funding opportunities for research to the staff and they are encouraged to apply for funded projects. The minor projects carried out by various teachers during the period 2014 to 2016 has been helpful in contributing a lot of books, equipment and other facilities that help in research and academic work in the college. The college has been successfully publishing a Peer Reviewed Journal '*Baselius Researcher*' (ISSN 0975-8658) for over two decades.

The qualities like achievement motivation, self-confidence etc. are instilled by means of an **Entrepreneurship Development Club** and its initiatives. Interactive sessions are arranged with successful entrepreneurs helping the students to get an overview on the real-life situation. Under the aegis of the club, students started preparation of cleaning lotion named 'Limpair Lotion', with different flavors such as lavender, jasmine etc. and marketing it in beautifully packed recyclable bottles. A share of the profit goes

to the students, enabling them to ‘*Earn while You Learn*’. The ED Club also provides idea on the establishment of startups. Students have participated in the **Young Innovators Programme (YIP)** by K-DISC and presented their ideas. Another noteworthy activity is the assembling of *LED lamps* by students, supervised by the trained faculty members. The initiatives taken by the **Unnat Bharat Abhiyan** are also meant to strengthen the social and entrepreneurial outlook of the students. Surveys have been conducted and reports presented in various socially relevant issues. The Department of chemistry follows ‘Microscale Experimental Chemistry’, to minimize the use of chemicals and to save time and energy. The Department of Botany motivates the students to make eco-friendly project reports. Seminars related to IPR have also been organized.

Various other initiatives are taken by the Departments and **Subject Associations** for the creation and dissemination of knowledge for example, the exhibitions organized by science departments, Extension programmes like *Namaste English* by English Department etc. Departments **collaborate** with academic institutions, industrial ventures, other organizations, professional bodies etc. and activities are carried out especially in the fields of research, on the job training etc. Inviting **eminent resource persons** from various domains for various lectures/talks etc. also contribute a lot to the knowledge building process. The success of such initiatives is evident from the high level of participation of students, especially **PG students** who **present research papers** in various conferences and publish articles in reputed journals.

File Description	Document
Upload any additional information	View Document

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

Response: 63

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	11	13	9	12

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.8

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 42

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

Response: 15

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

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

Response: 1.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	29	21	23	25

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

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

Response: 1.03

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	18	28	11	6

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

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institution is committed to inculcate among the students a sense of social responsibility and community service which is required as a part of their holistic development. Extension and outreach programmes organised by the institution assist the students to **develop social values**, realize their responsibilities and to ensure awareness on societal issues and problems by involving them in the activities of the community. Such programmes of the institution are taken care of and managed by different **Clubs and Subject Association**. NSS, NCC, Red Ribbon Club, UBA etc. organize such programmes in collaboration with various **government and public agencies and NGOs**. The college organizes various programmes like Blood Donation Camps, programmes for environmental protection, health awareness campaigns, academic extension programmes and charity programmes like providing mid-day meals etc. for the needy in the nearby villages and organizations. The NSS Unit adopts villages and works for the overall development of the adopted villages via setting up libraries, health care activities, construction of toilets, construction and maintenances of houses etc. bringing in positive attitudinal shift in students. The increasing number of student participation with enthusiasm is a clear evidence of the student perspective. The institution supports the effective implementation of **government policies** by conducting surveys, collecting data and by participating in the activities of Swachh Bharat Abhiyan etc. Students, under the guidance of various clubs, provided immense support for the relief and rescue of the affected people during the heavy floods in Kerala during 2018 and 2019. Regular support is rendered at **Old age homes, Palliative care centres**, schools for the differently abled and orphanages. It is found that such visits and support help in bringing out a change in the outlook of the students as they view things from a different perspective. The students also involve in spreading the messages connected with Anti-narcotics, World Cancer Day, AIDS Day, World Autism Day etc. by way of conducting rallies, street plays, awareness campaigns etc. Programmes are also organised in connection with road safety, nutrition promotion, franchise rights, etc. Activities like blood donation by Red Ribbon Club and health check-up camps like Health Camps for Elderly, Eye Test camps, etc. are organized on a regular basis. Science exhibitions and student teaching sessions are arranged at schools by students of different departments every year and several school children have benefited from such programmes.

The extension activities that have been organised by the institution encourage the students and the faculty to enlarge their expanse of knowledge regarding healthy lifestyle, social, legal, gender, and environmental issues. Awareness classes for auto drivers, kudumbasree units, farmers and traders etc. have been organized. These programmes help to improve the students' capacity to effectively identify the problems and to find out solutions and remedies for the same. Working for the deprived helps to instill the feeling of universal brotherhood and a wider humanitarian perspective.

File Description	Document
Upload any additional information	View Document

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 184

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	37	54	29	28

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

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

Response: 57.92

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1116	875	1185	1012	611

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

3.5 Collaboration

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

Response: 15

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	2	3

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

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

Response: 11

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	1	3	2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College has ample infrastructural facilities such as classrooms, laboratories, seminar halls, library, computers, and other academic resources to support the Teaching Learning Process. At the beginning of every year, the requirements are reviewed, and necessary additions, modifications, repairs, and replacement of the facilities are made whenever needed. The student feedbacks on infrastructural requirements are also taken into consideration.

The College has 53 **classrooms** of which 26 are ICT enabled. The rooms are well-ventilated and in accordance with the requirement of the programme for which it is intended. Sufficient furniture is available in these classrooms which serve as the place for lectures and tutorials. Presentations and lectures supported by presentations can be done in these classrooms. Besides, there are **3 ICT enabled seminar halls** which serve as a venue for seminars, workshops, interactions with eminent resource persons, paper presentations etc. Class rooms are adequately furnished with white/black boards, notice boards etc.

The college has adequate **lab facilities** to serve the needs of its Undergraduate and Postgraduate programmes. The Physics department has separate general and electronics labs for Degree and Postgraduate programmes, an optics lab, two electronics labs and a combined computer lab. The research lab of the Department has di-electric characterization equipment and four probe units for conductivity measurements as well as a Diode pumped solid state laser (DPSS laser). The Chemistry Department likewise, has an organic chemistry lab and two regular labs for UG and PG classes. Researchers have separate lab facilities. The Zoology Department has a general lab, a bioinformatics lab as well as a microbiology lab with an Autoclave machine. The Botany Department hosts a Herbarium in addition to their general lab.

Adequate **computer facilities** with **internet** connections are available in all departments which are made accessible for the students and teachers alike. The college library is also equipped with computers and reprographic facilities. The College has established UGC-Network Resource Centre with internet connectivity to create awareness and exposure among the staff and students about the use of computer in various activities like learning, research activities, software training etc. There are 195 computers available for academic purposes and the college regularly upgrades its internet connectivity. The college provides a MOODLE based **LMS** that has paved the way for blended learning opportunities too.

A small-scale Eco Pond, Botanical Garden and Butterfly Garden are maintained by the Life Science Departments as a part of their academics. Facilities like xeroxing, binding, lamination etc. are available at the College Co-operative Store which aids the students in their Project report and Practical Record submission. To ensure the safety of students and staff, CCTV is installed throughout the campus which is constantly monitored. Separate rooms are provided for NSS, NCC etc. for their activities.

To enhance the employability of our students the classroom facilities are made available after the regular classes for conducting coaching classes for PSC and other competitive examinations.

File Description	Document
Upload any additional information	View Document

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

Response:

The college strives for the overall growth and holistic development of the students, via sports activities /games, cultural activities, competitions, performances arranged on the campus. Students participate in these activities with zeal and enthusiasm. The college has adequate facilities to accommodate these activities and programmes.

The **expansive and well-maintained college ground**, spreading over 7960 square feet, can accommodate all types of games. Adequate sports facilities and equipment are available in the college with a separate basketball court. Proper training is given to the college teams by reputed sports coaches. Considering the facilities available at the college, the Sports Council of Kerala has approved the college as a recognized centre for football training and supports the activities. College teams have been bagging trophies in various competitions. Intramural competitions are arranged for games like cricket, kabbadi, volleyball etc. The Annual Athletic Meet is also held at the college ground. Another notable event organised in the college ground is the 'Arjuna Vs Drona' cricket match between the team of students and teachers respectively, held every year is one which draws huge media coverage. Another major event organised every year in the college ground is the Intercollegiate tournaments in Football and Basketball for Baselius Trophy in which many reputed teams participate.

The **gymnasium** of the college now functioning at a building near the college ground was established in 2014 with UGC assistance. It is equipped with Strength Training Equipment, Tread Mill, Elliptical Trainer etc. Yoga training is organized every year.

The college has a rich legacy of cultural activities too and provides facilities for the performances, training, and practice of the events. The spacious **college auditorium** is spread over 810 square metre and can accommodate around 1000 people at a time with a well-equipped stage of 79 square feet. All major performances and the Annual Arts Day are performed in the college auditorium which has a good sound system with modern facilities. For gala events, LED screens are also arranged. Events like Debates, Elocution, and Recitations are arranged in various seminar halls. The performances of students arranged and staged frequently by College Union and clubs like Music Club, Choreography Club, Histrionics Club etc. and Inter Collegiate Fests are also held in the auditorium.

Well established norms and policies are made for the use of the college ground, courts, auditorium, mini halls etc.

Summary of major Facilities for sports and games

Facility	Area	Remarks
Playground	7960 square metre	Mukti-purpose playground

Basket Ball Court	560 square metre	
Gymnasium	350 square metre	Located near the Playground with work out facilities and Yoga facilities

Facilities for cultural activities

Facility	Area /Size	Remarks
Auditorium	810 square metre	well equipped stage and used for cultural programmes/ meetings etc.
Separate Halls with facilities		Education Technology Centre and Media Centre available for events like Elocution, recitation, Solo etc.
Open Stage-Amphitheatre		Renovation of Open Stage - (work-in-progress)

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 51.79

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 29

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 57.4**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
94.76	30.83	79.35	169.22	149.33

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Baselius College Library is located below the administrative block in the ground floor. The library has a seating capacity of 200 and mezzanine flooring for stacking books. The library is equipped with internet and reprographic facilities along with a separate reading room and reference section.

The Library has a good collection of periodicals, journals, CDs, newspapers, previous years' question papers and bound volume of old journals. Study materials for Competitive Examinations including NET and PSC, Maps, Student Projects, Thesis, Audio Video facility are available in the library. Separate institutional repository is maintained.

The library usually works from 8:30 am to 4:30 pm on all working days and is open to students and staff members. Students can obtain their library tickets at the library counter. For each ticket one book will be issued. Books and students' identity cards are barcoded for automated circulation. CCTV surveillance is in place to ensure safety.

Online Public Access Catalogue (OPAC) is available for the users to access the library resources. Materials can be searched by entering details such as title, author etc. The library follows the open access system. **Online journals and INFLIBNET** are available for the benefit of research scholars and students. For remote accessing UGC INFLIBNET-N-LIST resources, E-books and E-journals, PG students,

Research Scholars and staff members are provided login passwords. For making E-resource facilities available for users, 8 **computers** are installed in the main library of which 6 are for students' use. Wi-Fi facility is also available in the library.

Initially in 2006, the library was partially automated with the library management software **SOUL**. A new software **KOHA** was installed in 2017 with modules for acquisition system, cataloguing system, circulating system and Online Public Access Catalogue. E- Gate and Web-OPAC facilities were also installed recently to complete the process of automation. LAN connected D-space Digital Repository facility which includes e-books, thesis, questionnaire, student projects has also been installed recently. Besides, each department has separate space for reading and a book bank for additional reference. To encourage library use, 'Best Library User' award has been instituted.

The Library Committee meets periodically and ensures that the library facilities are made available. Additions to the resources are made at the suggestion of the Library Council. The sanction of RUSA grant has facilitated the extension of the space and facilities in the library incorporating the need of the differently abled and providing extensive space for reading and holding minor conferences. Presently, the library has a collection of 40309 books. The extension of library block was proposed under the RUSA Infrastructure Grant and the work is almost complete. This will add to the capacity and facilities of the library.

Extent of Automation	Fully Automated
Name of the ILMS Software	KOHA
Version currently used	20.11.02.000
Year of automation	2006
Year of installation of current software	2017

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 1.01

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.91	1.18	1.37	1.02	0.55

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

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

Response: 11.91

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

Response: 204

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college recognises the importance of ICT facilities along with other infrastructural facilities. Accordingly, plans are made and executed for the upgradation of ICT facilities available on the campus. There has been an increase in the number of computers as well as in the use of internet facilities and customized software.

The college has **195 computers** in various departments of the college for **academic purposes**. Of the 53 classrooms, 26 are **ICT enabled** and there are 3 ICT enabled **Seminar halls** with smartboard or digital display boards. The college has a Network Resource Centre and students make use of it for assignments, projects, software training etc. Another new lab has been established with the help of MLA Fund. The library also has computer facilities where students can access the internet as well as the digital catalogue of the library. Departments have **computer labs**, while fixed projectors in various classrooms make classes more interactive and richer in multimedia content.

The college has been steadily increasing its **internet connectivity** over the past few years. The college initially had a BSNL VPN connection with 40 mbps speed. Additionally, an Asianet internet connection with a speed of 200mbps and 2TB bandwidth as well as a Rail wire Connection with 125 mbps speed have also been installed. Thus currently, three dedicated internet connections are active in the college with a total speed of more than 400mbps with an unlimited data per month. The college has now made available all the major service providers of internet that is available in the city of Kottayam to always ensure internet connectivity, without fail. Besides, the college has also entered into an agreement with Jio Networks for leased lines and its infrastructural installation is already complete. A dedicated line, **Wi-Fi routers and switches** have been set up all over the campus.

All departments including the college office is equipped with Wi-Fi. The routers are future-ready with 5 GHz Wi-Fi capability in addition to the regular 2.4GHz, so that the upgradation to the next-level of Wi-Fi will be hassle-free.

The college initially had an **AMC** for the maintenance of ICT resources. Currently, a **full-time qualified technician** has been appointed by the management for doing the maintenance works. There is an adequate number of telecommunication equipment. CCTVs have been upgraded over the years.

In addition to the hardware facilities, necessary software updating has been done in the college as part of its e-governance and e-facilities. A revised student management software package was installed in 2015 and a new comprehensive was installed in 2019. A full-fledged **Learner Management System**, based on MOODLE has also been activated in February 2020. Apart from that, software that helps in administration process has also been installed. Software upgradation has also been done in the college library, enabling full automation. Several **customized portals** are available in the college that help administration and academics.

File Description	Document
Upload any additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 8.36

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

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 25.16**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
44.22	51.34	43.69	24.05	29.76

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

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

Response:

The college has ample academic and infrastructural resources which are upgraded regularly with well established policies and procedures which are displayed on the college website. Students are given proper awareness periodically on how to make use of the available facilities . A committee comprising of the Principal, Bursar, IQAC Coordinator, Faculty Member and a technician supervises its utilisation, maintenance, and upgradation.

General Policy and Mechanism

- The academic programme of the College is from June to March. The maintenance work in the college shall take place during the summer vacation for the students in the month of April and May to avoid any disruption of academic and co-curricular activities.
- The Heads of Department and other in-charges shall forward their suggestions regrading maintenance works to be done at their departments.
- The computer systems shall be maintained under Annual Maintenance Contracts &/or under the supervision of a full-time technical staff appointed.
- The stock register shall be maintained in every Department and updated periodically.
- Sports and Games equipment shall be purchased periodically as per requirements and the Department of Physical Education shall supervise the utilisation of such facilities.

The mechanism and procedure for maintenance of various academic facilities are as follows:

Science Laboratories

- There are adequate laboratory assistants in the Science Departments viz. Physics, Chemistry, Botany, Zoology, and Electronics laboratories to maintain the equipment and laboratories. The Department Head shall be responsible for maintenance and utilisation of the labs and appropriate guidelines shall be given to the users.
- Air conditioners, computers and network facilities shall be maintained either by Annual Maintenance Contract (AMC) or serviced by technicians or by agencies/manufacturers as and when need arises. Requests for servicing shall be given to the Bursar, sufficiently in advance.
- The stock in the labs shall be verified annually, and damaged ones are discarded. Electrical and Electronic equipment are checked regularly at the end of every semester.

Computer maintenance

- The computers available in administrative offices, Departments and Laboratories shall be maintained through Annual Maintenance Contract (AMC) and/or by hiring the services of a dedicated technician.
- The computer labs shall be maintained dust free.

Classrooms

- The classroom facilities such as whiteboards, blackboards, electrical fittings and furniture, etc. shall be regularly cleaned and maintained.
- The departments will be given the charge of classrooms coming under their purviews. The Head of

the Department and Class Teachers ensure that cleanliness is maintained in the classrooms and surroundings.

- Disfiguring of walls and equipment in the classrooms will be dealt with severely.

Library

- The Librarian, and the team of support staff, shall look after the maintenance of the library books, journals, periodicals, furniture, electronic equipment, computers and software.
- Pest Management measures shall be periodically carried out in the library.
- Requests for additional facilities shall be given to the authorities concerned in advance
- Efforts shall be taken to preserve the books and journals, dust free.

College Ground

- The Physical Education Department is entrusted with the proper maintenance of ground and gymnasium.
- Necessary instructions are given to the students as to how to use the ground, basketball court, gymnasium equipment etc.
- It has to be ensured that preventive maintenance is done in time.
- Proper records regarding upkeep and maintenance shall be done.

Electrical and Water facilities

- The College Bursar oversees the maintenance of the physical infrastructural facilities. There are housekeeping staff members and the college has also arrangements with electricians and plumbers who come to the campus on a call for necessary repair and installation works. The generators are properly maintained by the housekeeping staff. The garden and other facilities are maintained with the help of a gardener who is appointed by the management.

CCTV is installed in all the prime locations of the Campus. An arrangement is made with the supplier for the proper follow up and maintenance. It is also ensured that proper safety measures such as fire extinguishers are arranged at every floor. The college has also appointed four security guards who are in-charge round the clock.

The details of the policy document for the use of infrastructure and its maintenance are available in the college website. The College Staff Council, Purchase Committee and Internal Audit Committee ensure that the procedures are correctly followed.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 50.03

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
711	743	876	889	931

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 11.95

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
255	147	181	202	205

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 50.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
891	878	909	752	785

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

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 6.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	22	53	42	59

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

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

Response: 170.92

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

Response: 964

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 59.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	11	19	11	11

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	20	30	19	18

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

5.3 Student Participation and Activities

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

Response: 207

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	48	29	45	56

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The College aims to provide resources that develop positive student leaders who will enhance the institutional quality and actively contribute to community environment. Student representatives elected through parliamentary form of election constitute the College Union. This promotes and develops democracy as a way of life on the campus. There is an Election Supervision Cell with two student representatives from the final year classes, ensuring the transparency of the procedure. All election related grievances are addressed by this committee.

The Parliament of the college is constituted by two directly elected students from each class. From this forum, office bearers of the college union viz Chairperson, Vice Chairperson (Lady), a General Secretary, an Editor for magazine, an Arts Club Secretary, Two Lady representatives, representatives for each batch of study and two student councilors are elected. The councilors represent the college in the University Student Council. The elected student representatives work together with the teacher advisor within the framework of a constitution to provide a means for student expression and assistance in the college affairs and activities. The Union plans and conducts various academic programmes, annual Arts Day, Onam celebrations, Kerala Day Celebrations, College Day celebrations etc. The Student Union plays a vital role in sensitizing students on issues like Anti-ragging, Say No to Drugs campaign, Gender Sensitisation, Equal Opportunity to Students etc. Besides, the Union also helps in grooming students who participate in the

University Youth festival and other inter-collegiate competitions.

The representation of students in Internal Quality Assurance Cell (IQAC) gives them opportunities for experiencing quality assurance and encourages the student-faculty-community relation. The Department Quality Assurance Cells (DQACs) also have student representations. The student representation in grievance redressal committee encourages positive student involvement in problem solving.

Student representation in various task forces, documentation committees and other key bodies provide students with the opportunity to be part of the various aspects of governance which aids in the formation of responsible citizenship and progressive leadership. The College hostel committee has student representatives from PG and UG classes and they have participatory powers in its functioning. Department Subject Association is yet another platform for students to showcase their talents and the Secretary of the same acts as a leader among the students. Such student bodies augment student exposure to event management, organization and teamwork. There is student representation in the RUSA Project Monitoring Unit also.

Students are well represented in the College Co-operative Society Board of Directors where they can raise their demands for the purchase of various items, provisions for discount etc. By ensuring adequate student representation in various committees and bodies and providing the students with ample opportunities to voice their views and suggestions, the college ensures that the students are trained in the right kind of leadership in various spheres and are made competent to tackle the problems in life with a new vision that will make them worthy citizens of our community and the country in general.

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

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

Response: 78.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
76	65	87	76	90

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

Baselius College, Kottayam has an active Alumni Association named WE BASELIAN which was established formally in 2002 and got registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Act, 1955 on 19.12.2018 with Register no: KTM/TC/493/2018. The Principal is the Patron of the Alumni Association. The affairs of the Alumni Association are managed by an Executive Committee consisting of President, Vice President, Secretary, Joint Secretary, Treasurer and Members elected from the general body meetings usually scheduled on October 2nd for a period of two years. A staff member nominated by the Principal serves as the faculty in charge of the Alumni Association.

Ever since its establishment, the Association has actively involved directly or indirectly in the various activities of the College such as:

1. Support for academic and career related activities

The Alumni Association arranges platforms for UG and PG students to know various job opportunities in both private and public sectors. Many Alumni members holding prestigious positions in academic institutions, research centres, and corporate enterprises and also in political and administrative fields visit the College to motivate and inspire students. Training sessions are also arranged for the students by the association

2. Scholarships

The association has instituted scholarships for the needy and meritorious students of first years and timely financial supports are given to others in need. These scholarships are generally distributed during the annual get together on 2nd October. The interest generated through fixed deposits are utilized for this purpose. Various alumni batches provide Department-wise scholarships also.

3. Support for co-curricular activities

Several departments conduct various Inter-Collegiate competitions, fests and academic programmes which are amply supported by the alumni through sponsorship and participation.

4. Social responsibility

We Baselian volunteers are always in the forefront to dispense their social commitment. They provided financial support to build houses for the homeless during the 2018 and 2019 Kerala flood. They were also actively involved in collecting and distributing relief supplies to the affected areas, especially to Chengannur and Alappuzha during the 2018 floods. They also support school children by freely distributing newspapers. The alumni association was instrumental in the construction of house for a needy student. The alumni batches also sponsor food and other provisions to orphanages, old age homes etc.

5. Alumni meetings and gatherings

There is an annual get-together of the Alumni Association on October 2nd every year. Cultural programmes are organized wherein the alumni participate actively. Besides this, the association also has initiated get-togethers of NRI members from various countries. We Baselian has two chapters abroad. Departmental alumni meetings are also conducted as per the request of the batches.

The representatives of alumni are included in the Department QAC, IQAC and other major fora so that the voice of the stakeholder group is properly addressed. The association also helps to track the progression of the past students and helps to get the feedback of alumni for improvement.

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

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

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

***VISION** : To be a premier temple of higher learning, imparting quality holistic education to all seekers irrespective of caste, creed and gender.*

***MISSION**: To dispel the darkness of ignorance and elevate youngsters to the pedestal of wisdom by fostering spirituality, knowledge, and skill, thereby empowering them to deal with real life situations and equipping them to build a fruitful future for themselves and the society at large*

The academic services offered by the college are in tune with the Vision and Mission statements of the institution and cover basic as well as specialized knowledge. The institution is committed to empower the students to intervene effectively in the problems of the society for which holistic education must be provided to the seekers **without any discrimination or bias**. The administration and governance are also planned and directed accordingly.

The institution recognises the importance of a concerted effort on the part of all stakeholders to provide **quality education and to make steady improvement**. The administration is done on a democratic manner and the policies are formulated through constant interactions and discussions with the stakeholders. The annual plans and strategic plans are all drawn in line with the institutional objectives. The Management Governing Council of the College approves the strategic plans based on the proposals and **feedback** from the stakeholders.

The college has established several **Committees** and Cells of various stakeholder groups to ensure that the activities are planned and executed in a transparent manner leading to the fulfilment of the vision and mission of the college in accordance with the objectives of its establishment. Teachers are also part of every decision-making body, both at the department level and at the institution level. The **representation of students** in various bodies enhances their holistic development.

SWOC analysis is undertaken at the department and institution level to ensure that the college moves in its trajectory. The wide range of academic activities supplemented by the co-curricular, extra-curricular activities, the extensions and outreach programmes ensure the improvement and development of the students.

The motto '**Learn, Labour and Love**' is attained through various measures followed in the college and the team spirit has helped to establish a positive framework and progressive attitude leading to the wellbeing of the students. The principal and the staff members jointly function in proximity to address the challenges caused by every advancement in the social and academic scenario. **Delegation of academic and administrative responsibilities** to the faculty members is effectively done to enhance leadership quality at various levels. Through its all-inclusive, non-discriminatory policies and action, the management of the college ensures that the objective of the institution is attained in a manner satisfactory to the stakeholders and the society. The vision of the founders of the institution is also achieved by providing

quality education aimed at moulding good citizens and the welfare of the society.

File Description	Document
Paste link for additional information	View Document

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

Response:

The Principal has the academic and administrative freedom to fulfil the vision and mission of the institution. As the Head of the institution, the principal has always been the leader who is primarily responsible for the smooth functioning of academic and administrative activities of the college. The Principal who is entrusted with the management of the resources of the college does it through a collective involvement of all staff members and other stakeholders who are engaged, included, and motivated to contribute to the institutional wellbeing. Duties and responsibilities are delegated. Every major decision contributing to academic progress is taken after discussion in **IQAC, College Council and in the general staff meeting**. Through such a decentralised mechanism, the college has been successfully implementing its quality plans. The different committees formed at the institutional level and the department level function properly with routine formal and informal meetings and interactions. These committees also review the progress of activities and take necessary timely action accordingly for ensuring excellence in respective areas. The responsibilities entrusted to various staff members are communicated through regular staff meetings. Various co-curricular and extra-curricular activities are conducted through **student committees** with a teacher-in-charge. The participative decision-making ensures total involvement of all the people concerned. Thus, the institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The main aim of the Governing Body is in the formulation of the overall strategic direction and educational character of the College and ensuring its overall well-being and development. The management performs its supervisory and guidance roles through interaction with the principal.

The institutional practice of decentralisation and participatory management is evident in the establishment and functioning of the following bodies within the institution. Through the functioning of these committees at different levels with proper stake holder representation and periodic meetings of these bodies, it is ensured that all activities of the college like planning developments, academic calendar preparation, quality venture initiation, fund procurement and allocation, maintenance of discipline and code of conduct, conduct of examinations, conducting various events, extension activities etc. are carried out with the active involvement and belongingness of staff members

1. IQAC with proper stake holder representation and at least 6 to 8 teachers .
2. College Staff Council- The body meets periodically for monitoring day to day academic and other activities
3. NAAC Steering Committee for Accreditation
4. Planning Board for UGC
5. Board of Governors and Project Monitoring Unit of RUSA
6. Department QACs

7. PTA Executive Committee
8. Department Council
9. Task Forces
10. Research Assessment Committee
11. Ethics Committee
12. Committees for Student Welfare including Admission, Minority, SC/ST, OBC
13. Hostel Committee
14. Academic Committee
15. Committees for events and activities
16. Other advisory committees

Many of these committees function with student representation.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college develops its strategic plans after discussions held in the IQAC meetings and meetings of the Management Council. As both these bodies have adequate stakeholder representation, all long-term plans, after fruitful and elaborate discussion in these bodies, are discussed in the college level bodies and finalized after incorporating suggestions and opinions. Adequate taskforces are set up in the college for the successful implementation.

Among the strategic plans that have been successfully implemented during the last five years period, an **Infrastructural development project** with the aim of providing better academic facilities and student housing amenities is worth mentioning. Considering the requirement for additional classrooms, the college has strategically planned the construction of a new building called Students' Amenity Centre. The **recommendations/ suggestions of the NAAC Peer team** relating to the provision of additional accommodation facilities and other facilities to improve academic ambience, at the time of the 3rd cycle visit acted as a catalyst. For the construction of same, a strategic plan was devised, and project proposals were submitted to the UGC for getting the approval of a building and an **additional Women's Hostel**. The UGC sanctioned the project for Hostel, but the proposal for the Amenity Centre was kept on hold because of the policy changes. However, the college management decided to raise funds from various sources and complete it as a Golden Jubilee project of the college and it was completed with capital accumulation from the management, staff members, well-wishers, and alumni. As the plan was designed and developed when the college was celebrating the fiftieth year of its formation, it was named as the '**Golden Jubilee Amenity Centre Project**.' Along with the construction of the Women's Hostel II, the construction of Amenity Centre was also started in the year 2016 and the project was successfully completed in 2018. The new building now accommodates the Department of Physical education and the Postgraduate Department of Economics along with five class rooms, a computer lab and a reading-room of the Economics Department.

In the cellar floor, all the student amenities like Canteen, Co-operative Store, Women's Rest room and NCC Office are housed. The second floor has two spacious rooms which have been earmarked for a smart classroom with adequate computers installed using the funds sanctioned from the Local Development Fund of the Honourable MLA Sri Thiruvanchoor Radhakrishnan, an alumnus of the college. The other hall is expected to be converted into an academic theatre with the help of alumni assistance. This dream of a new building on the campus materialized because of meticulous planning and implementation which required discussion at various levels. This has contributed to the betterment of the academic ambience of the college, which in turn will be instrumental in overall student development. As a sequel to this project, the plan for expansion of the College Library and Administrative blocks has been implemented too.

File Description	Document
Upload any additional information	View Document

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

Response:

The College functions under the Corporate Management of Malankara Orthodox Colleges (M. O. C). The **Management Committee** has two levels- one is the Central Management Committee also known as the Governing Board of MOC Colleges consisting of the Educational Agency, the Corporate Manager, Secretary to the Board and various elected members. This body oversees the overall functioning of all colleges under the management. The major academic policy decisions including staff appointment, promotion etc. are all taken by this body. Besides, there is a Local Management Committee which consists of a local manager and management representatives from the locality where the college is situated, and this committee is responsible for the management of financial resources and infrastructural development. The Principal as the secretary of this body, serves as the liaison between the staff and the management committee. The management committee members ensure that the activities of the college are carried out in accordance with the objectives of the institution. The Principal is given the academic and administrative freedom to carry out his responsibilities which is done through the participation and involvement of staff members and stakeholders. Based on the feedback collected from the students, parents, and other stakeholders on the curricular, co-curricular, academic, and administrative pursuits of the college, directions for performance improvement are given.

The **College Staff Council** consisting of Department Heads, Head of the Administrative Section, Librarian, IQAC Co-ordinator, Physical Education Director and two elected representatives of teaching staff, form the advisory body of the Principal and the day-to-day activities are executed with the help of this body. The **College Bursar** in consultation with the Principal, manages accounting, budget finalisation and other related matters. The Internal Quality Assurance Cell ensures the overall quality through measures taken for performance enhancement of the college and through the conduct of academic and administrative audit. UGC Planning Board for fund allocation proposals to UGC, Board of Governors and Project Monitoring Unit for the successful implementation of RUSA **projects**, other statutory bodies like Anti-Ragging Cell, Grievances Cell, Internal Complaints Cell function effectively in their respective domains. The Departments under the leadership of Head of the Department and the Administrative Section under the leadership of the College Superintendent function in a complementary manner.

There is a **code of conduct** for all these bodies. The adherence to the code of conduct is ensured by the Management and the Ethics Committee through proper directions regarding them and the same is made available in the college website too. The various policies of the institution on matters like academics, financial management, administration are made available to the stakeholders and proper orientation sessions are arranged.

The college follows well defined rules and regulations in all matters related to staff, in the appointment and their subsequent promotion following the orders and regulations issued by the UGC, the Government and the University from time to time.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college realizes the need for contented staff which would impact the institution positively. In view of this, the college has initiated staff welfare schemes and measures, both financial and material.

1. **Welfare Associations** - There are two welfare associations functioning on the campus for the benefit of staff members

(i) Staff Club - The institution has an active Teaching Staff Club for staff welfare. Festivals are celebrated and tour programmes are conducted for the faculty members under the auspices of the Staff Club. Celebration of important festivals provides a platform for togetherness, discussion and thereby enhancing the intimacy among staff. Family day is organized and entertainment programmes are arranged. The college conducts health check-up campaigns for members at subsidized rate. The staff club also supports members of the college family by timely financial aid and assistance. The Staff Club also organises lectures and talks which are beneficial for the teachers.

(ii) NTSA- Non-Teaching Staff Association is a forum for the welfare of Administrative and other non-teaching staff members. They organize periodic get togethers, family tour of members, ensure participation in various ceremonies at the homes of its members etc.

2. Staff co-operative Society- There is a co-operative society functioning on the campus with teaching and non-Teaching staff as members. The society provides loan facilities to members at soft and liberal terms. The delay on account of procedural formality is very less as the members are working in the parent institution itself and details are easily available. The important benefits for the members are:

- Higher rate of interest on deposits
- Soft loans and quick overdraft facility
- Group Deposit Schemes
- Dividends for members
- Scholarships for children of members

3. Co-operative Store: A co-operative store functioning on the campus provides various consumer goods/ grocery to the members at lower rates. Rebates and instalment facilities are available. Books and Stationery items are also available. Periodic sale of consumer durables is done too.

4. Other Welfare Initiatives include:

- Group insurance and Group Accident Insurance are made available to members.
- Institution has taken ESI facility for management staff
- Salary advance is provided to the staff till they get approval from government and on emergency situations.
- Provident Fund and arrangement of PF Loans.
- Gratuities, Pension and all other such Government approved schemes
- Festival Allowance for staff members
- Counselling facilities for staff members by arranging professional counsellors
- Leave benefits including Casual Leave, Medical leave, On Duty Leave, Maternity Leave for 180 days, Paternity Leave, Earned Leave Surrender etc
- Allowing deputation to pursue research under Faculty Development Schemes and the permission to utilize the infrastructural facilities such as laboratory
- Access to gymnasium, canteen, college ground and arrangement of recreation programmes for staff members
- Financial assistance for participation in conferences and membership in professional bodies
- Staff members are appreciated for their achievements and gifts of appreciation are given.

File Description	Document
Upload any additional information	View Document

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

Response: 6.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	5	9	2	1

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	7	4

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

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

Response: 28.85

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
52	25	19	16	8

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

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

Response:

The institution assesses the performance of its staff members, and the outcome is communicated with the concerned member for improvements. Performance Appraisal is undertaken at several levels and periodically.

Performance Appraisal of Teachers

The Institution has different mechanisms for evaluating the performance of the teachers.

Routine Verification and Review of Work

The teachers usually maintain a *Daily Work Diary* where in the details of classes taken, examination related work, other activities, research related activities etc are recorded by the teacher. It is verified by the Head of department to ensure that the work assigned has been properly discharged.

Monthly performance Statements are also submitted in a prescribed format by each teacher to the Head of the Department. The teacher provides a summary of classes engaged including remedial classes, project guidance etc. along with the research activities, test papers conducted, seminars of students held, etc. This document is verified and forwarded to the IQAC Office. The IQAC coordinator prepares a summary of the work performed by each teacher and it is kept for further appraisal.

Performance Based Appraisal System

Every teacher prepares an Annual performance Based Appraisal system which contains different sections covering Teaching Learning Evaluation Process, Participation in administrative and co-curricular activities, research activities etc. The performance in each category is graded. The details are provided in a self appraisal mode and is verified by the Head of the Department, IQAC coordinator and Principal. This document forms the basis of Career Based Advancement the teachers and the performance is evaluated by External Subject Experts

Student feedback

The Head of the Department and the Principal collect feedback from students regarding the performance of each teacher. The grades obtained are communicated to the teacher and suggestions are also provided based on the feedback. The IQAC also conducts satisfaction survey.

Confidential Report

The Head of the Department and the Principal prepare a confidential report of every teacher and send the same to the Corporate Manager. The Manager assesses the performances of the teachers.

Thus the Teachers performance is evaluated and rated at various levels- Self Appraisal , Appraisal by Head of the Department, IQAC coordinator, Principal and External Experts.

Performance Appraisal of Non-Teaching Staff

The Principal evaluates the performance of each Non-teaching Staff member with the help of the Office Superintendent. The questionnaire contains questions related to the technical abilities, job performance based on files handled and completed, drafting and communication abilities, competency, and overall quality of work. A five-point scale is adopted, and the results are communicated to the member in one to one meeting by the Principal

The feedback and Performance appraisal system is useful for the staff members to improve their performance. The stakeholder feedback collected through questionnaires and surveys along with oral feedbacks are discussed in the relevant forums and actions are taken accordingly.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Accounting and auditing systems of any institution plays an important role in enhancing transparency and financial discipline. Recognizing the same, the college has established a well-oiled machinery to conduct internal and external financial audits regularly and systematically. A brief description of financial audits conducted in the college is provided below.

a. External Financial Audit of Government Fund

External financial audits pertaining to the utilization of funds is done by specialized team from the *Office of Deputy Director of Collegiate Education*. The team visits the college office, verifies all documents, ensures the procedural formalities, raises queries, and finalises the report of the audit conducted. The audit process is done on an annual basis. Besides, an audit team from the office of the *Accountant General* also conducts periodic AG's audit and it covers a broader period frame and all spending from Government sources, UGC, RUSA etc. are very closely scrutinized and audited.

b. External Financial Audit of Management Fund

Accounts in college management office are also externally audited by a qualified Chartered Accountant. The audit covers all the funds received from non-government sources and the utilization of the same. The auditor verifies the assets, compliance to formalities and standards etc.in addition to the accounts. A report is submitted to the corporate office for consolidation purposes. Separate audit of the accounts of College Hostel, PTA Funds and Self-Financing Section are also done by the Chartered Accountant. It is also ensured that the tax compliance is fulfilled. Arrangements have been made with an external organization for looking after the tax related matters such as TDS, TDS returns, generation of Form 16 etc.

c. Audit of UGC and other funds

It is compulsory to audit the funds received from UGC for various purposes. The audit is undertaken by the qualified Chartered Accountant and Utilisation Certificate, duly signed by the auditor, is submitted in proper format.

d. Periodical Audit

The External Chartered Accountant verifies all Vouchers,in addition to verification and periodic audit.

e. Financial Audit of Individual Departments

The departments are sanctioned funds for utilization for book banks, repairs, and maintenance, conduct of

seminars, student benefit schemes etc. Towards the end of every year, the Principal appoints an Internal Audit team for every department, section etc. for the proper verification of records, accounts of funds sanctioned and also verification of Assets and Asset Register. The team comprises of staff members from other departments and is coordinated by the host HoD. A separate team is entrusted with the **audit of library**.

All these mechanisms ensure that the fund utilization is in the most transparent manner and financial records are maintained properly. Any query raised by the auditor is cleared by a team of Office Superintendent, Head Accountant, Bursar and Management staff in charge of finance.

File Description	Document
Upload any additional information	View Document

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

Response: 75.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
19.12	20.15	12.25	14.10	9.46

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The Institution has a well-planned mechanism and policy for raising of funds and utilization of the same. Being a grant-in-aid institution, a considerable portion of the funds of the college received from the **State Government** is used for the disbursement of staff salary. The tuition fees from the students of aided stream are deposited to the State Government account in the treasury and funds are allocated to the college under permissible heads such as purchase of laboratory equipment, library books and journals, conduct of

seminars, College Union activities etc. The fees from the students of **Self Financing section** is utilized for the development activities of the college after remitting the required portion to the University. The Management funding is in the form of grants and loans if in exigency. The funds are utilized for both day to day activities and infrastructural development. **Alumni Association, PTA, well-wishers, philanthropists** contribute funds for specific activities like scholarships, freship or for infrastructural development. Project proposals are submitted to the **funding agencies like UGC and RUSA** for various projects like General assistance for UG and PG, Research Promotion, Infrastructural development, Promotion of Sports activities, construction of hostel etc. A share of research project funding is allocated to the college as overhead share. Funds are generated from **outsourcing of infrastructural facilities** to the outside agencies for the conduct of examinations, exhibition, conferences etc. The departments also raise funds by conducting add on courses, skill training etc. Student Unions and Subject Associations organize various fests and Inter- collegiate programmes by way of contributions from well-wishers and sponsorships by alumni and commercial establishments.

Funds are utilized in a judicious manner, prioritizing the requirements. The utilisation of funds from government and agencies like UGC, RUSA are strictly in accordance with the schemes for which sanction is obtained. The Finance Section looks after the timely utilization of the same and the Head Accountant is in charge of the account maintenance. The College Bursar heads the finance committee which is in charge of the funds raised from management and other sources. An **annual budget** is prepared and finalized based on requirements from various departments. The **Local Management Committee** approves the budget requirements. There is a **Purchase Committee** which meets periodically, assesses the requirement submitted by the departments and takes steps to initiate purchases after through quotations and tenders. The store purchase manual is strictly followed.

There are **audits** conducted at various levels too.

The fund sources and committees in charge of utilisation are summarized as under:

Sources of Funds

Grant-in aid, Tuition Fees, Management Contributions and Funds, PTA contributions Alumni Contributions, Funds from well-wishers and philanthropists, Funds from Utilization of College Infrastructure, Sponsorship from individuals, well-wishers, corporates etc. for conduct of Seminars, Cultural fest, Inter-collegiate competitions etc are some of financial sources.

Committees in charge of utilization

1. Local Management Committee
2. Purchase Committee
3. UGC Planning Board
4. RUSA- PMU and BOG
5. Department Level Committees
6. Special task forces

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell has been functioning since 2000 and has made a significant contribution in ensuring quality in the processes and activities. Constant monitoring and involvements by IQAC has made certain qualitative practices, which have had a positive impact on its functioning. The IQAC has evolved comprehensive strategies for the overall improvement of the functioning of the institution.

Two practices which have been institutionalized are given below:

Annual Academic and Administrative Audit

The IQAC has been successful in the implementation of an annual academic and administrative audit in the institution. The process is done by a team of external experts who have clear idea and involvement in accreditation activities. The audit process is done just like the NAAC accreditation process. The team visits departments, office, sections, facilities etc., verifies the documentary proofs and interacts with the staff members at the time of presentations. NAAC criterion based formats are circulated to the departments and other sections for compiling data for the year concerned and the team also listens to the presentations of the Principal and IQAC coordinator, assigns scores to each department and also submits reports to the Principal, which covers all aspects including suggestions for improvements. The institution benefits a lot from this exercise as many suggestions could be successfully implemented with very effective results which ultimately make the process of accreditation a lot smoother.

Stakeholder Feedback

Feedbacks have become a regular and routine affair in the institution. Feedback is taken periodically from several stakeholder groups like alumni, parents and even employers and mainly from the staff and students. The student feedback is taken at several levels : Student feedback is collected by individual teacher, feedback of teachers collected by the HoD, Feedback of Curriculum,, Student Satisfaction Survey of Teaching Learning Process and so also on available facilities and Infrastructure, all conducted by the IQAC. The feedback is analyzed using statistical tools, interpreted and the summary is discussed in staff meeting, department meetings, Staff Council meetings of IQAC and Management Committees. Necessary action is taken by the authorities. For matters requiring the attention of University, teachers in various bodies of the University like Board of Studies, Faculty Council etc. communicate the matter. The feedback report is also published in the college website.

File Description	Document
Upload any additional information	View Document

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

Response:

The IQAC has taken a pro-active role in the improvement of the structure and operations of the institution, focusing specially on Teaching Learning Process. Specific strategies and processes have been formulated and implemented successfully. All activities are planned and executed in accordance with the academic calendar published by the IQAC. As there is adequate student representation in the IQAC, students also get the opportunity to give their suggestions which are incorporated. Parental suggestions and feedback from alumni also act as driving forces while formulating strategies for qualitative academic improvement.

Student Performance Review Mechanism and Enrichment Programmes.

A continuous and comprehensive mechanism has been evolved to assess the performance of a student and to bring in corresponding enrichment based on timely review through diverse strategies and mechanisms. After the admission of a student to a particular class the teacher-in-charge of the class will initiate steps to assess the basic understanding level of the students by way of quiz, short presentations, discussions etc. The performance in the initial set of test papers is also taken into account. Once the learning levels of student is assessed, efforts are taken for the improvement based on their learning levels. A proper academic record of each student is maintained which presents the performance from the first to the last semester. The tutor discusses the special methodology to be followed for a particular course. The Head of the Department meets the students and provides necessary guidance for their better performance. The mentor identifies the strengths and the weaknesses of the student through constant interaction. Class PTAs are arranged twice a year to discuss the overall progress of the student in academic as well as co-curricular matters. The IQAC arranges special motivational programmes for advanced learners and slow learners. Problems faced by slow learners are identified through special interactions and by collecting data through questionnaires. Two State initiated specialised programmes namely Walk with a Scholar (WWS) and Scholar Support Programme (SSP) have been implemented at the institution, which cater to advanced and weak learners respectively. Under the aegis of this, internal and external mentors are appointed providing specific help in areas that need improvement and require special care. Peer teaching and remedial teaching mechanisms have also been implemented successfully. The students are also offered add on courses which help to improve their knowledge base. Lectures, interactive sessions with eminent personalities, Experiential learning such as field visits and studies, as well as On the Job training programmes are organised. As the positive outcome of these measures, slow learners are encouraged to improve their performance while advanced learners are motivated to expand their knowledge and secure commendable positions as evidenced through the number of rank holders in the college. 66 students have secured top ranks and positions in the University examinations during the period 2016 to 2021. The schemes of constant review, special motivation sessions, additional mentoring sessions, WWS, SSP etc. have all been implemented

after the third cycle of accreditation and this has reflected in the academic performance of students which is evident from the steady improvement in the results. To honour the top performers in academics as well as extra-curricular activities, the college annually organizes two programmes- *Laurels' Day* and *Prathibhasangamam*. Awards and cash prizes are distributed to meritorious students and these felicitation ceremonies are attended by the parents also. Eminent personalities from the academic or administrative field address the students to motivate them.

ICT Application and Upgradation

The IQAC has realised the growing importance of technology in the field of education and has taken regular steps in the adoption of ICT in the process and upgradation of ICT facilities on the campus and it has been made use of right from the admission process to the process of teaching learning. There has been a tremendous transformation of teaching learning process in a short span of time from an occasional use to becoming an integral part. Earlier, the use of ICT resources and methods had been limited to online submission of assignments by students and power point presentations by teachers and students. In the recent years and also with the advent of Covid-19, the online mode teaching and learning has been facilitated by the use of platforms like Zoom, Google Meet etc. replacing the physical class room with the virtual ones rendering the simultaneous use of several pedagogical tools. Along with them, resources and contents have been developed in the electronic mode making lasting content generation possible. Google class rooms were created for all classes facilitating teaching, learning and transparent evaluation. Audio notes and video lectures were made use of in content delivery as per syllabus and also for providing additional learning material. Programme specific, course specific and module specific YouTube videos were created by teachers. Video lectures by experts were also arranged for students thereby providing self-paced learning. Workshops were conducted for teachers for the adaptation of e-teaching techniques and e-content development. There has been steady improvement in the number of students and teachers doing online courses offered by COURSERA, EDEX etc. More ICT facilities were provided in class rooms. During the academic year 2019-20, the college introduced a Moodle based Learner Management System (LMS). Students support software has also been introduced which helps the student to get the certificates quickly. The students were encouraged to make use of ICT resources and additional computer facilities by offering certificate courses which has led to an overall academic and skill improvement.

The IQAC has also been instrumental in developing and improving both academic and physical facilities of the campus. A new generation Postgraduate Programme in Data Analytics was sanctioned and commenced in the Academic Year 2020-21. The suggestions by the NAAC Peer team in the report of 3rd cycle regarding improvement of facilities have been successfully implemented.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

2. Collaborative quality initiatives with other institution(s)
 3. Participation in NIRF
 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The institution has taken various measures towards **gender equity and sensitization** of students in this direction. Gender equity implies equal access to opportunities, equal participation in decision making, etc. regardless of gender. The college does not discriminate students at any point of their academic lives, right from admission onwards, based on gender. The college always promotes gender equity through various **curricular and co-curricular activities**. Students irrespective of gender differences act as Office bearers or in charges of various Clubs, Associations, NSS, NCC etc. Gender sensitization programmes organized under the auspices of various departments and clubs orient students to follow an approach of empathy regarding one's view on own gender and the other genders. The mentoring and counselling sessions are arranged with this objective in view. Students get awareness on various aspects of Gender equity and also the ill effects of gender discrimination through various courses included in the **syllabus** of different UG and PG programmes.

The college has an **Equal Opportunity Cell** to ensure that there is no discrimination on any grounds on the access to resources. Men's Forum and Women's Forum function under this cell arranging special programmes related to issues of Gender. Gender sensitization programmes extend to the teaching and Non-Teaching staff members.

Several programmes such as self-defense classes, driving classes, meditation classes, skill development workshops in fabric painting, liquid embroidery, stitching, etc. are organized in the college by Women's Forum. Men's Forum in our college also organize talks, antinarcotic seminar in association with antinarcotic cell etc. and organizes Arjuna –Drona Cricket match between students and teachers of this college. Participation of all students without gender bias is ensured.

The institution has established various **statutory committees** for the wellbeing of girl students. Internal Complaints Committee has been constituted to ensure adequate student and women representation as per guidelines to address the complaints of harassment of women. The transparent functioning of these committees is announced through Public Announcement System and also published on the website as well as in the College Handbook.

The aim of the College is to see that girls and boys are treated equally and given equal opportunities. The college has a well thought out gender sensitization plan with several objectives and the several activities were organized during the period from 2016 to 2021 aimed to promote gender equity.

The college has invited several prominent personalities who have given **talks on Gender Sensitisation**. Talks by Transgender activists also have been arranged. Through the policies, activities and programmes on the campus, the college ensures that there is no discrimination on the basis of gender and students get equal opportunity.

The college provides **hostel** facility for girl students. There is a well-furnished **rest room cum medical**

room for girl students with attached bathrooms with sanitary napkin incinerator. **CCTV cameras** are placed at various points around college campus to ensure safety of students.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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

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

Response: C. 2 of the above

File Description	Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The College has facilities and mechanisms for the disposal and management of solid and liquid waste.

i) Solid waste management

Housekeeping staff have been appointed by the management for ensuring campus cleanliness and waste management supervision. Separate dustbins are provided in all departments, class rooms, common places

etc. to collect the solid waste including paper waste. Common incinerators have been established at the college as part of waste management. Two small incinerators are placed in the women's toilet for safe disposal of sanitary napkins. A Vermicomposting Unit was also established for effective management of biowastes. There is a ban imposed on the use of plastic flex and hoardings on the campus. Instead, cloth banners are being promoted. Usage of cloth bags (Sanchi) have also been promoted by NSS unit. Every year NSS unit takes part in the venture of collecting plastic bottles and pens from the college campus and transferring them to outside agencies for recycling. Paper waste is sold to recycling units.

A State Level Seminar and Workshop "PUNARJANI" was organized in the college in association with *Haritha Keralam Mission* on 18-01-2020. Punarjani is a green initiative highlighting the University theme "Litter Free Campus, Village, City" where the seminar was organised on 'The Role of Public in Segregated Waste Management'. It was followed by a workshop which showcased various alternative ways for reusing the materials that we throw away after use.

ii) *Liquid waste management*

The underlying principle governing the prudent handling of laboratory wastes is that no activity should begin unless a plan for the safe disposal of the same has been formulated. For handling hazardous and non-hazardous wastes, separately labelled disposal units have been established in the laboratories. Both wastes are safely disposed through PVC pipes to separate landfills. Distillation techniques like simple and fractional distillation are employed so that the solvents can be reused. To reduce the quantity of solvents being used, microscale experiments are done in the chemistry laboratory.

iii) **E-waste management**

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. Computer related e-waste are sold to second hand shops dealing with repairs of computer and accessories. Other e-waste are stored with care until properly disposed off.

iv) **Hazardous chemicals and Radioactive waste management**

The most effective way is to reduce the quantity of hazardous wastes produced and recycling some of them through distillation and boiling which are carried out in our labs. Neutralization is done in labs. Separate pits and labelled sinks are used for safe disposal of hazardous wastes.

Biomedical waste does not arise much and waste recycling system plants have not been established.

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

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting

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

Response: B. 3 of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

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

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

Response:

The college pays keen attention towards the creation of a congenial system that is conducive to harbour all diversities of culture, region, language, community, economy, and society. Due attention is given to instil and foster the same values in students as well. The college **does not make any discrimination in the admission of students or appointment of staff** based on caste or religion or any bias. The administration, policies and initiatives are based on the principle of inclusivity.

Exposure to the **multifaceted cultural panorama** of the country is done through various initiatives such as observance of cultural and regional festivals like Onam, Christmas, Holi, Eid etc. Talks on spiritual issues are rendered by well learned persons sensitizing them towards the concept of *Vasudaiva Kudumbakam*. Cultural programmes and seminars are organized in association with cultural organisations like SPIC MACAY, Pothiyil Gurukulam etc. for fostering awareness among students about indigenous music, dance forms, theatre and other art forms.

In addition to English, students have to learn one from the four different languages of Malayalam, **Hindi**,

Sanskrit or Syriac as a second common course or as an additional language. Every working day in the college commences with a **secular prayer song** in any of the four different languages aforementioned.

The Arts Festival and other cultural fests are organized by various departments celebrating multiple Indian artistic legacy. Training is provided for classical and western music, various dance forms etc. NSS Volunteers and NCC Cadets participate in National Integration Camps which expose them to the variety and diversity of India. Resource persons for programmes differ in terms of gender, category, class, state etc. which foster a sense of inclusion and understanding in young minds. Programmes undertaken by *Ek Bharat Shreshtha Bharat Club* such as Cultural evening and the webinar conducted on the indigenous people of Himachal Pradesh are again initiatives that tend towards cultural exchange and appreciation.

The **Equal Opportunity Forum** aims at harmonic coexistence of multiplicities and differences. Admitting students from **Lakshadweep, other states and students belonging to different socio-economic strata** reflect diversity and inclusion. Students from marginalized sections are amply supported. The college initiative, “*Fast a day, Feast a Friend*” provides food from the canteen to the financially weak students. Various initiatives of the institution are directed towards sensitization and awareness regarding cultural diversity and the need for inclusion in society. Numerous regional ventures like the village adoption initiative have been instrumental in nurturing values of social commitment, social empathy and inclusion.

Other engagements of the college volunteers include *Pothichoru* and *Snehapathayam* (free meal packet distribution to the destitute). *Kaithaangu* (*flood relief activities*), participation of students in awareness programs like Elders Abuse Day awareness, Blind Walk and palliative care activities are some initiatives that serve as testimonies for the inculcation of strong moral values in students.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The College upholds the constitutional values of liberty, equality, and fraternity in all its aspects. Through various academic programmes and co-curricular activities, the students and staff members are sensitised to the constitutional values and obligations, thereby nurturing the students and responsible and duty-bound citizens.

Election to the college bodies –Students’ Council also known as College Union and staff council is based on two democratic principles laid by the Indian Constitution. College Electoral Literacy Club in association with the District Administration and the Election Commission of India create awareness on the right to franchise and undertakes initiatives for familiarisation of the election process with the EVM and VVPAT. Voter enrollment is done at the campus itself every year. The college usually organises street plays also, and all these efforts of NCC, NSS and Electoral Literacy Club have been appreciated by the

District Administration. The teachers and other staff members play an active role in the smooth conduct of local body, state, and central legislature elections by acting as Presiding and Polling officers.

Various important constitutional days are duly observed and competitions on the importance of citizen rights, duties and responsibilities are regularly conducted. Gandhi Jayanthi Day is compulsorily observed as a day of Social Service. Legal awareness classes are organised by the college and various courses relevant to the constitution of India are also offered. The Department of Political Science offered a UGC Sponsored Course 'Foundation of Human Rights' for five years. To create an awareness on the rights and duties of Indian citizens among students, a module on **human rights** has been included in the syllabus of all Undergraduate Degree courses, talks by eminent resource persons from various walks of life are organised and **Vigilance week** is also observed. The staff members have submitted online affidavits on integrity and honesty on the website of Central Vigilance Commission in addition to taking integrity pledge to uphold the same.

Students are also provided with details of their **rights on the campus** and warned against any attempt of ragging. Booklets containing the gist of all regulations and legislations against ragging are provided to the students. They are also motivated to take an anti-ragging pledge and register themselves on the anti-ragging site provided by the UGC. Awareness classes are arranged on **cyber laws** also. To mould morally and socially responsible citizens of tomorrow, the institution promotes value education through awareness programmes and 'Thought for the Day' held once a week.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institution is committed to the promotion of unity, cultural values, ethics for creating an awareness on the various historical and landmark events. Many programmes, events and activities are organised wherein the staff, students and other stakeholders partake enthusiastically. Days of National and International Importance, state festivals, days specific to various disciplines of study, days related to certain diseases so as to create awareness on preventive measures etc. are duly observed and celebrated by different clubs, departments, forum etc. The college also joins with outside agencies or other institutions to organise programmes commemorating major events. As a part of these celebrations, poster making, pamphlet distributions, cultural performances, awareness rallies, competitions, talks, and discussions are all undertaken. The major events organised under each category are listed below:

Days of National Importance

- Independence Day- Flag Hoisting is done on the campus. NCC Cadets and NSS Volunteers organise programmes including patriotic song presentation and talks are also organised. The NCC Unit participates in the parade held at the District Headquarters
- Republic Day - Flag hoisting is done and competitions are arranged.
- Gandhi Jayanthi- Exhibitions, Talks, Competitions etc. are organised. The day is dedicated for social service and activities undertaken include cleaning of premises of public institutions, adopted villages etc.
- Constitution Day
- Yoga Day- The Yoga Day is organised every year with great zeal and enthusiasm by the NSS and NCC Units. Programmes are arranged in association with outside organisations too on a wider-scale.

National and International Commemorative Days

- Environmental Day- Planting trees in common places, distribution of saplings, Talks, Poster making competitions, poster exhibitions etc are undertaken
- Teachers' Day- Honouring teachers , usually by giving cards prepared by the students themselves
- Kargil Day and Indian Army Day- to commemorate the victory of our armed forces
- Human Rights Day- Lectures, Awareness campaigns, etc.
- Hiroshima Day- Creation of awareness on the pros and cons of nuclear energy use.
- Phulwama Remembrance Day- to remember the martyrs.
- Ozone Day- Importance of ozone balance and environment protection
- Women's Day- Talks, Activities honouring Women

Other Days like

- Youth Day
- Tiger Day
- Children's Day
- Space Week
- Tourism Day

- Mother Tongue Day
- Vigilance Week

Days specific to subjects/Disciplines

- National Science Day
- Mole Day
- Pi- Day

Days related to health conditions/ diseases- for creation on awareness on the causes, preventive measures etc

- Cancer Day
- World AIDS day
- Anti- Narcotics Day
- Mental Health Day
- Autism Day
- Mental Health Day
- Blood Donors' Day
- World Alzheimer's Day

Festival Celebrations

- Festivals such as Onam, Christmas, Holi, Eid, Keralappiravi are celebrated in due grandeur and festivity. .

The celebrations and organisation of various days are not restricted to the campus . Visits to orphanages, old age homes, hospitals, various households, adopted villages are all carried out as a part of celebrating some events or days. All these help in developing a strong sense of belongingness and responsibility and a national consciousness is instilled among the students.

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

7.2 Best Practices

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

Response:**Best Practice 1****1. Title of the Practice****Commemorative Academic Endeavours – Reminiscing the Stalwarts of Yesteryears****2. Objectives of the Practice: The objectives are as follows**

- The objective is to keep alive the memory of the academic contributions of the former teachers of the college by engaging in a suitable academic activity that is beneficial for the students of the present.
- It aims to bridge the gap between the past and the present, which is not just located in the realm of the personal, but discursive as well.
- It aims to transmit the values of the past to the present for formation and reformation.
- It serves an occasion to bring persons of eminence and excellence to the campus.
- It serves as a dialogic and dialectic forum.

3. The Context

Baselius College has always been proud of the luminaries of the yesteryears and their contribution to knowledge and to the development of the institution. The best way to acknowledge their contribution at the time of the initial formative years of the institution is by reminiscing them in the present and also by using it as an opportunity to nourish the tradition of academic brilliance and other commendable service, bequeathed by them. This commemorative space serves as an occasion for organizing academic lectures, competitions and worthy programmes wherein eminent teachers, philosophers, thinkers, writers etc. visit the institution and help in enhancing the epistemological content of the community. So the college conducts Memorial Lecture series, quiz or presentation competitions in the memory of the departed stalwarts which serve the academic purpose of enlightening the next generation.

4. The Practice

The institution has taken impressive strides in etching the memory of the values and the academic contributions of its past teachers, thereby tiding over the past-future divide. The commemorative academic endeavours are organized in diverse ways.

There are academic lectures annually arranged serving as a good platform for the students and the faculty to get acquainted with the former teachers and their contributions and also to brush up their memories of the past. Many academicians and writers of importance are invited to deliver the lectures where it becomes an enriching experience of knowledge sharing. Many departments organize such commemorative lectures.

Another way in which the reminiscence is done is in the form of paper presentation competitions. This will contribute to the development of research skills in students as they are expected to present original research papers and defend their position. The competitions thus held becomes a fitting forum for the academician in whose name it is held.

Inter collegiate Quiz competitions are held as a mode of commemoration in which students from various institutions take part. The competitions are preceded by lectures given by experts in the relevant

subjects.

PowerPoint presentation competitions are another method of commemorative academic endeavour. This is also an intercollegiate one in which teams from across the state of Kerala participate and manifest their scientific knowledge and presentation skill.

Endowments are another mode of commemoration wherein family members of the dear departed institute endowments to be given to meritorious students. These are distributed on the Merit Day thus bringing the past in conjunction with the present. Before handing over the endowment, a reminiscent note on the teacher is rendered.

The programmes include two annual memorial lectures, a student seminar, a paper presentation competition titled *Prajna* by the Department of English, two commemorative academic programmes-a power point presentation competition and an intercollegiate quiz competition by the Department of Physics, an intercollegiate quiz competition by the Department of Botany, a memorial lecture by the Postgraduate Department of Commerce, Quiz competition by the Department of Mathematics, quiz competition by the Department of Economics and Intercollegiate competition by the Department of Political Science etc. The knowledge content thus produced elevate these academic programmes from personal reminiscence to an academically productive one.

5. Evidence of Success

The success of this best practice is evidenced by the unbroken continuity of these programmes which go on inspiring young minds instilling in them memories and values of the great masters. The choice of resource persons for the memorial lectures is designed to bring the best in the industry to the campus which can reap larger results benefitting humanity at large. The interaction and dialogue which these programmes have brought about indicate its success. Apart from that, the participation and attendance of students in these programmes indicate the interest it generates. Retired staff members also partake in these events and thus it becomes an occasion when the old and the new, the past and the present come together. The increasing number of recipients of the endowments as the years go by also indicate the success of the programme.

6. Problems Encountered and Resources Required

- Being an affiliated college, placing these programmes within the tight academic schedules and the untimely conduct of university examinations is sometimes difficult.
- Arranging the financial resources for the same can also be an obstacle at times. But efforts are made to cover it using sponsorships
- Finding the right resource person who can contribute to the epistemological content in a value laden way is also a strenuous task. Efforts are made to choose the human resource wisely.
- Selecting suitable judges for competitions and quiz masters have also proved to be difficult. Judges and Quiz masters with impeccable reputation have to be found out.

7. Notes (Optional)

The eminent academicians, writers, artists etc. who visited the institution during the last five years as a part of this endeavour include Sri. R. Mohan IRS, Dr. Saji Gopinath, Sri. Santhosh George Kulangara, Sri. N.

S. Madhavan, Dr. Suja Karthika, Sri. Unni R., Sri. Madhupal , Dr. Ambikasudhan Mangad etc. The stalwarts whose services are reminisced through lectures and talks include Dr. A. P. Mani, Prof. M. J. Thomas, Prof. P. C. Alias – all former Principals, former HoDs - Prof. Rajaram Menon, Prof. M. C. Jacob, Prof. C. K. Kuriakose , Prof. O. P. Kurian and teachers Prof. V. John, Prof. Susan John, Prof. K. J. Cherian and Prof. Manju Mathews. Besides, endowments are instituted in the name of number of other teachers also.

Best Practice 2

1. Title of the practice

Holistic Development of Students

2. Objectives of the Practice

One of the objectives of establishment of the college is to develop physically fit, intellectually keen, morally upright, spiritually strong and socially committed individuals. The resources and facilities of the institution are directed towards this holistic development of the students.

The objectives include

- **Developing a healthy body and** discerning qualities of the mind fostering understanding, compassion and self-control.
- **Fostering** necessary life skills and academic finesse
- **Developing social commitment** in students and fostering responsible citizenship
- **Bringing in** spiritual wellness and meaning to one's life and society at large.

3. The Context

This practice is identified in the context of fostering the unique individuality of each student and of the formation of a well-structured society. The needs of the job market which require individuals with integrity and the construction of society which requires ethical political leaders, visionary economists, aestheticians, artists, social reformers, conscientious administrators and educators necessitate the realization of this practice and the institution is committed to moulding individuals that perfectly fit the profile required for the same. The institution must serve as a space for nurturing the latent talents of an individual, enabling the development of a holistic personality. The college fosters the physical, emotional, social and spiritual well-being of the students to equip them to meet the job requirements of today and to mould them as better human beings, serving the society as good citizens. It is in this context that this becomes the best practice.

4. The Practice

Efforts are taken for encouraging the students to be a part of value-based learning initiatives with special emphasis on their physical capabilities, emotional abilities, social skills and spiritual wellbeing in moulding them as worthy citizens of the nation. The various value added practices for the holistic development of personality are listed below.

Physical Well-being – By making use of the facilities of gymnasium, intra-mural Sports and Games, Fit

India campaigns including rallies, yoga training sessions, health awareness sessions by experts etc., most popular tournament Baselius Premier League, Arjuna Vs Drona (friendly cricket match between staff and students) initiative etc., the physical wellbeing of students is ensured.

Skill Developments - through Additional Skill Acquisition Programme, skill based certificate programmes and other curricular, co-curricular and extra-curricular programmes various skills are developed.

Leadership and organizational Skills – College Union activities, participation in NSS, NCC, Subject Association activities, Organising fests etc. involve meticulous planning, fund raising, the need for invitation and hospitality, time and people management, technical expertise, inter personal communication etc. which will foster organizational and leadership skills of students.

Experiential learning is provided through field trips, internships, on the job training, practical sessions in labs, theatre exercises, finance games like mock IPL auction and working for college magazines etc.

Talent Development and nurturing – Arts festival, training and competitions under the auspices of clubs like Music Club, Choreography Club, Histrionics Club, Debate and Elocution Club etc. serve as a platform to nurture the latent talents of students.

Emotional Development and Wellbeing of the mind - Constant mentoring, Professional Counselling sessions, Discussions with parents and wards as part of well-organized PTA meetings, 'Be Positive' sessions of NSS Unit, the practice of the Thought of the Day, close relationship between teachers, parents and students, well organized arts festivals, association programmes etc. ensure mental sustenance of the students.

Value inculcation- through inclusion of courses in the syllabi, mentoring sessions, value education talks, orientation sessions and memorial lectures, various clubs and organizational activities that serve to inculcate the human values of respect, love, compassion and team spirit in students and equip them to meet the challenges with equanimity.

Critical and Creative spirit – The spirit of creativity and critical thinking is fostered by the organization of and participation in academic fests, activities of Clubs and subject associations, innovative competitions and the interaction with creative personalities etc.

Social Service and Development of Empathy- Visit to old aged homes, orphanages, schools of mentally challenged children, taking part in flood relief activities, palliative care etc provided through various platforms are intended to inculcate social values.

Values of Nationalism, Democracy and Patriotism- The practice of inclusion followed on the campus, organizing and observance of events and days of National Importance, Democratic conduct of College Elections, secular multi-lingual prayer songs, the EBSB club and its activities etc. cater to the formation of patriotic youth modelled on democratic values.

Sense of Rights and Responsibilities and Participative Management are encouraged through initiatives like anti ragging pledge, anti-dowry campaign, through participation in SVEEP campaigns, blood donation campaigns, through democratically constituted student unions, students' participation in statutory bodies.

Spiritual sustenance of the students is done through regular daily prayers, talks by spiritual gurus, yoga

and meditation sessions, encouragement of good deeds.

5.Evidence of Success

The unbroken continuity of the various initiatives has been indicative of the success of the programmes mentioned above. More and more students volunteer for participation in these initiatives and a qualitative assessment of the same can be done by counting the number of achievements of the students. There is a significant rise in the number of achievements and participation of students in the various sports tournaments and fitness initiatives that shows the interest of the students in maintaining good health. Our students make us proud by actively volunteering in the various social service initiatives like blood donation camps, extension activities, and other outreach programmes of the college. The numerous NSS awards that college has fetched over years is a testimony of the college's efforts to extend service to society. Students have come forward irrespective of all the differences and difficulties during the toughest times of flood to extend their services in relief camps. Students are now capable of thinking beyond the social stigma of seeking professional help for their emotional and psychological problems. More students now approach the college counsellor to discuss about their problems which is a clear sign of the importance they give for their emotional and spiritual wellbeing. These activities bring out the best in the students and this is reflected in the better job profiles and progression of the students.

6. Problems Encountered and Resources Required

- Uncertainty in university academic and examination schedules is a major hindrance
- The influence of the social media has been occasionally found to be deterrent in carrying out the objectives along with curricular compulsions.
- Lack of adequate funding has also proved to be problematic in carrying out programmes as envisaged by the institution.
- Measuring the skill development on an objective basis is a difficult task and so also is ensuring participation in all students in all activities.
- The location of the institution at the heart of the town sometimes jeopardizes the unhindered activities of the college.

7. Notes (Optional)

The feedbacks from the students is a clear indication of their enthusiasm and acceptance of various activities and system on the campus. The opportunity for the holistic development along with academic growth has been the main reason for the college being one of the most sought out institutions under M G University Centralised Allotment Process (CAP) for admissions.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Baselius College was established in 1964 in the hallowed name of a great visionary, His Holiness Basellos Geevarghese II, who pioneered the dissemination of knowledge by founding several education institutions in the then under developed parts of Kerala. The college, founded to perpetuate the noble vision and mission of His Holiness, aims to inculcate a sense of discipline, social responsibility and community service in the youth. The college undertakes various activities on the campus in accordance with its objective to empower, enlighten and steer the students to become intellectually mature, morally upright, socially committed and spiritually inspired men and women. The rich diversity of the scholastic community reflects the heterogeneity of the geographical, cultural and socio-economic atmosphere maintained on the campus. The college has been discharging its social obligations ever since its inception. With the prime objective of reaching out to the society, the college hosts various events to instill in students a sense of social responsibility and community well-being.

The **diverse clubs and subject associations** operating under the aegis of IQAC have been formed for instilling a sense of commitment in students towards the society wherein they are trained to take leadership roles with their active involvement in various issues. It has provided strong support to district administration in times of social distress like the flood or the pandemic and has undertaken **relief work** most effectively and has often served as relief camp involving student volunteers.

The college has an effective Blood Donor's Forum since 1990, now known as '*Red Ribbon Club*' which takes initiatives for blood donation and organizes Blood Donation camps in association with Medical College, District Hospital and organisations like Rotary Club. In addition to the blood donation camps, routine health and medical camps are arranged on the campus and outside for the benefit of the public.

Village adoption is another social responsibility initiative by the institution. It aims at the development of the adopted village by cleaning, cultivating and by constructing library and toilet facilities. It involves surveys, awareness class to the residents, building houses for the poor by raising fund and doing physical labour. It was a moment of pride to observe our students shouldering the responsibility of building a house for a family in destitution, under the project title '*Snehavedu*', building the house in one and half cent of land at Vadavathoor, Kottayam. The college has also played an active role in the reconstruction of many houses after the flood.

Conscientization through the observance of events and days of national and ethical significance has been another instance of its social responsibility. It has organised several awareness programmes on Autism and World Mental Health and a blind walk to bolster up the community. The college in association with 'NGOs and other organisations like Rotary Club, Navajeevan Trust, Mother Palliative Care has conducted camps and awareness sessions for patients, providing relief and reassurance for them. As part of the Vayomithram project initiated by the Department of Social Justice and Department of Social Welfare, Government of Kerala, the college takes initiatives to observe World Elders' Day. Students from various departments make it a habit **visiting old age homes, orphanages** and schools for the mentally challenged to share moments of their joy and celebration. Apart from providing financial support and material assistance, students spend the days with the inmates, perform cultural activities to entertain the inmates and also become part of the celebrations of the inmates, thereby providing a moral support to the inmates. All

such initiatives usually come under the title of '*Santhwanam*' which means solace. *Pothichoru, Fast a Day, Feast a Friend* etc. are initiatives for providing food for the needy within and outside the campus. Food packets are distributed to the needy at various places including Medical College.

The college prioritizes to maintain a safe and green environment and envisages a better future for our planet by contributing in best possible ways for the same. Environment sensitization programmes are conducted in the college not only for the students, but also for general public, emphasizing on awareness as well as action in collaboration with agencies like District Suchitwa Mission, District Administration etc. *Arogyapacha*, a one-month long waste management campaign was conducted under the aegis of NSS. Awareness programmes include seminars and exhibitions while the action phase called *Pachamashi* encouraged and distributed paper pens to students of the college and urged them to reduce the use of plastic pens. *Punarjani* and *Art Splash* were the green initiatives of the college conducted as sequels to impart awareness about plastic pollution.

The college undertakes initiatives to promote and provide **skill training and social awareness to school children**. Numerical Training, Namaste English, Legal Awareness etc. are initiatives undertaken on a routine basis.

Extension activities lay emphasis on social responsibility and commitment. Awareness classes have been organised for Kudumbasree members, auto drivers and farmers on diverse subjects including organic farming and GST workshops for industrialists have also been arranged. Efforts have also been made to address issues like drug addiction prevalent among youngsters by way of awareness campaigns and activities.

The college has also been active promoter and participant of the government schemes like Swachh Bharath Abhiyaan, Open Defecation Free Initiative, Unnat Bharat Abhiyan etc.

Committed to creating **disciplined citizens** of tomorrow and to promote the feeling of democracy, the college, in association with the Election Commission, organized SVEEP campaigns, flash mobs, electoral awareness programmes, setting up of model polling booths and familiarization of EVM at the time of elections to Parliament, Legislative Assembly and Local Self Government. In collaboration with Kerala Police Department students were assigned the duty of a S.P.O. (Special Police Officer) in connection with the Panchayat election. The efforts of the college in discharging its social responsibility have been appreciated by the District Administration and the media.

Baselius college holds to its heart the well-being and prosperity of each of its students through upholding the importance of its motto 'Learn, Labour and Love' and its manifestation through social responsibility that sums up its distinctiveness in the society.

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

5. CONCLUSION

Additional Information :

The college has undertaken several student support and community initiatives recently as part of its social responsibility. A new venture known as '*Basel Care*' was devised in which an amount of 20 lakhs has been raised by teachers as financial support for students and their families impacted by Covid 19 pandemic of which 5 lakhs has already been distributed. Another initiative has been the implementation of '*Niravu*' which means fulfillment, a unique scheme involving students to distribute free lunch daily to the hungry and needy in the locality. The students have been active volunteers in the state Covid Brigade known as *Sannadham* and have rendered worthy service at the time of affliction. The physical facilities of the college have been updated with the completion of the extension of the library and administrative block, projects sanctioned under RUSA and the sponsored construction of an Open Stage and alumni initiated theatre. The new cultural initiatives include the performance of **College Dance team in the Vande Bharatham Nrithyotsav at the Republic Day Parade** at Delhi to our pride and honour and the enthusiastic involvement in the programmes of Azadi Ka Amrit Mahotsav. Recommendations regarding facilities by the NAAC Peer Team during 3rd cycle visit have been implemented, which include starting of Research Centre in Chemistry, increased number of approved Research Guides, new programmes and add on courses, practical orientation for courses provided by way of field trips, industrial visit, Projects, Internships etc., E-resources and technology adaptation in teaching process, more committees for betterment of teaching-learning and research processes such as Innovation and IPR Committee, Research Assessment Committee etc., construction of an additional Women's Hostel and for provision for the accommodation of boys, improvement in the amenities specifically recommended for improvement – Retiring room for Girls, and Playground. As preparation for the possibility of the New Education Policy, courses on **Indian ethos and culture**, value-based education and promotion of Indian languages have been practiced in the college. By diligently following the possibilities offered by Digital learning and the recommendations of NEP, the college wishes to remain hopefully proactive in the changing era.

Concluding Remarks :

Baselius College was established in 1964 as a fit monument to perpetuate the vision of an illustrious prelate His Holiness Baselius Geevarghese II who had pioneered the dissemination of knowledge by founding several educational institutions in the then underdeveloped areas of Kerala. During the last **fifty-seven years of illustrious existence**, the College has been steadily progressing towards excellence and has produced many brilliant academicians, administrators, artists, politicians, sportsmen, entrepreneurs etc. The college provides quality education to all seekers, irrespective of caste, creed, or gender. The holistic development of the student is the prime focus of the institution. As envisaged by the founders, the college inculcates a sense of discipline, social responsibility, and community service in youth. Inculcation of the culture and tradition of our land has been done through curricular, co-curricular and extracurricular activities. Over the years, the college has adopted several unique practices like **Fast a Day and Feast your Friend**, Voluntary blood donation and other service-oriented activities. Sensitization of gender, environment and ethics is embedded in the curriculum and related activities. There is significant **infrastructure improvement** and elaborate use of ICT is followed in academics and administration. When the entire world has been going through an unprecedented scenario of exclusion created by the pandemic, the college has taken every possible step to alleviate the hardships of its family members. The entire teacher - student community was in constant interaction and reaching out to each

other in times of distress. The college motto of **Learn, Labour and Love** indicates that every member of the family shall understand and acknowledge that learning truth is his pursuit, labouring hard is his preoccupation and loving all is his religion. This will ensure the fulfilment of the basic tenets of education as envisaged in the New Education Policy - **access, equity, quality, affordability, and accountability**. The college leads its members from ignorance to truth, from darkness to light and guides all to attain eternity; thus goes the hymn that is played as a prayer song in the college - AsatomaSadgamaya, Thamasoma Jyothirgamaya and Mrityorma Amritamgamaya. Om Shanthi! Shanthi! Shanthihi!

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 21 Answer after DVV Verification: 21</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>11</td> <td>6</td> <td>5</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>11</td> <td>6</td> <td>5</td> <td>3</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	8	11	6	5	3	2020-21	2019-20	2018-19	2017-18	2016-17	8	11	6	5	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	11	6	5	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	11	6	5	3																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>234</td> <td>313</td> <td>181</td> <td>82</td> <td>58</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	234	313	181	82	58										
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2020-21	2019-20	2018-19	2017-18	2016-17
234	313	181	82	58

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	32	25	25	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	32	25	25	25

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

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

Answer before DVV Verification : 587

Answer after DVV Verification: 586

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**

5. Feedback not collected

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
600	618	627	628	616

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
600	618	627	628	616

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
653	638	642	643	638

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
653	638	642	643	638

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
155	170	174	173	175

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
155	170	174	173	175

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed

academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 82

Answer after DVV Verification: 82

2.4.2 **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	30	28	23	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
39	30	28	23	24

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 757

Answer after DVV Verification: 757

Remark : As per HEI

2.6.3 **Average pass percentage of Students during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
468	522	490	480	464

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
468	522	490	480	464

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

Answer before DVV Verification:

--	--	--	--	--

2020-21	2019-20	2018-19	2017-18	2016-17
564	553	560	585	565

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
564	553	560	585	565

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0.26	1.47481

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0.25	1.47

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

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 15

Answer after DVV Verification: 15

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	3

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	10	10	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	10	10	10

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	12	14	9	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	11	13	9	12

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 42

Answer after DVV Verification: 42

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

Answer before DVV Verification : 15

Answer after DVV Verification: 15

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	22	24	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
25	29	21	23	25

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	19	29	12	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23	18	28	11	6

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	4	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

Remark : As per the supporting documents

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

44	41	56	32	33
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
36	37	54	29	28

Remark : As per the supporting documents

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

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1124	1177	1191	1117	808

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1116	875	1185	1012	611

Remark : As per HEI

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

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	21	50	24	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	2	3

Remark : As per the supporting documents

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

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	1	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	1	3	2

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 29

Answer after DVV Verification: 29

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
94.76435	30.83177	79.35969	169.2225	149.3338
			4	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
94.76	30.83	79.35	169.22	149.33

4.2.2 The institution has subscription for the following e-resources

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

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

Answer After DVV Verification: A. Any 4 or more of the above

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

journals during the last five years (INR in Lakhs)**4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.91357	1.18296	1.37790	1.02934	0.55057

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.91	1.18	1.37	1.02	0.55

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

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

Answer before DVV Verification : 205

Answer after DVV Verification: 204

4.3.3 Bandwidth of internet connection in the Institution

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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

2020-21	2019-20	2018-19	2017-18	2016-17
44.22469	51.34089	43.69734	24.05406	29.76395

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
44.22	51.34	43.69	24.05	29.76

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

during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
734	782	883	901	954

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
711	743	876	889	931

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

5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
305	194	214	226	231

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
255	147	181	202	205

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

892	879	910	753	786
-----	-----	-----	-----	-----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
891	878	909	752	785

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : AS PER HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	23	54	43	60

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	22	53	42	59

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

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

Answer before DVV Verification : 965

Answer after DVV Verification: 964

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State**

government examinations, etc.) year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	11	20	12	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	11	19	11	11

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	20	31	20	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	20	30	19	18

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	75	41	59	91

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	48	29	45	56

Remark : As per HEI

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.3.1. Number of sports and cultural events/competitions in which students of the**

Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
125	88	108	74	158

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
76	65	87	76	90

Remark : AS PER HEI

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

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: A. ? 5 Lakhs

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	5	9	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	5	9	2	1

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**6.3.3.1. Total number of professional development /administrative training Programmes**

organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	8	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	7	4

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

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
52	25	19	16	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
52	25	19	16	8

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19.12140	20.15560	12.25519	14.1	9.46555

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19.12	20.15	12.25	14.10	9.46

6.5.3 Quality assurance initiatives of the institution include:

	<ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities

	<p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>388</td> <td>380</td> <td>383</td> <td>384</td> <td>385</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>388</td> <td>380</td> <td>382</td> <td>383</td> <td>385</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	388	380	383	384	385	2020-21	2019-20	2018-19	2017-18	2016-17	388	380	382	383	385
2020-21	2019-20	2018-19	2017-18	2016-17																	
388	380	383	384	385																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
388	380	382	383	385																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	21	21	20	20	20										
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	21	20	20	20																	

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	20	20	20

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1631	1654	1662	1682	1662

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1631	1654	1662	1681	1661

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
192	185	186	185	186

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
192	185	186	185	186

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
564	553	561	585	566

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
564	553	561	585	566

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
82	84	84	84	85

Answer After DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
82	84	84	84	85

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
82	84	84	84	85

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
82	84	84	84	85

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 56

Answer after DVV Verification : 56

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
157.56045	115.75782	155.85112	220.09067	206.15969

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
157.56	115.75	155.85	220.09	206.15

4.3 **Number of Computers**

Answer before DVV Verification : 195

Answer after DVV Verification : 195