SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

EKNM GOVERNMENT COLLEGE ELERITHATTU

ELERITHATTU POST NILESWAR KASARAGOD DISTRICT
671314
www.eknmgc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

E.K. Nayanar Memorial Government College is a higher education institution under the direct ownership of Government of Kerala. The college is affiliated to Kannur University and offers arts, science and commerce programmes. 6 UG programmes including B.A. Economics, B.A. Functional English, B.A. Hindi, B.A. Political Science, B.Sc. Physics and B.Com and 1 PG programme in M.A. Applied Economics are presently offered by the institution. All programmes except B.A. Political Science have permanent affiliation and B.A. Political Science, being the latest addition to the programme basket, has provisional affiliation. The college follows the curriculum formulated by the Kannur University to which it is affiliated. The staff appointment and service rules are set by the Government of Kerala.

The college situated in a remote rural, hilly village has majority of the students from underprivileged socio-economic settings. Apart from leading them to academic excellence, the college has a serious responsibility to empower and motivate students to grow multidimensionally. On an average, the college had a total strength of 600 students and 24 full-time teachers annually during the period under assessment, making for a student-teacher ratio of 25. The total land area available to the college is 18.58 Acres. The college has a residential campus ambience partially, thanks to the 2 hostels and 20 staff quarters. The campus is green with 35% green cover and the available space is kept clean with proper waste management.

The gender proportion of students is favorable as evident from the fact that there were 234 female students for each 100 male students in the college during the five years concerned. The institution has given adequate representation to students from different social categories, with the proportion of students belonging to SC/ST, OBC and minorities being 20%, 47% and 18% respectively.

The college has all the basic physical facilities including the ICT infrastructure for the smooth conduct of its teaching-learning and extra-curricular activities. The college obtained ‘B’ Grade with a CGPA of 2.37 in the first cycle of NAAC accreditation in 2019. The institution has grown multidimensionally since then, enabling it to fulfill its responsibilities effectively.

Vision

“Sa Vidhya Ya Vimukthaye”
(Learning Liberates)

The phrase **“Sa Vidhya Ya Vimukthaye”** which translates to "Learning Liberates" encapsulates the profound truth about the transformative power of education. This ancient wisdom emphasizes that true learning extends far beyond the accumulation of knowledge; it is a process that fundamentally transforms the individual, leading to a deeper sense of freedom and liberation.

Intellectual Freedom

At its core, learning fosters intellectual freedom. By engaging with diverse ideas, perspectives, and disciplines, individuals break free from the confines of ignorance and narrow-mindedness. This intellectual expansion

allows people to think critically, make informed decisions, and approach problems with innovative solutions.

Emotional Liberation

Learning also plays a crucial role in emotional liberation. Education encourages self-reflection and self-awareness, enabling individuals to understand their emotions and behaviour patterns. This understanding leads to emotional intelligence, which is vital for personal growth and healthy relationships. By learning to manage emotions effectively, individuals can overcome inner turmoil, reduce stress, and achieve a balanced, peaceful state of mind.

Social Empowerment

Education is a powerful tool for social liberation. It breaks down barriers of class, caste, gender, and race, fostering a more inclusive and equitable society. By providing individuals with the skills and knowledge needed to succeed, education enables them to uplift themselves and their communities.

Economic Freedom

On a practical level, learning equips individuals with the skills necessary for economic independence. In a rapidly changing world, continuous learning and adaptability are essential for securing employment and achieving financial stability. Education opens doors to a myriad of opportunities, allowing individuals to pursue their passions, enhance their livelihoods, and contribute meaningfully to the economy.

Spiritual Liberation

On a deeper level, true education transcends the material realm and touches upon spiritual liberation. It encourages individuals to seek knowledge that illuminates the nature of existence and their place within it. This quest for understanding often leads to a greater sense of purpose and inner peace.

To conclude, **“Sa Vidhya Ya Vimukthaye”** reminds us that education is not merely a means to an end but a lifelong journey that enriches mind, heart, and soul.

Mission

- **Q**uality education and instruction for successful life
- **Q**ualitative improvement of community life and national reconstruction through meaningful and effective extension activities
- **C**onstruction and dissemination of new knowledge through committed research
- **E**nlightening society towards excellence

Fostering Excellence and Transformation

Our college stands committed to a holistic and transformative educational mission, centred around four core pillars: quality education and instruction, community life improvement, research commitment, and societal enlightenment. Each of these elements contributes to our overarching goal of fostering individual excellence

and collective progress.

Quality Education and Instruction for a Successful Life

We believe that quality education is the foundation of a successful life. Our approach to instruction goes beyond traditional teaching methods, incorporating innovative pedagogies and technology-enhanced learning to engage and inspire our students. We strive to provide an environment where critical thinking, creativity, and practical skills are nurtured.

Qualitative Improvement of Community Life and National Reconstruction Through Meaningful and Effective Extension Activities

Impact of education extends beyond the classroom, influencing the broader community and nation. Our college is dedicated to improving community life through meaningful and effective extension activities. These initiatives include community service projects, outreach programmes, and partnerships with local organizations.

Construction and Dissemination of New Knowledge Through Committed Research

Research is a cornerstone of academic excellence and societal progress. Our college is deeply committed to the construction and dissemination of new knowledge. We encourage faculty and students to engage in rigorous, innovative research that pushes the boundaries of their respective fields.

Enlightening Society Towards Excellence

Our mission extends to enlightening society towards excellence. We believe in the transformative power of education to elevate societal standards and to drive progress. Through public lectures, seminars, workshops, and other educational initiatives, we aim to disseminate knowledge and promote lifelong learning.

To conclude, the mission of our college is a testament to our commitment to excellence and transformation. By providing quality education, enhancing community life, fostering cutting-edge research, and enlightening society, we aim to create a positive and lasting impact.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **18.5 acres of land, lush green campus**: The expansive and scenic campus provides a conducive environment for learning and extracurricular activities.
- **Infrastructural facilities**: The college is well-equipped with modern infrastructure to support academic and extracurricular pursuits.
- **Strong PTA and Alumni**: Active involvement of parents and a robust alumni network contribute to the college's growth and development.
- **Active NSS participation**: The NSS unit's enthusiastic involvement in activities like blood donation, palliative care services and health awareness surveys strengthens community engagement.
- **Strong local support**: The college enjoys substantial support from the local community.
- **High Coverage of Financial Support:** Over 90% of students benefit from freeships, e-grantz, and hunger-free initiatives. This high level of support ensures that financial barriers do not hinder students'

access to education. These programmes make education accessible to a broader demographic, promoting inclusivity and diversity within the student body.

- **Academic and extracurricular excellence**: The college excels in both academics and extracurricular activities, achieving notable success in sports, cultural events, and academic results.
- **Active committees and cells**: Proactive committees such as the Women cell, Anti-ragging Cell, SC-ST cells, OBC Cell, Minority Cell, and Grievance Redressal cell ensure a safe and inclusive campus environment.
- **Hostel facilities**: Availability of hostel facilities supports students from distant locations.
- **Support from funding agencies**: The college receives support from various funding agencies like UGC, RUSA, KIFBI, DCE-Plan Fund, MLA Fund, etc.
- **Number of faculties with Ph.D.**: The presence of Ph.D.-qualified faculty enhances the quality of education and research.
- **Transparent student admission**: Admission is based on merit and follows the government's reservation policy, ensuring fairness.
- **Faculty and non-teaching staff appointments through Kerala Public Service Commission**: Ensures high standards in faculty and other staff recruitment.
- **Opportunities for co-curricular activities**: Student clubs like Entrepreneurship Development Club, Film Club, Nature Club and department level associations also provide excellent opportunities for co-curricular engagement.
- **Eco-friendly campus**: Commitment to sustainable development with proper waste management systems and alternative energy resources.
- **Community Development:** By offering education to socially and economically backward students, the college plays a crucial role in uplifting the community and promoting social mobility.

Institutional Weakness

- **Limited Number of UG and PG Programmes**: The college offers only six UG and one PG courses, restricting academic diversity.
- **Fewer industrial collaborations and field-based learning opportunities**: Limited industry partnerships hinder practical exposure for students.
- **Low research and consultancy output**: There is a need to enhance research output in terms of patents, publications, and products.
- **Geographical Isolation**: The college is situated in a remote area, with limited transportation facilities, making it less accessible for both students and faculty. The nearest railway station is 30 km away, posing a significant challenge for students and faculty who rely on rail transport. This distance can increase travel time and costs, making it difficult for some students to attend regularly.
- **Socio-economic background of students**: Many students come from first-generation learner backgrounds.
- **Poor placement of students**: The placement of students has been low, and the career counselling cell needs to conduct regular job orientation programs.

Intake of Students with Below Average Academic Standard: The students enrolled in the college have an average index mark that is less than the average for the university. This indicates that the college primarily serves students who may require additional academic support to meet university standards.

Institutional Opportunity

· **Expansion of UG and PG Courses**: The college has the potential to introduce more undergraduate and postgraduate courses. This expansion can attract a broader range of students and meet the growing demand for specialized education in various fields, thereby enhancing the college's academic reputation and student enrollment.

· **Establishment of Research Departments**: Opportunities exist to start research departments within the college, enhancing its academic and research capabilities. This initiative can attract talented researchers, foster collaborations with industry and other academic institutions, and contribute to knowledge creation and innovation.

· **Efficient utilisation of alternative energy sources**: The college can explore and implement alternative energy sources to further its commitment to sustainability.

· **Potential for Fruitful Extension Activities**: The remoteness and backwardness of the location offers a unique opportunity for the college to develop and implement extension activities that can greatly benefit the local community.

· **Residential Campus with Staff Quarters and Student Hostels**: The presence of 20 staff quarters and 2 student hostels provides a solid foundation for creating a close-knit, supportive academic community. This residential setup can enhance student retention and faculty satisfaction by reducing commuting issues and fostering a conducive learning environment.

· **High Altitude Training**: The hilly geographical area offers a natural advantage for high altitude training programs. This could attract students and athletes interested in specialized training that leverages the unique terrain, promoting physical fitness and endurance.

· **Expansive Land Area for Development**: The college's 18.58-acre land area is highly conducive for further development. This land can be used to expand existing facilities, build new infrastructure, and develop outdoor sports and recreational facilities. There’s potential for constructing more academic buildings, research centres, and residential units to accommodate future growth.

Better Individualised Attention for the students: The college maintains a better student-teacher ratio compared to many other institutions, allowing for more personalized attention, mentorship, and academic support for students.

Institutional Challenge

- **Improving the Transportation Facilities**: Limited transportation options pose a significant challenge for accessibility, affecting student attendance and faculty commutes.
- **Promoting student interest in academic programmes offered**: The predominant preference for professional courses among students presents a challenge in promoting and maintaining interest in degree programmes.
- **Retention of the Staff**: Frequent transfers of teaching and non-teaching staff disrupt continuity in teaching, administrative processes, and institutional development.
- **Improving Placement and Internship Avenues**: The absence of sufficient industries in the vicinity limits placement and internship opportunities for students, impacting their practical learning and

employability prospects.

- **Adapting to changing Educational Paradigms**: Keeping up with evolving teaching-learning methods in a rapidly changing educational landscape is a continuous challenge.
- **Achieving Development without Compromising Environmental Sustainability**: Balancing the development and growth of the college while ensuring environmental sustainability poses a significant challenge. It requires careful planning, resource management, and adoption of eco-friendly practices.
- **Improving English Language Base**: The inadequate proficiency in English among students and staff can hinder effective communication, academic performance, and access to global educational resources and opportunities.
- **Preventing Student Drop-outs**: The high dropout rate among students is a challenge that needs to be addressed through targeted interventions, such as academic support programmes, counselling services, and student engagement initiatives.
- **Transforming into a Centre of Excellence**: Achieving the transformation of the college into a centre of excellence requires strategic planning, continuous improvement in academic quality, faculty development, infrastructure enhancement, and industry collaborations.
- **Adopting Renewable Energy Sources**: The identification and effective utilization of renewable energy sources pose a challenge in achieving energy sustainability and reducing environmental impact. It requires investment, technological expertise, and integration into the college's infrastructure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the curriculum formulated by Kannur University with suitable adaptations based on the needs and aspirations of our student community. From 2019 onwards Outcome Based Education has been in practice and teachers are being incrementally inducted towards the same. Majority of our teachers took part in curriculum formulation as members in either the Board of Studies or the syllabus restructuring committee concerned. The college has a well-established procedure for the proper conduct of curriculum planning and delivery. The Academic Monitoring Committee of the college takes an active leadership in preparing and ensuring strict adherence to the academic calendar. The internal assessments are conducted as per schedule and transparency is ensured through timely communication with the students.

During the assessment period, the college successfully offered 27 add-on courses for enriching and supplementing the given curriculum. The courses generally had skill development and research orientation as the focus. Though the college could implement these add-on courses successfully, we understand that the student coverage needs to be improved.

Cross cutting issues like gender, human values and environmental values are included in most of the common courses and all our students get an opportunity to have deep understanding of theses issues. A few such courses to mention are *Readings on Gender*, *Readings on Nature* and *Readings on Secularism and Democracy*. Professional ethics in general and research ethics in particular have been a core part of our curriculum. We have developed a curriculum transaction process by including field visits, industry visits, project works, extension activities and other direct and sensory learning processes for ensuring that basic personal and professional values are inculcated in each and every student. By the time of completion of the programme enrolled, the college ensures that the student undertakes a project work.

The college has been taking and analyzing feedbacks from the stockholding community comprising of students,

teachers and alumni regularly. The feedback mechanism covers curricular aspects, physical infrastructure, student support system and extra-curricular activities and is comprehensive in nature. The process has helped us to understand our limitations and to take corrective actions for further improvements.

Teaching-learning and Evaluation

The programmes offered by the college have good demand ratio and the enrollment is above 90%. The admission process is centralized at the university level and is completely online, hence transparent. The reservation rules stipulated by the Government of Kerla as implemented by the affiliating university are strictly followed in student admission. 75% of seats reserved for the special categories of students were filled. The student-teacher ratio of the college is 25:1 and is conducive for effective student mentoring and provision of individual attention to the students.

The teaching-learning process in the college is student-centric by incorporating methods like group discussions, debates, quizzes, field visits, project works, seminar presentations, industrial visits, community engagements and laboratory experiments. An optimum use of modern technology for teaching is made with the available physical facilities. The MOODLE platform is effectively used for the smooth execution of blended learning strategy. Most of our teachers are well-trained in managing smart classrooms and they have the basic technical know-how in E-content creation. 98% of sanctioned posts are filled on an average during the assessment period and 96% of our faculty members have either Ph.D. or UGC-NET in the subjects concerned.

The college ensures that the internal and external assessment is transparent and student-friendly. The entire process of internal assessment is communicated with the students and their signature is obtained before finalizing the assessment reports. The department notice boards publish the details of internal assessments. The Grievance Redressal Cell for Internal Assessment has been effective and the cell successfully solved all the complaints, registered by the students. Following the OBE, the POs and COs are formally communicated through the official website of the college. The attainment of POs and COs is evaluated by following Bloom’s Taxonomy while preparing the internal and end of the semester examination question papers. Since the system of OBE is relatively new, the teachers are being trained to perform CO-PO mapping. The pass-percentage of the students is reasonably good at 77% given the socio-economic backwardness of the student community. We are committed to improve the results further through strengthening our remedial coaching mechanisms.

Research, Innovations and Extension

The college has research as its second-most priority after the teaching-learning process. A total of Rs. 55 Lakh was received by our faculty members as research grants during the assessment period. We could organize 34 odd seminars/workshops on topics like research methodology, IPR, etc. during the period. Another focus area of the college is the promotion of Indian Knowledge System through the adoption of bilingual education, YOGA practice, performance of Indian classical and folk arts, observance of Hindi and Malayalam weeks, appreciation of local culture and traditions, celebrating national scientific achievements, etc. For the promotion of innovative ideas, the college has an Entrepreneurship Development Club. Under the Young Innovators Programme, our students are being encouraged to come up with innovative business ideas. Two students from the Commerce department have come out with their joint start-up in E-commerce. Coming to faculty publication, the college has made some remarkable contributions. The faculty publications are spread across nationally and internationally reputed research journals and books.

The college, under the stewardship of its two NSS units organized 48 extension activities during the assessment period. The thrust areas are pain and palliative care, community interventions for better health and environment and reaching out to society in times of emergency. Our NSS volunteers extended liberally during the two catastrophic floods that affected Kerala. They worked in relief camps for supplying the essentials and supported the cleaning drives in flood-affected areas, distributed relief-kits to families affected by the COVID 19 lock-down and co-operated with NANMA Palliative Care Unit to organize physical and financial support mobilization. In recognition of the same, many of our students got opportunity to take part in national integration camps, pre-Republic Day camps, etc. Further, the Krishibhavan, West Eleri collaborated with the NSS units for a large-scale organic farming initiative. The individual departments also extended to society in manifold ways.

The college has more than 20 meaningful collaborations and academic linkages from which tangible benefits were derived. The IQAC has collaborations with the counterparts in Nirmalagiri College and Navajyothi College. The college optimally utilized these collaborations for faculty exchanges and academic consultations.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities for the effective implementation of its teaching-learning plans and for the all-round development of the student community. Each student batch has its own designated classroom with required space and furniture. We have 11 ICT-enabled classrooms and an ORICE hall with virtual classroom facility. The Physics lab is well-equipped with modern instruments and a section for computational physics works. There are 3 computer labs with 90 computers in total sufficient for meeting the requirements of our students. The website of the college hosts MOODLE for managing online learning process.

The college has an auditorium with a seating capacity of 500, equipped with state-of-the-art audio-visual arrangements, an ICT enabled seminar hall with seating capacity of 100 and an open auditorium with an elevated stage used for organizing open celebrations by the students. The sports facilities include running track, Badminton court, Football court, Kho-Kho court, Sepaktakraw court, cricket practice pitch, Yoga Hall, Boxing practice area, Gymnasium and Fitness centre and a Kabaddi court. Other facilities include sufficient number of clean toilets including those for women and disabled, ladies hostel, boy’s hostel accommodating girl students as a temporary arrangement, 20 staff quarters, canteen, ladies’ amenity centre, ladies’ waiting room and a first aid room.

The library of the college is in a separate building adjacent to the auditorium. The library has a collection of 27500 books including the reference books. The library is enabled with KOHA automation and OPAC facility for online access to catalogue is available. The library has a separate segment for E-content access and includes INFLIBNET along with many other repositories and databases. The IT infrastructure of the college is sound with 126 computers and accessories. The student-computer ratio is 6:1. The office is partially paperless with Digital Document Filing System. The college has adequate facilities for high-speed printing and reprography and K-FONE optical-fibre connection for high-speed internet with a bandwidth of 100 mbps.

The college has spent Rs. 603.67 Lakh for infrastructure augmentation and another Rs. 262.38 Lakh for infrastructure maintenance. In terms of proportion, these amounts constitute 68% and 29% respectively.

Student Support and Progression

The college has a very inclusive student support system based on the values of empathy and compassion. 91% of our students are covered by either scholarships or freeships, mainly due to near universal coverage of state government freeship programme ‘E-grantz’. Our students are provided various scholarships like Central Sector Scholarship, Post-matric Scholarship, Suvarna Jubilee Scholarship, etc.

The skill programmes of the college cover life skills, soft skills, language skills and ICT skills. Major focus of these programmes is to equip students with the ability to face the challenges in job market and the subsidiary objective is to empower the students through imparting interpersonal and intrapersonal skills. The career guidance cell of the college managed to impart career guidance/competitive exam coaching to 43% of our students during the assessment period. The career guidance sessions covered civil services orientations, subject specific career guidance like Career opportunities for English Graduates in Corporate World, Career opportunities in Economics, etc. The guidance for competitive examinations covers NET coaching, coaching for Central University Entrance Test, etc.

Our students came out with flying colours in national, interuniversity and university level arts and sports competitions. They have nearly 40 medals to their credit over the assessment period and even more self-gratifying is the fact that achievement by girl students is as much in count as it is by the boys. Six of our students participated in national level sports events as in Chess, Boxing and Sepaktakraw. The college could successfully ensure student participation in a total of more than 150 arts/sports events held inside or outside of the college as part of its efforts to bring all-round development to the student community.

The college has a registered alumni association by the name E.K.N.M.G.C.E. Alumni Association that contributed immensely to the development of the institution in multiple ways. Altogether, the association spent more than Rs. 5 Lakh during the assessment period, mainly for the beautification of the campus, flag post, LED bulbs and biogas plant for the college canteen, donation of books to college library and for instituting an endowment.

Governance, Leadership and Management

The institutional governance and leadership are structured in tune with its vision and mission for ensuring sustained institutional growth. A smooth channeling is made between administrative and academic divisions with Principal and the College Council acting as the key nodes in between. The governance is decentralized with clear demarcation of authorities and responsibilities. The perspective plan of the college includes short-term, medium-term and long-term plans separately.

Being a government institution, administrative set up, rules of appointment and service rules of the college are strictly as per the statutes, following the merit and reservation norms. The performance appraisal system of the college is effective and includes student appraisal of teachers, performance-appraisal for the teachers and online review system through SCORE project of the state government.

An array of staff welfare measures is available to the staff including provident fund, pension scheme, life insurance schemes, medical insurance scheme and demand and need based flexible leave arrangements. Also, the physical and recreational facilities available to the students are extended to the staff as well.

E-governance facility is adopted in all the areas including administration (through DDFS, SCORE. etc.), finance and accounts (through SPARK, DIGIPAY, BIMS, PFMS, etc.), student support (E-administration of scholarships, online grievance submission etc.), admission (through the centralized admission portal of Kannur

University) and examination (through examination portal of Kannur University and electronic transmission of question papers).

The system at work in the college for mobilization and optimum utilization of financial resources is effective with active involvement from the part of the College Council, Planning and Purchase Committee and Building Committee. Technically perfect proposals are prepared in advance and timely submission is ensured. There are audits by Chartered Accountants apart from the CAG and state government audits.

The contributions of IQAC have been in academic enlightenment of the student community, physical infrastructure development, faculty development and institutionalisation of quality assurance. IQAC had regular meetings and took relevant actions on the decisions taken. Remarkable contributions of the IQAC were the conduct of Academic and Administrative Audit, participation in KIRF, AISHE and AKHES and quality initiatives with the IQACs of reputed colleges.

Institutional Values and Best Practices

The college has been keen on ensuring that core social, human, constitutional, ethical, environmental and gender values are inculcated in students through the educational process. The gender audit process was initiated in the academic year 2022-23. The report shows that the gender efforts of the college has been rewarded, as evident from the increased presence of women in academic and administrative bodies and increasing number of titles won by female students in various arts and sports events. The measures to ensure safety of women in the campus and other policies like gender neutral uniforms, organisation of mixed sports events, observance of Women’s Day, etc. have helped to inculcate gender values.

The institution has a viable and effective waste management system with proper segregation of wastes at source. The biodegradable wastes other than food wastes are managed using waste pits while the food wastes are collected for a pig farm. Paper wastes are handed over to scrap dealers at regular intervals. The plastic wastes are handed over to ‘Haritha Karma Sena’ personnel of West Eleri Panchayath. The electronic wastes are reduced by reusing and repairing and the inevitable E-wastes are handed over to designated agencies. A modest attempt has been made to adopt alternative energy sources by installing solar powered lights at various spots in the campus. The campus is green with 35% of its area having green cover. The natural vegetation is protected and designated eco-zones are well-maintained. Water conservation measures like rainwater harvesting and awareness campaigns on the judicious use of water are practised. The green and energy audits are conducted by availing the support from the field experts.

Barrier-free environment is ensured through disabled friendly toilets and pathways, ramps, learning resources specially meant for visually impaired students, wheel chair for students with locomotor issues, etc. The college ensures inclusivity by promoting gender, linguistic, socio-economic and other diversities. Platforms like NSS, Electoral Literacy Club and Ethics Club are instrumental in fostering civic values in the students. The two best practices – JEEVADHAYINI and PLAY – helped students to have an integrated vison of life, mind, body, co-existence and collective survival.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EKNM GOVERNMENT COLLEGE ELERITHATTU
Address	Elerithattu Post Nileswar Kasaragod District
City	Nileswar
State	Kerala
Pin	671314
Website	www.eknmgc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Mathews Plamoottil	04672-245833	9446696285	-	eknmgovtcollege@yahoo.com
IQAC / CIQA coordinator	Toby Joseph Mathew K. K.	0467-245834	9446406169	-	tobyeconomics@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Kerala	Kannur University	View Document
Kerala	Kannur University	No File Found

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	03-05-2005	View Document
12B of UGC	03-05-2005	View Document

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Elerithattu Post Nileswar Kasaragod District	Rural	18.58	10028.98

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,Economics,	36	Higher Secondary	English,Malayalam	52	42
UG	BA,Functional English,	36	Higher Secondary	English,Malayalam	33	21
UG	BA,Hindi,	36	Higher Secondary	English,Hindi	48	20
UG	BCom,Commerce,	36	Higher Secondary	English,Malayalam	52	46
UG	BSc,Physics,	36	Higher Secondary	English,Malayalam	30	3
UG	BA,Political Science,	36	Higher Secondary	English,Malayalam	48	42
PG	MA,Economics,Applied Economics	24	Under Graduation	English,Malayalam	20	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				22			
Recruited	0	0	0	0	3	0	0	3	9	12	0	21
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				21
Recruited	16	4	0	20
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	7	0	0	9
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	1	0	0	1	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/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	3	0	3
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**	**Others**	**Total**
	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	194	0	0	0	194
	Female	347	0	0	0	347
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	30	0	0	0	30
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	3	4	13	7
	Female	9	14	13	9
	Others	0	0	0	0
ST	Male	6	10	3	6
	Female	11	9	12	11
	Others	0	0	0	0
OBC	Male	12	11	12	10
	Female	25	28	38	35
	Others	0	0	0	0
General	Male	48	58	31	18
	Female	93	82	108	75
	Others	0	0	0	0
Others	Male	12	6	10	8
	Female	6	10	18	14
	Others	0	0	0	0
Total		225	232	258	193

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Situated on the hills of Eleri, our mission is to provide holistic multidisciplinary education to the young minds in the remote and tribal areas of Kasaragod. Through a co-education system, we aim to empower our students with socio-cultural values while integrating the multifarious regional temperaments with national and international matrices of learning. As a college funded by the State government and affiliated to Kannur University, it follows the curricular framework structured by its parent university as per the UGC guidelines. The University has been delving into the principles and practices of holistic pedagogy in alignment with NEP 2020 and we at EKNM, has been proactively

adhering to the same. The syllabus has been restructured in 2019 under the Choice Based Credit and Semester System regulations and it allowed for greater interdisciplinarity through Complimentary Elective Courses and General Elective Courses. Students from all the degree courses at EKNM, including those learning STEM, get the opportunity to familiarise themselves with overlapping concerns of Gender, Democracy, Philosophies of Knowledge, Environmental issues, Politics among others from Semester One through Four. This has been made possible by the courses vis a vis Readings on Life and Nature, Readings on Democracy and Secularism, Readings on Philosophy of Knowledge which carries four credits each and Readings on Gender and Readings on Kerala which carries three. The students are encouraged to understand that sustainability, equality and values as such encompass all disciplines of learning. Departments of the college also offer General Complimentary courses for other departments which presents its definitive creation of a milieu in which multidisciplinary narratives thrive and will continue to do so in the future. Add-on courses are selected with the objective of familiarising interdisciplinarity and multidisciplinary approaches to the student community. The Department of Functional English has since 2018 offered the following Add-on Courses - English for Daily Use, Writing for Electronic Media, Language Editing, and Creative Writing; Department of Economics rendered its focus on vocationalism and research with Statistical Software, Mathematical Tools in Social Science Research, Quantitative Techniques & Methods, Budget & Finance, Demography & Economic Development and Economic Solution to Environmental Issues; Department of Commerce engaged the students with contemporaneity in courses like Share Market Operations, Entrepreneurship, Income Tax E Filing , Computerised Accounting and Data Analysis Using Spreadsheet; Department of Physics stressed on applicative learning with Learning Physics through Experiments, Non-Conventional Energy Sources, Introduction to Nanotechnology, Error Analysis in Physics' Practical Experiments and Essential LaTex for Physics, and so on. As an affiliated college, we are bound by the regulatory frameworks of our parent university. Hence as of now, we are unable to bring

	forth or permit multiple entries. However, the curriculum of all our courses is structured based on modular patterns which allows for seamless credit accumulation and transfer as perceived by ABC. In order to give a hands-on training on value-based learning experience, extra-curricular activities including extension activities through NSS, Yoga, Sports, cultural activities, music and performing arts are brought into the academic space.
2. Academic bank of credits (ABC):	The University of Kannur to which our college is affiliated is in the process of adopting NEP and implementing Academic Bank of Credits and has a dedicated ABC Cell for the same. As part of the initiative, our college is committed to make the students aware of the potentialities of the programme and have through manifold means generated the discourse of ABC amongst them. Starting from 2021 it has organised a series of lectures on Academic Bank of Credits including NEP, ABC & the new Credits, ABCs of ABC: The Dynamic Nature of Education, among others, to train faculty members and students as well as parents, the stakeholders to cope up with the new realm. In addition, the new admissions in graduate and undergraduate level, in the subsequent years have been introduced to the Academic Bank of Credits through special sessions during their Orientation focusing on the new possibility of credit transfers. The college engages in prompt dissemination of updates through dedicated circulars, mails and notifications for ABC in the institutional website. ABC Id has been made mandatory from 2021 admissions and students have been directed to register on the government web portal to acquire the credit transfer benefits. All the students on roll in the college since 2021 have acquired the ABC Id. This is a best practice committed following the NEP guidelines and a call for seamless learning experience across academic levels in the coming years. Though multiple entry and exit points are still to be in practice, the PG curriculum enables credit accumulation through participation in MOOCs. Faculty members of the institution are involved in not only curriculum committees but also are members in the formulation and execution of Kannur University Four Year Under Graduate Programme to commence in 2024-25. These curriculum restructurings are made to make the

	seamless transfer of credits possible, enable multiple entry and exit as and when required by the student, as well as collaborative research between national and international institutions through MoUs. Faculty members are also encouraged to create their own courses in platforms like SWAYAM, tailored to suit the student needs and make it accessible to students across the world. While the college is located in a remote area and most of the students are first generation learners, the college ensures that the learning experience is multifaceted. The college has been building a digital infrastructure including Audio Visual Rooms, more ICT enabled classrooms, Smart boards, access to digital libraries, that would nurture a space for the effective access and usage of MOOCs among others, as envisioned by ABC. The college awaits further intimations from the University while committing itself to be digitally equipped to put the guidelines in practice.
3. Skill development:	The college ensures optimum utilisation of available resources to equip students with practical and vocational skills that are critical in sustaining the competitive peer space. The students are introduced into capacity building activities, basic life skills and facilitation of hands-on experiences to direct their potential into creation of intellectual and material products of value. Vocational skills of the manifold kind have been provided through various training courses – the Department of Physics imparted classes on programming languages like C+, C++ and Python; Department of Commerce offered training on Tally Software with locus foci on subject specific specialisation ; Department of Hindi trained students in Hindi DTP as well as Spoken Hindi helping them to build on their skills of Indian Language Systems in the socio-digital parlance and Department of Malayalam offered training on Bharanabhasa , classes on formal usage of the vernacular in its administrative facet; Department of Economics facilitated for the learning of statistical software like R, Gretl and SPSS. The college believes in the resource pooling and outsourcing of skillsets when required, hence trained masters would be invited to offer classes on Skill enhancement programmes. The hands-on training on Organic Farming conducted in 2022 is one such endeavour that recognises the traditional practices of the land and the people. The

	department of Physical Education extends training on Yoga, Wellness Coaching and Fitness Training for the overall physiological and psychological wellbeing of the students enabling them to be their best during their productive years. The Department of English has rendered classes on Soft skills which included Interview Skills (Formal Etiquette & Netiquette), Communication skills in Lingua Franca for the global challenges, Fundamental Language Skills for English language competency while also offering classes on English DTP as well as Business English, tailored to meet the demands of the job market. The college has a proactive Jeevani programme and a trained counsellor who conducts regular classes on psychosocial competencies, universal awareness programme on psychological health and specialised identification of troubled students to enhance their interpersonal skills, make informed decisions, enable critical thinking and meet the challenges of life in a healthy way. Few of the classes in the year 2022-23 are as follows: Conquering Fears Crushing Exams, Digital De-addiction for a Balanced Life and Strategies for Managing Stress in Challenging Situations. Along with Jeevani, the college also features an Ethics Club which disseminates cultural and moral values idiosyncratic to the region as well as the nation that we are a part of, grooming the students to be better citizens. The core Indian values of peace, truth, compassion and love towards fellow beings are emphasised through outreach programmes like Sneha Sparsam in old age homes, Teach for India in nearby schools, organising blood donation camps, awareness classes on women's health, education in rural areas, Traditional practices & the Science of Health and Hygiene, ethical problem-solving exercises to deal real life challenges and the like.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As an affiliate to Kannur University, the college abides by the rules and regulations of its parent university. Integrating the Indian language system and Indian culture is part of its vision as could be seen in its scheme and syllabus for the undergraduates. The study of Indian language is mandatory for the students for the first four semesters. The college offers a choice between the vernacular major, Malayalam and Hindi. The undergraduate programme in Hindi offered by the college has been considered one of the best and it

conducts seminars, talks and lectures to amplify the significance of the Rashtrabhasa and bring about a resonance of the notion of Bharat Bodh. The Malayalam department organises one week 'Malayalam Varacharanam" (Malayalam Week Celebration) from 1 November 7 November every year. The students get opportunities to know more about their mother tongue and its classical language status. Students are seen to score high in the Indian languages as per result analysis and have a vested interest in the creative realm of both languages, excelling and bringing glory to the college in creative writing in competitions among others. Fine Arts Programmes within the college also opens up a grounded yet rhizomatic flow of deliberations on the aesthetic, social and performative aspect of Indian cultural fine-prints vis a vis Kuchipudi, Bharatnatyam, Thullal, Natakas and,Mohiniyattam. The college is surrounded by a dynamic ecosystem that is rich in folk traditions -Theyyam, Mappilappattu, Daffmuttu,Yakshagana- all of which the students have grown acknowledging the vitality of . In addition, they are encouraged to respect and take up avenues of reading, learning and performance in Indian languages. This is evidenced in the idea that each course in the degree program includes subject-specific Indian values, culture, history, and origins, ensuring that learners gain a deep appreciation of their cultural heritage. The common courses in the first four semesters are structured to bring about an awareness of the humanistic values that are deeply rooted in the Indian society. The course Readings on Philosophy of Knowledge, in particular, features chapters on Indian cultural and philosophical thoughts and discusses critical paradigm shifts and visions by prominent Indian writers and thinkers. Similarly, the common courses across the board are known for their syllabus that predominantly nurtures the Indian value systems. While arts subjects specifically phase-in the Indian culture and literary endeavours, science subjects cite and analyse the definitive contributions of our country to the STEM disciplines. The diverse linguistic demography necessitates that bilingual education be practiced. For years that has been the case for both online as well as offline learning. The Bilingual method allows the teacher to not only expand the learners’ vocabulary in English but also in the vernacular. Furthermore, it

	brings in more accuracy with the native idiomatic usages in sandwich method and furnishes accessibility to difficult concepts to majority of students.
5. Focus on Outcome based education (OBE):	The college adopted the Outcome Based Education model when its parent university restructured the scheme and syllabus of its undergraduate and postgraduate programmes in OBE framework in 2019. Since then, OBE has been implemented successfully in concurrence with outcome centric teaching methodologies and innovative assessment. All undergraduate and postgraduate programmes have their well-defined Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO). These outcomes satisfy the core tenets of NEP 2020 with underlying PO as critical thinking, effective citizenship, effective communication and interdisciplinarity. Question papers for both internal and external assessments are crafted on the basis of the required outcomes. Bloom's Taxonomy is applied to deliver these, covering cognitive, affective and psychomotor learning domains. To empower teachers in aligning their courses with targeted learning objectives, meticulously designed training programmes were conducted in the college to delve into the core principles of Outcome-Based Education (OBE). "Optimising Learning Outcomes: A Teacher's Guide to OBE" are a series of lectures conducted at the beginning of every academic year. The lectures enable all the faculty members including new teachers to understand the approach of OBE and take part in the same with the awareness. The lectures include presentation on Department and College level analysis of results, Mapping of Course Outcomes and Programme Outcomes allowing for a better learned educator. Since interdisciplinarity is at the core of the syllabus, these comprehensive programmes which bring about mutual beneficial engagements surpass traditional pedagogical approaches by equipping educators with a diverse toolkit of instructional strategies and assessment techniques. This allows them to effectively bridge the gap between teaching and achieving specific, measurable learning outcomes for their students. The Course Outcomes are mapped based on a target attainment percentage at different levels with its assessment tools like Assignments,

	Internal tests, Project Evaluations, Practical examinations and so on, each with a specific weightage. The results have steadily grown with the shift in the methodology. The POs and PSOs are mapped through direct and indirect assessment tools with the inclusion of extension activities as well as surveys. The student progression from undergraduate to postgraduate courses, research aptitude and placement corroborate desirable outcomes. However, the qualitative outcomes are also measured, helping the educator to understand the exponential growth and value systems that have been inculcated in the student as an outcome of learning the different courses offered. The correlation between assessments and learning outcomes empowered the educators to offer timely and insightful feedback to students. This feedback has come across as a crucial resource for both students and teachers, fostering a richer comprehension of strengths and areas requiring enhancement among the students in the college. As a result, students gain enhanced abilities to monitor their own progress and make informed choices regarding their learning approaches. Thus, full spirit of OBE is included in the articulation, initiation, teaching-learning process, assessments and hence the measurable outcome.
6. Distance education/online education:	The college has been offering regular courses in accordance with the rules of the University of Kannur. There are no courses offered in the digital mode. However, the college has since the outbreak of COVID-19 pandemic attempted to equip itself with improved digital infrastructure. It is working towards a seamless transition into digital learning. This strategy leverages the usage of learning management system (LMS) like MOODLE and Google Classroom to create a dynamic and interactive virtual learning environment. The shift to online classes during the pandemic helped to identify the technological tools that could aid digital learning including Google Meet. To further enhance understanding, the college has planned to invest in the development of high-quality video content. Though teachers had turned educational content creators during the pandemic phase on platforms like Youtube, the college has built an Audio-Visual Room under the ORICE project of Government of Kerala that enables content recording as well as dissemination. These instructional videos

	could cater to various subjects and topics, making complex concepts more accessible to students including vocational skill enhancement courses when they go online. Faculty members have been participating in FDPs, MOOC Training Classes, handling MOODLE platforms as well as equipping themselves with source materials as to how to generate custom courses on SWAYAM, NPTEL etc. The college boasts of a robust Wi-Fi connectivity despite its geographical basepoint and ensures uninterrupted access to online resources, enabling students to actively participate in virtual classes and engage in independent research without encountering technical difficulties. Its preparedness and currency for blended learning is evidenced in the existing ICT enabled Classrooms, Smartboards, Projectors, Electronic Lecterns etc. The college is committed to facilitating extensive digital resources and plans to phase its library content online. Students can access a vast collection of e-books, research papers, journals, and other online academic materials through INFLIBNET platform. This fosters self-directed learning and exploration beyond the confines of the traditional classroom curriculum. In case of evaluative measurements, continuous evaluation is partially done through online platforms. However, the rural nature of the institution and the digital divide have been the concerns in this process. Digital platforms such as WhatsApp and Telegram are used further for improving the communication system of the college. The college has social media groups for individual classes which simulates the offline class structure including all the students within a class and the teachers who are teaching them. There are also parents' groups for seamless communication of student progress with the guardian. This digital enabling has provided for an easy communication between the students, teachers and parents. Further, communication between administration and departments, between administration and students, among teachers, have also attained a definite clarity while documentation and institutional structure is simulated online. In addition, a Telegram group have been created by the Career Cell of the college to furnish information on improving skill sets, offer resource materials for overall progress in general knowledge acumen to excel in competitive exams as well as present possible prospects for the students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club has been set up in the college in 2024 and the order regarding the same has been attached in the website. The link for accessing ELC constitution document is https://www.eknmgc.ac.in/images/IQAC/ELC_2023.pdf Dr. Ganesan D A , Head of the Department of Political Science is the Convenor of the Club. The club incorporates representation from the student, teacher and non-teaching staff communities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC of the College comprises of both student and faculty co-ordinators appointed by the college.The ELC has been very much functional since its inception with a dedicated, diverse and representative team. The club has membership across genders, socio-economic categories and programmes of study.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC served the following functions in the college. *The club raises awareness among college students about the significance of electoral processes, including voting rights, election procedures, and the role of citizens in democracy. *The club organized workshops, seminars, and interactive sessions to educate students about the electoral laws and system, voting procedures, political parties, and the importance of informed decision-making during elections. *Training sessions were provided to enhance capacity building in the Voting system. *Extensive use of street theatre and music was used as innovative practices of spreading information. *The Club also works towards enhanced civic engagement and historical sense amongst students with observation of important days like Republic Day, Constitutional Day, Human Rights Day, etc. On these occasions debates on Parliamentary Vs Presidential system, decentralised governance, financial autonomy of Local Self-governments, etc. have been conducted. * 'Nammude Rashtram Nammude Kaiyil 'has its special focus on gender justice, dalit rights, tribal rights and inclusive democracy.
4. Any socially relevant projects/initiatives taken by	The basic questions as to why should everyone

College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	especially the marginalised exercise their right to vote is specifically emphasised in all of the ELC activities. Voting as a means to empower our democracy and by those means empowering every single person in the community and society.The Club also oversees the college election process. From making sure that free and fair elections are conducted, they engage in presenting a microcosm of the general election process. As a college situated in a rural space, they also extend their activities beyond the college campus by organizing outreach programmes in the local community to promote electoral literacy among a broader audience. Thus, the Electoral Literacy Club has played a crucial role in promoting democratic values, civic engagement, and active participation in electoral processes among college students and the citizens of the area.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Nammude Rashtram Nammude Kaiyil(Our Nation in Our Hands) is the name given to the ELC's voter registration drive, making sure that the students engage their first time rights as voters. Not only were they registered but also were made aware of the various online websites and procedures including formalities by the kind of "Form 6 - Application Form for New Voters".

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
650	647	583	504	488

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

2 Teachers

2.1

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

Response: 60

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	24	24	24

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
198.91851	208.93808	220.56356	236.29008	26.34641

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Participation in Curriculum Planning and Formulation

The college follows the curriculum formulated by Kannur University. The faculty members of the college participated in UG & PG syllabus restructuring process in their capacity either as a member of Board of Studies in the disciplines concerned or as members in syllabus restructuring committee. Our teachers played a crucial role in curriculum planning and formulation through representing the specific needs of our student community. Being an affiliated college, the foremost function of the college is to adapt the curriculum formulated to the local situations and ensure an effective curriculum delivery. The college follows Outcome Based Education (OBE) system to make the students socially committed, employable, research-oriented, creative and innovative.

The steps adopted by the College for effective curriculum delivery are

- Preparation of academic calendar in tune with the university calendar and strict adherence to the same
- Regular review of academic progress by the Academic Monitoring Committee
- Periodic Department Council meeting to review the timely completion of syllabus and internal assessment activities
- IQAC visits to the departments for monitoring the academic process
- Introduction of Add-on courses for expanding the curriculum content
- Distribution of the syllabus among teachers based on the specialisations and research experiences
- Maintenance of Academic Diary by the faculty members for ensuring timely completion of the syllabus
- Organisation of Bridge Courses to fill the knowledge gap
- Conduct of Entry Level Tests for identifying the differences among students in terms of the academic capability and knowledge level
- Well structured internal assessment process including assignments, seminars, viva-voce and internal examinations, project works, etc.
- A functioning Academic Monitoring Committee for the supervision of academic activities.
- Organisation of curricular and extra-curricular activities to make sure that the content delivery is evenly spread
- Communication of POs, PSOs and COs at the beginning of each academic session through department notice boards, college website and direct class room communications
- Conduct of Induction programme for the newly admitted students to familiarise students with the vision, mission, facilities and rules and regulations of the college.

- Student mentoring through Walk With a Scholar initiative, tutorial system, etc.
- Remedial coaching for the slow learners under Scholar Support Programme initiative
- Small group teaching for the weaker students
- Adoption of different teaching methods like ICT enabled classes, access to online quizzes, videos lectures, presentations, e-resources and work outs with question banks for catering to the multiple intelligence among the students
- Organisation of seminars, workshops, invited lectures at the department level
- Preparation of students for the end semester examination is ensured through college level model examinations
- Organisation of Parent Student and Teacher Association (PSTA) meetings to strengthen academic bondage and interactive dynamism among students, teachers and parents
- Effective counselling mechanism for maintaining and improving the mental well-being of the students
- Keeping a cordial relationship among students and between students and teachers

The college has developed a documentation system that is helpful in tracking the progress of academic process. Academic calendars and internal assessment registers play a crucial role in ensuring timely completion of the curriculum delivery.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

1.2.2

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

Response: 18.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
181	66	44	111	118

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The ultimate goal of the institution is to make students aware of the critical issues around, make them socially responsible and to enable them to work towards positive changes in the society.

Cross Cutting Issues in Curriculum – Content Coverage

- The common courses (English, Hindi, and Malayalam) for all the UG streams in the college contain subjects based on gender equality, human values, human rights, and sustainable development. It ensures that core values related with gender, environment and human values are inculcated in each and every one of the student communities.
- The English Common course (second semester) has *Readings on Gender* to understand the divergent approaches towards gender issues and to understand gender as a social construct and as a site of struggle.
- *Readings on Life and Nature* has an interdisciplinary approach to understand the major and minor ecological issues happening around and to identify the specific ecological problems related to Kerala. Hindi open course (fifth semester) has *Paryavaran Shiksha* which helps students to understand the link between humans and nature.
- In addition, there are general awareness papers and topics in syllabus in core subjects like Environmental Economics, Gender Economics, Environmental Studies and Disaster Management, Feminism and Green Politics, Environmental Movements, and Fundamental Rights.
- As part of the Research Methodology course in concerned disciplines, students learn the relevance of originality in research publications and the need for avoidance of plagiarism.

Cross Cutting Issues in Curriculum – Transaction

- All committees in the college have women representatives to ensure gender equality. The students' union has a minimum 50% representation from the girl students.
- Field trips for the students are conducted to ecological spots to provide direct experiences on the value of natural and the extent of environmental problems.
- Acclaimed social activists like Smt. Dayabhai were invited to sensitize students on environmental and tribal issues.
- Local socio-economic problems have been a main area of focus in student project works and NSS surveys.
- Women Cell of the college conducts awareness programmes on gender sensitization, women rights, and empowerment. They invited transgender activist Ms. Isha Kishore to talk on their problems and share their views on gender equality.
- The NSS units organized programmes like 'My Life My Voice' on International Girl Child Day, 2022 for the empowerment of girl students.
- The National Service Scheme (NSS) units of the extended their services to the society by conducting various waste management drives, health and environment campaigns, financial mobilization for charity, blood donation camps, flood relief activities, etc. These programmes served as the platforms for value internalization.
- Career Guidance Cell conducts workshops and seminars to prepare students for a value-based professional life.
- *Jeevani* which is a comprehensive mental health project implemented by the college for the well-being of the students. Talks were conducted on topics like cybercrimes, safe use of internet, ethical issues in social media usage, etc. to make students responsible persons in the virtual world.

- College Union, Clubs and Forums provide opportunities for providing an environment of professionalism in students in everything they deal with.

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

1.3.2

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

Response: 40

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

Response: 260

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
225	232	258	193	173

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

2022-23	2021-22	2020-21	2019-20	2018-19
280	259	287	204	183

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

2.1.2

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

Response: 71.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	66	84	63	55

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	96	113	78	66

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25

2.3 Teaching- Learning Process

2.3.1

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

Response:

Through Choice Based Credit-Semester System, the college prioritizes a student-centred approach to education. This system, offered at both undergraduate and postgraduate levels, empowers students with flexible course selection and continuous evaluation.

Active learning is encouraged through various methods:

· **Assignments and test papers:** Assignments and regular tests are taken so that it gives opportunity for the students to learn, practise and demonstrate. It helps to assess students and provide regular feedback.

· **Study tours, field trips, and industrial visits:** Such exposure trips take students beyond the classroom offering practical applications of the theoretical concepts.

· **Projects and presentations:** Final year degree and postgraduate students have compulsory project and seminar presentations. They are encouraged to make presentations with the help of interactive boards and power-point presentations.

· **Experiential learning:** Students have access to physics and computer labs, which are well-maintained providing them a safe and efficient environment for hands-on learning.

Besides academics, the college fosters integrated development:

· **Discussions, debates, and Quiz competitions:** Equip students with communication, critical thinking, and problem-solving skills.

· **College magazine, departmental magazines, student union activities:** Draws out the additional skills and creativity of the students and provide platforms for participatory learning management.

· **Activities of NSS:** There are two units of NSS (Unit No. 9 and 16) actively engaged in activities for community development. The volunteers of NSS conduct blood donation camps, medical camps, awareness sessions on health and nutrition, and have recently conducted cleaning campaigns.

· **Alumni** groups provide staunch support to the functioning of the college. They provide financial assistance and work actively for the goodwill of the institution.

· **PTA** is very active and they hold meetings regularly forming a supportive network for the smooth functioning of the college.

· **Activities of various clubs and forums:** Nature club, film club and other forums team up engaging in productive sessions.

· **Department seminars and workshops** help students to interact with researchers and professionals providing students with a chance to learn beyond textbooks.

Technology is harnessed for enhanced learning:

· **Smart classrooms:** The college uses ICT technology to make learning more interactive. There are 12 smart classrooms with interactive boards and projectors. Majority of our teachers have undergone training in ICT.

· **Webinars:** Offer access to remote experts and diverse perspectives.

· **Use of social media:** Many faculty members share their knowledge beyond the classroom through blogs and YouTube channels, giving students additional resources and learning opportunities. Each class has their own chat group on WhatsApp, and the whole college uses Telegram for bigger announcements. This way, everyone can easily share stuff, get updates, and feel like part of the college community.

· **Online platforms:** Google Meet, Webex etc. are used for handling online classes.

· The students are given **training in various software** such as Latex, Python, C++, Tally, SQL

· **PHP** to enhance academic competency.

· **N-LIST** subscription in the college library provides extensive access to E-resources.

· **MOODLE** for online learning is extensively made use of.

· **Online faculty development programmes in SWAYAM, NPTEL**, etc. have been optimally used.

Overall, the college fosters a dynamic learning environment with ensured student participation.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

2.4.2

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

Response: 81.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	18	18	9

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The College adheres to both internal and external assessment methods, rules and regulations set forth by Kannur University, promptly attending to student concerns regarding internal assessment. Under the Choice Based Credit and Semester System (OBE) mandated by the university, 20% of the grading is allocated to Continuous Internal Assessment, while 80% is designated for end-semester examinations.

Assessment Process

- The assessment encompasses several elements, including attendance, active participation in class discussions, test performance, assignments, seminar presentations, oral examinations, lab assessments, and centralized model exams. Details regarding these criteria are outlined in the syllabus, and students are briefed on them during the Induction Programme.
- The faculty responsible conduct/oversee internal assessments, under the supervision of the Department Head.
- Model examinations are managed by the Internal Examination Committee under the supervision of Academic Monitoring Committee.
- The external examinations are conducted by Kannur University.

Transparency

- The internal examination schedule is given to the students well in advance and they are given sufficient time for preparation.
- Continuous evaluation is conducted through written and oral tests of different nature.
- Evaluation of internal exam answer scripts is done within the stipulated time and the marks are published on department notice board. ·
- Assessment of practical examinations and final semester projects is done based on model lab examination, record book submissions, and the quality of the work.
- Genuine cases of absence on medical grounds, arts or sports activities are duly acknowledged and the students are allowed to appear for a re-examination, submit assignments or make seminar presentation.
- Parents are intimated about the attendance and performance of the students through department level PTA meetings.
- Attendance monitoring happens both online and offline through registers and Collegemate software respectively. Attendance uploaded in the Collegemate is accessible to the students. Eligible students without the mandatory attendance are given chance to apply for condonation at the university, as per norms.
- Internal mark sheets are displayed in the respective department notice boards. These are then finalised and uploaded on the university website only after settling the issues raised by the students and getting their signature of consent.

Grievance Redressal System

- The students are provided with multiple channels to raise their grievance. They can approach their mentor/tutor and report the issue. They can also lodge their grievance through the link provided in the college website. Grievance-cum-suggestion boxes are physically fixed in various blocks which can be used for this purpose also. Students can also directly approach the teacher concerned and convey the grievance.

- If a complaint is redressed at the individual teacher itself, then the same will not be forwarded to further mechanism for the redressal.
- Student complaints which are not redressed at the individual faculty level are addressed through a three-tier statutory redressal system. Initially, complaints are addressed by the department-level committee; if the issue is not settled there, it is referred to the college-level committee; and if the student is not yet satisfied, s/he can approach the university-level committee.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college has well defined Programme Outcomes and Course Outcomes for all its programmes as structured by the parent university. Since its adoption of the Outcome Based Education approach, for UG in 2019 and for PG in 2023, the college has been educating the students on the Outcome Based Model through direct classroom interactions, printed pamphlets and digital platforms. The institution has been consciously working towards bringing definitive awareness amongst stakeholders regarding OBE as a system. The college website displays all the documents related to the scheme, syllabus and university notifications. Internal as well as external stakeholders accessing the site could easily find all the necessary information regarding the same at https://www.eknmgc.ac.in/index.php/academics/regulations-syllabus.

Programme Outcomes are broad statements that describe what students are expected to know and be able to do by the time of graduation. They are well aligned with the mission and goals of the college. There are **four** primary programme outcomes under which are three subsidiary outcomes pertaining to the realisation of the first four. These include

- Critical thinking
- Effective partnership,
- Effective communication, and
- Interdisciplinarity

Programme Specific Outcomes are more detailed and specific to the particular programme of study, outlining the skills and knowledge students should possess related to that specific discipline. Programme Specific Outcomes are clearly outlined at the outset of the curricular framework. These along with the Course Outcomes are brought to fruition between three diverse part- summations including the Core

Courses, Complementary Courses and the Generic Elective Courses.

Course Outcomes, on the other hand, are even more specific and focus on the objectives of individual courses within a programme. They define the learning objectives, knowledge, skills, and competencies that students are expected to acquire upon completion of each course. Each of the aforementioned have been divided into three to five units of study material. Accordingly, 4-6 COs are identified and stated for each course. As it is mandatory that questions be asked from all units, it ensures that all the Course Outcomes are covered in assessment. Many of our Faculty members have contributed to the setting of courses and model question papers and have ensured that Bloom's Taxonomy is ensured in the assessment.

Students and parents are also provided with an Information brochure at the time of admission which makes sure that even students and parents without digital literacy are delivered the subject-specific learning outcomes while they are about to kick start their journey in graduating with a certain value system and measurable outcomes. By clearly stating and displaying these outcomes on the college website, the stakeholders have a better understanding of what is expected and can track the progress and effectiveness of the educational programs. This transparency promotes accountability and continuous improvement.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college effectively follows the Academic Calendar of the university it is affiliated to, i.e. Kannur University. Timely rendition of the syllabus as well as other academic activities serves as the first step towards attaining the stated learning outcomes. Our faculty members consistently maintain their academic diary keeping note of what worked and how, allowing for a structured analysis of how the students have been engaged. Also, the internal assessment details are well documented at the individual faculty level and department level for facilitating an effective evaluation of attainment of learning outcomes.

Direct methods of assessment:

Direct methods of assessment provide for a satisfactory measure of achievements in cognitive domain.

- The institution diligently evaluates the attainment of Programme Outcomes (POs), Programme

Specific Outcomes (PSOs), and Course Outcomes (COs), with a structured approach to measurement and communication.

- Following outputs serve as the basic ingredients for a formal analysis of CO-PO attainment,

1. Mark sheets of internal examinations
2. Marks obtained in internal and external practical examinations
3. Grades obtained in assignments
4. Grades obtained in seminars
5. Marks obtained in Viva-Voce examinations
6. Marks obtained in end semester examinations
7. Evaluation reports of student project works

- The question papers for internal and external examinations, seminar topics, assignment topics and questions asked in viva-voce examinations are all designed in accordance with the Bloom's Taxonomy for ensuring comprehensiveness in the analysis of CO-PO attainment. Faculty members take cognizance of the PSOs and COs while assigning grades. Hence, quantitative methodology of assessments of CO's are met through the University Examination (Internal and External) system.

CO – PO Mapping

- A formal CO-PO mapping has just been initiated by the Department of Physics and teachers in other department are being trained to adopt CO-PO mapping in an incremental manner. Given the technicality of the mapping process, the college is following an incremental approach in the adoption of the same.

Indirect Methods of Assessment:

- Indirect methods of assessment include realisation of awareness of the outcomes through curricular as well as extra-curricular activities. These include raising awareness through NSS, Jeevani, community building as well as outreach programmes among others. Indirect methods are applied mainly for assessing the achievements in affective and psycho-motor levels.

Further actions on CO-PO attainment report

- The report of the evaluation of CO-PO attainment of each semester is discussed in Academic Monitoring Committee meetings and follow up actions are decided to correct the weaknesses identified.
- The analysis reports of CO-PO attainment are discussed formally in classrooms and displayed on departmental notice boards for students' awareness. Over time, the assessment of POs, PSOs, and COs has revealed a notable upward trend in student performance, evident in both increased student numbers and higher passing percentages. Moreover, there has been a consistent rise in

students transitioning from undergraduate to postgraduate studies and a noticeable increase in the ratio of student placements.

With a dedicated focus on assessing and enhancing the attainment of POs, PSOs, and COs, the institution has implemented effective mechanisms, thereby facilitating continuous improvement in student outcomes.

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

2.6.3

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

Response: 77.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
146	131	122	142	136

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	183	155	162	158

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.84

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 56.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	0	0	0	37.17

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Impetus for Innovations

Developing scientific temper in young minds is one of the major mottos of the college and we are working hard to foster an innovative environment. The learning environment of the college is conducive for keeping up the inquisitiveness and passion for knowledge among the student community. Following points are worth mentioning in this regard:

- **Young Innovators Programme:** The programme was designed to develop young innovators. Students have opportunities for presenting their innovative ideas in the form of detailed project reports. The projects selected at the state level are provided with financial support for their execution. Our students are being groomed to come up with innovative projects under this scheme.

- **Entrepreneurship Development Club:** Our college has a functional ED Club for promoting entrepreneurship among students. The club organise training programmes in marketing, financial management and book keeping among others. As a result, two students from the Department of Commerce have successfully emerged out with a joint start-up.

Promotion of Indian Knowledge System

Indian Knowledge System has been given due recognition in curriculum content and transaction:

Promotion of Indian Languages: Indian languages are promoted through the practice of bilingual education even for students in science streams. Celebration of Malayalam Week and Hindi Week, preparation of literary magazines, writing competitions, elocutions and extempore in Indian languages, are encouraged. Writing competitions are held separately in Malayalam, Hindi, Arabic, Urdu, Sanskrit and Kannada.

Promotion of Indian Arts and Culture: India's rich cultural heritage is exhibited through the performance of classical art forms like *Kathakali*, *Mohiniyattam*, *Bharathanatyam*, *Thiruvathira*, *Oppana*, *Margamkali, etc.* and of Indian percussion and musical instruments like *chenda*, *tabla*, *sarangi*, *sitar*, etc. Also, folk art forms including folk songs and *Theyyam* are performed on special occasions of celebration. These art forms represent India's unity in diversity in terms of religion, region, caste and creed.

Yoga Coaching and Practice of Meditation: Every year, a life skill programme is organised on Yoga and Meditation in connection with International Yoga Day Celebration. Sri. Hareendranathan P, Assistant Professor of Physics is a certified Yoga trainer and his service is availed for the technical sessions.

Campaign on AYUSH: The NSS volunteers of the college organised social campaigns for popularising Ayurveda, Yoga, Unani and Siddha.

Focus on Indian Philosophy and Spiritualty: Curriculum of the University include teachings of Tagore, Gandhiji, Swami Vivekananda, and Sri Aurobindo emphasizing the values of humanity, morality, and tolerance in education. Values of Indian culture, Indian political philosophy including Kautilya's *Arthasasthra,* Adwaitha philosophy of Sri Sankaracharya, etc. are taught in General English classes and Political Science core courses. Also, the library has an extensive collection of books on Indian philosophy and spirituality.

Local Traditions: Students are being familiarised with local traditions in agriculture, health, and medicinal practices. Over the time, this has fostered a sense of reverence towards indigenous culture promoting self-respect.

National Science Day: National Science Day is celebrated with talks on Indian Scientific Tradition, virtual exhibition of India's achievements in science and technology, etc.

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

3.2.2

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

Response: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	5	12	5

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	17	11	12

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

3.3.2

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4	3

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Being a government institution situated in a remote and underdeveloped village with a visible presence of tribal population, the college has been socially committed since its inception. The extension activities of the college are well planned, need-based and output oriented. The thrust areas of the extension activities led by the two NSS units, are,

Lending Hands during Social Emergency

- The NSS units reached out to the needy people during the two severe flood episodes in Kerala that occurred in 2018 and 2019. Our volunteers attended various duties in the relief camps. Also, they assisted in distributing food and other materials to the camp and affected families.
- Our student volunteers helped the health officials in conducting 'Break the Chain' campaigns both online and offline during COVID-19 pandemic. They distributed relief kits to the needy persons.
- Voluntary Blood Donation Drives: Conducted in collaboration with local health organizations to supplement blood banks.

Education and Creation of Public Awareness

- Focused on educational support for underprivileged communities through,
    1. Offering basic digital education to adults in nearby villages.
    2. Tutoring school children in subjects where they needed extra help, ensuring better academic performance.

Interventions for Better Health

- Pain and Palliative Care: The college's students and staff have shown empathy and support for those requiring pain and palliative care through:

1. Assisting pain and palliative care societies with financial donations.
2. Visiting bedridden patients and spending time with them, uplifting their spirits and providing emotional support.
3. Regularly visiting local patients, providing emotional support and necessary resources.
4. Organising drives to educate the public about the importance of palliative care and how they can contribute.

- Blood Donation Camps: Several blood donation camps were organised, encouraging students and staff to donate blood.
- Medical Camps: Provided free health check-ups, consultations, and medicines to the local population.
- Yoga and Wellness Workshops: Organized for both students and residents to promote physical and mental well-being.
- Health and Wellness Camps: Promoted health and wellness in the community through organising health and wellness camps in various wards of West Eleri Panchayath.

Interventions for Better Environment

Environmental sustainability has been a key focus area, with activities aimed at preserving and protecting nature, such as:

- Planting Tree Saplings: Planted trees in public spaces to increase green cover.
- Plastic Waste Removal: Organized efforts in Narkkilakkad town to eliminate plastic waste and keep public areas clean.
- Water Conservation Initiatives: Undertook various water conservation efforts, which include construction of Mini Check Dams for aiding in water retention and soil conservation.
- River and Public Well Cleaning: Removed plastic and other pollutants from rivers and public wells to safeguard water quality.

Women Empowerment

- Skill Development Workshops: Offered various skills like tailoring, crafts, and computer literacy to help women gain independence.
- Awareness Programs: Conducted seminars on gender equality, women's rights, and self-defence.

Following points are worth mentioning as the outcomes of our social extension,

1. A sensitised student community with readiness for social service.
2. Enlightenment of the locality with better health and environmental consciousness.
3. Improved goodwill of the college.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

- In recognition of the organic farming initiatives of the college, the Krishibhavan, West Eleri Panchayath voluntarily came up with a collaborative project. The total outlay of the project was Rs. 1,68,500. The Krishibhavan is the ground level institution under the Ministry of Agriculture, Government of Kerala. As part of the scheme approved, the College received a Poly House Farming System with all the implements. The NSS units which have been organising organic farming initiatives in the college got an impetus for enhancing the scale of operation through this scheme.
- Under the scheme, a few students were selected as Students Ambassadors for Agricultural Revival. The agriculture is considered as a declining sector in Kerala and these student ambassadors took part in various activities of the Krishibhavan for improving the attitude for farming among the youngsters and local community. Our students were active participants in the promotion of homestead cultivation, terrace farming, floriculture, bio-pest control promotion, etc.
- In recognition of the national integration activities organised by the NSS units of the college, the Directorate of Collegiate Education, Government of Kerala provided Rs. 19,800 in 2022-23 under the 'Freedom Wall' project as part of 'Azadi ka Amruth Mahotsav'. The volunteers presented

the national and local struggles against foreign intrusion in to the country through a wall art. The project was a learning experience for the students in understanding history in an integrated form.

- Many of our students got opportunities to participate in National Integration Camps, Model Parliaments, Leadership Camps, etc. in recognition of their proven record in social service

Sl. No.	Year	Name of the Student	•
1.	2018	Keerthi Rajeevan	National Integration Camp, Telangana University
2.	2018	Akhilesh A	National Integration Camp, Bangalore University
3	2018	Aysha Swadeeka P M	Model Parliament, Kerala Legislative Assembly
4	2018	Athulram R	Pre-Republic Day Parade Camp, Regional Directorate of NSS, Bengaluru
5	2019	Sarika K P	Kannur University Level Leadership Camp by NSS, Kannur University
6	2019	Sona Augustine, Vishnu P R & Anitta Cheriyan	Training programme on Plastic free environment, Waste management and Biodiversity organised by NSS, Kannur University
7	2019	Amal K Kailas	Pre-Republic Day Camp, NSS Regional Directorate, Chennai
8	2020	Salih Pallam Mohammed	National Integration Camp, State NSS Cell, Bengaluru

- The West Eleri Panchayath invited the NSS units of the college for a collaboration in the filed of local sanitation. As part of the collaboration, the NSS units actively participated in various cleaning drives of the panchayath. The panchayath provided different tools and equipment to the NSS units in recognition of the services extended.
- Nothing is more worthy than the solace brought to the people in sufferance. The NSS units of the college co-operated with NANMA palliative care unit, Bheemanady for the physical care of bed-ridden persons. Also, financial mobilisation drives were organised for smooth functioning of the palliative care unit.
- On Children’s Day every year, our NSS volunteers organises infotainment activities in the nearby Anganwadi. Remarkably, classes on personal health and hygiene practices and environmental awareness were conducted.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	6	2	11	6

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

3.5 Collaboration

3.5.1

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

Response: 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has all the basic facilities needed for the effective teaching-learning process and all-round development of the student community.

Basic Teaching-Learning Infrastructure

- 23 well-furnished and spacious classrooms are available for accommodating students. All the batches have their designated classrooms. The departments of Physics and Economics have their separate blocks and a new block for Commerce department is under construction using RUSA fund.
- Public Address Systems are available in the classrooms.

Laboratories and Computing Equipment

- The College has a General Computer Lab with a seating capacity of 40. Apart from this, two well equipped computer laboratories, one for the UG Department of Commerce and one for the PG Department of Economics are also functioning.
- The college has a good science lab for the department of Physics. The laboratories have adequate infrastructure facilities and are spacious for doing the lab-works conveniently. The computer lab has all the needed software packages for computing purpose.

Smart Classrooms

- The campus is Wi-Fi-enabled and students have access to unrestricted data for educational purposes.
- The class rooms are equipped with ICT facilities to make learning more productive. There are 12 smart classrooms with interactive boards and projectors.
- The college has been effectively making use of the LMS platform MOODLE since COVID-19 pandemic and hybrid learning is being promoted.
- The college has an Online Resources Initiatives of Collegiate Education (ORICE) Room which acts in multiple capacities as virtual classroom, videoconferencing centre, web-streaming system, academic content creation centre, etc. The room has state of the art technological devices for serving theses purposes.

Facilities for Cultural Activities

- The college is equipped with an auditorium, spacious and organized with a seating capacity for 500 people. The auditorium is sound proofed for enhanced experience of the audience and has full-fledged audio-visual arrangements. The college has a seminar hall with a seating capacity for 100 and is ICT enabled. All cultural activities and functions are held at either of these two places.
- An open auditorium is also present which is used for student celebrations of various festivals, open discussions, debates, etc.

Sports Facilities

The infrastructure facilities for sports comprise of

- 200 m running track
- Football court (40 m × 40 m)
- Kho-Kho court
- Badminton court
- Sepaktakraw court
- Cricket pitch for practice.

Indoor facilities include

- Yoga hall
- Boxing practice area
- Fitness centre/ gymnasium (1200 sq. ft.)
- Kabaddi court.

Other Facilities

- General Library
- Well-equipped office with digital file transfer system
- Fully furnished department-wise staff rooms
- Amenity centre for the girl students
- Fully furnished canteen
- Sufficient parking space
- Separate hostels for girls and boys with a total capacity of 120
- 20 Staff quarters
- A first aid room
- A well-furnished and ICT enabled IQAC room
- Room for the counsellor with adequate privacy
- NSS room
- Toilet complex including those for disabled
- Internal roads for campus connectivity

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 67.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
82.27719	181.58752	214.37866	123.4308	1.99144

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library block of the college is situated in a serene and picturesque area, not far from the academic buildings. The college library established was relocated to a separate building in 2018 with adequate facilities to provide students a peaceful environment for reading. The library serves as an academic centre, encouraging knowledge acquisition, collaborative study, and research.

· **Layout and Aesthetic Factors:** The library functions exclusively in a two-storeyed building. Librarian's room, general stack, reference section, reading room, e-reading facilities and an issue counter are arranged on the ground floor and the first floor occupies spacious stack-rooms for the book collection

from various disciplines. Beautiful patio of the library, enhances the overall ambiance providing a serene environment for reading and learning.

· **Staff and functioning:** There is one UGC Librarian who manages and maintains the library resources with the help of a library assistant. Library Advisory Committee plays an active role for its efficient functioning. Library functions on all working days from 9.30 to 4.30 pm. The average number of students' visit to the library is 50 per day.

· **Collection:** The library has a collection of more than 27500 books including 1550 reference materials such as encyclopaedias, dictionaries, academic journals, college magazines and other non-circulating resources. Leading periodicals, journals and newspapers are available in the reading room.

· **Online Public Access Catalogue (OPAC):** The students and faculty members can search for availability of books in the library using the link https://eknmgc.libsoft.org

· **Access to E-resources:** The library provides access to online resources including e-books, journals, magazines and e-resources like N-LIST, e-PG Pathshala, Vidya Mitra Portal, E–ShodhSindhu, Shodhganga, open access journals, books, and digital repositories. An invaluable learning resource available in the library is INFLIBNET which provides more than 6,000 e-Journals and 199,500 e-books. Thousands of e-resources are made available from a single access-point.

· **Arrangement**: The books are classified and arranged in the closed shelves according to the Dewey Decimal Classification System 23 edition. The catalogue of books consists of title, author, publication etc. The details of membership are entered for both staff and students with their college ID number. The library follows an open access system which allows any user to enter the stack and go through the collection.

· **Library Automation:** The library is partially automated using the open-source Integrated Library Management Software KOHA by which the issue of books is done.

· **Subscription to N-List:** All teachers and students have N-LIST accounts.

· **Internet and other facilities**: The library has an independent internet connection providing Wi-Fi facility for teachers and students. Four computer systems with broadband connection, scanner, printer and for uninterrupted electricity supply 10 KVA UPS are also available.

· **Department Libraries:** Individual department library collections were shifted to the general library for convenience and better management. However, each department has a good collection of previous years' university question papers and students' project reports. The department of economics has an own reading room with reference books, dissertations and other materials needed for higher education and research.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college considers information technology as the foremost enabler in the whole teaching-learning process. Following this notion, utmost focus is given to the timely updation of IT facilities.

1. **IT infrastructure available**

- **Smart Classrooms:** Equipped with Wi-Fi-enabled LCD projectors, allowing modern teaching techniques.
- **Computer Labs:** High-speed LAN-connected computer-labs for practical sessions. Availability of a total of 80 computers and accessories across all computer labs. The college has sufficient number of printers including High Speed Printers, scanners, Barcode readers
- **Software and Tools:** Access to specialized software such as Tally, IBM SPSS for coursework.
- **Digital Resources:** Well-Stocked Library with e-resources.
- **Online Databases:** Access to research papers, e-books, and scholarly articles through N-list.
- **Campus-Wide Wi-Fi Coverage:** Seamless internet access for students and faculty.
- **High-Speed Networks:** Equipped with state run K-FONE Ethernet connections.
- **CCTV Surveillance:** Ensures safety and security.
- **Firewalls and Antivirus:** Protected against cyber threats through antivirus software packages.
- **Access Control:** Restricted entry to authorized personnel.
- **Virtual Learning Environment (VLE):** Online Platforms: Moodle, Google Classroom.
- **Video Conferencing:** Facilitates remote meetings and webinars through ORICE and Google Meet.
- **Cloud Storage:** Google Drive, OneDrive
- **Paperless Processes:** Digital documentation and communication.
- **Management Information System:** An MIS named **‘Collegemate’** has been in use. The system integrates student data, data oF faculty, time-table, workload, administrative data. and facilitates quick decision making.

1. **Updation of the IT Facilities**

- **Funds available and expenditure incurred:** The college avails the financial resources required

for IT infrastructure updation from the state government plan fund and RUSA fund. The college spent Rs. 70.46 Lakh and Rs. 17 Lakh from state plan fund and RUSA respectively for the updation of IT infrastructure during the period from 2018-19 to 2022-23.

- **Updation of Computers:** A modest updation of computers was done during 2020-21 for the Physics department and ORICE lab. In 2022-23, a massive updation of computers was done through the purchase of 90 computers for the computer laboratories in Economics and Commerce departments.
- **Updation of Internet and Wi-Fi Facilities:** The college was having BSNL internet connection up to the year 2022 and the bandwidth available was only 50 mbps. The state government's K-FONE connection which uses Optical Fibre Cable (OFC) was installed in the year 2023 and the bandwidth got increased to 100 mbps.

1. **Outcomes of IT Infrastructure Updation**

The college achieved a revolutionary progress in terms of its IT infrastructure as evident from the following points,

- Number of computers increased from 42 to 120
- Number of smart classrooms increased from 5 to 12
- The bandwidth of Wi-Fi connection doubled from 50 mbps to 100 mbps
- Campus became Wi-Fi enabled
- A full-fledged general computer lab was established
- Number of printers increased from 11 to 24
- Number of scanners increased from 6 to 13
- 2 high speed printers were added
- Virtual classroom facility was added

Altogether, the improvement in the IT facilities achieved by means of timely updation has helped the college elevate to an enhanced platform where students are provided with advanced learning experiences. These updations enabled the college to adopt technology-driven modernisations in the higher education sector.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 5.16

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

Response: 126

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 29.45

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
112.32666	25.60269	5.116610	106.40331	12.93229

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 90.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
565	581	523	482	455

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 42.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
495	107	139	230	256

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 44.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	54	65	66	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
146	131	122	142	136

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

5.2.2

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

Response: 14.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	12	12	11	11

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

5.3 Student Participation and Activities

5.3.1

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

Response: 51

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	12	5	9	9

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 32.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	31	16	31	23

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of the College, E.K.N.M.G.C.E. Alumni Association, stands as a testament to the impact and success of the institution's graduates across various fields. With a vibrant alumni base, encompassing academicians, government officials, professionals, and more, the college takes immense pride in the achievements and contributions of its former students to society. To mention a few,

- Sri. Surendran K Pattel, one of the alumni is the district court judge in Fort Bend County, Texas in the US studied in the college during 1987-1989.
- Another alumnus Sri. K Sudhakaran was Deputy Superintendent of Police in Kerala Police Service
- Sri. M Rajagopal M.L.A. who currently represents Trikaripur constituency in Kerala Legislative Assembly is an alumnus of this college
- Dr. Ratheesh P.K, who served in the college as Assistant Professor of Economics on permanent appointment by the Directorate of Collegiate Education during 2018-2022 is an alumnus who studied both UG and PG in this college during 2001-2006.
- Ms. Jayasree A, officiating as permanently appointed Assistant Professor of Hindi is also an alumna who studied her UG programme during 2002-2005.

The association, formed on 11 January 2019 and registered with the District Registrar Office in Kasaragod, plays a pivotal role in fostering a strong bond between alumni and the alma mater. Comprising an executive committee with key positions such as the president, secretary, and selected executive members, the association diligently works towards enhancing the quality of academic experiences for current students and strengthening their ties with the college.

The overarching mission and objectives of the Alumni Association are multi-faceted and ambitious, reflecting a deep commitment to both the institution and its members. Among its core goals are to reunite alumni, bridging the gap between college and career life, providing job opportunities, conducting training programs to enhance student skills, engaging in social welfare activities for community impact, and recognizing the achievements of outstanding alumni.

Foremost contributions of Alumni Association of the college during the last five years include,

1. Massive beautification of the college in 2019 by spending Rs. 3 Lakh.
2. Contributed to the renewable energy initiatives by donating solar lights by spending Rs. 20,000.
3. Donated a Biogas Plant to the College Canteen for managing the biodegradable wastes and for reducing the dependence on conventional energy by spending Rs. 30000.
4. Donated a flag post with well-designed basement by spending Rs. 40000.
5. Alumni association contributed to the organic farming initiatives of the college by providing saplings, manure, etc.

Moving forward, the Alumni Association aims to continue its legacy of service and support to the college and its students. Through workshops, seminars, lectures, competitions, and endowment schemes, the association remains dedicated to fostering a culture of giving back, excellence, and collaboration within

the college community. In essence, the Alumni Association of the college epitomizes the spirit of engagement, philanthropy, and advancement, showcasing the enduring impact and collective achievements of its alumni network.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

About our Vision and Mission

- Located in Elerithattu, Kasaragod, the College stands as a beacon of educational enlightenment with its motto, 'Sa Vidhya Ya Vimukthaye' or 'Learning Liberates'. Rooted in the belief that education unfetters the mind, this institution views learning as the gradual unveiling of latent talents within each learner. The College is committed to inclusivity, actively empowering marginalized communities through educational initiatives.
- Understanding the demands of a knowledge-driven economy, the college focuses on equipping students with technical prowess and ethical values essential for success. By fostering a culture that integrates technical expertise with timeless ethical principles, the institution cultivates individuals capable of navigating the complexities of the modern world with creativity and critical thinking.
- The missions of the college are multifaceted, aiming to achieve quality education and instruction for successful life, enlighten society toward excellence, and facilitate holistic personality development of students by synchronizing skills and values. Additionally, the college endeavors to contribute to the qualitative improvement of community life and national reconstruction through meaningful and effective extension activities.

NEP Implementation

- Following the New Education Policy, the college embraces Indian knowledge in education, employs bilingual instruction for inclusive learning, and plans to launch Four Year Under Graduate Programme in the academic year 2024-25 for holistic student development. The governance and leadership capital of the college is being harnessed effectively for the successful implementation of NEP.

Decentralized Governance and Leadership

- Governance practices at the College are in tune with its vision and mission. The college adheres to government orders and Kannur University guidelines. The decentralized organizational setup is ensured by the institutional mechanisms such as the College Council, Department Council, Student's Union, Internal Quality Assurance Cell, and College Development Council, various committees, Parent-Student-Teacher Association, Clubs, Forums, etc.
- The leadership of the College reflects its mission and vision through several key practices. Firstly, the Principal and College Council work actively to ensure that policy statements and action plans

are in line with the college's mission, involving all stakeholders in their formation and dissemination. Action plans are formulated under the Principal's guidance, aligning with quality policies and incorporated into strategic plans for effective execution. Secondly, the Principal emphasizes interaction with stakeholders, ensuring their involvement in various activities. Lastly, the Principal collects societal feedbacks for policy-making and planning through stakeholder interactions.

Institutional Perspective Plan

- The future plans of the college are ambitious, focusing on expanding academic offerings and infrastructure. These plans entail introducing new undergraduate and postgraduate courses, establishing research centers, pursuing autonomy, constructing separate department blocks, creating centers of excellence and fostering collaborations for higher education and student placement. Also, the college aims to strengthen its extension activities for making students more socially committed citizens. These initiatives are in conformity with the vision and mission of the college and aims to enrich academic opportunities, provide enhanced resources, and strengthen the college's reputation as a center of academic excellence and innovation.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

- Institutional perspective plan of the college was prepared in 2018 under the supervision of IQAC and final approval was given by the College Council. The plan has a short-term component, covering the 5-year span from 2018 to 2023, a medium-term plan covering the 10-year period from 2018 to 2028 and a long-term plan covering the 15-year period from 2018 to 2033. The annual action plans of the college are the key tool in achieving the perspective plan objectives.
- The deployment of the perspective plan requires a well-synchronized set of actions from the academic and administrative divisions of the college. The principal, serving as the institution's head acts as the vital link between administrative and academic divisions. The principal appointment is made by the Department of Higher Education, Kerala based on the merits set by the UGC. It ensures that only persons of proven calibre could assume the office.
- The principal receives support from a statutory college council comprising all heads of the teaching departments, office superintendent and two elected representatives from the teaching

staff.

- Under the principal, administrative division is managed by the Office Superintendent. The college administration is obligated to furnish administrative support for the stakeholders.
- The faculty members, apart from their teaching related responsibilities, support and supervise the administrative division for an effective alignment between academics and administration.
- The perspective plan of the college was discussed in a joint meeting of teaching and non-teaching staff for providing a shared opportunity to express each one's visions on the future of our college. As a result, the college could successfully derive efforts from both administrative and academic divisions towards the achievement of its shared goals.
- The policy formulation of the college is done by the college council by taking all the stakeholders in to consideration for making the process sensibly democratic.
- Operating as a government college, the institution adheres to regulations and policies set forth by the Government of Kerala, University of Kannur, and the UGC. Its institutional framework comprises two categories: apex bodies such as the college council, IQAC, and department councils, established in accordance with government guidelines, and supporting bodies like the Admission Committee, Academic Monitoring Committee, Library Advisory Committee, and Purchase Committee, which are constituted by the council.
- Staff appointments, including teachers and administrative personnel, are facilitated by the Kerala Public Service Commission (KPSC), with adherence to Kerala Government's Service Rules. The merit and reservation norms are strictly followed.
- In the case of permanent teacher posting, KPSC conducts written examinations and those qualified in the same are invited for the interview. Weightages are given to additional qualifications like Ph.D., percentage marks obtained in postgraduation, publications, etc. The temporary vacancies in sanctioned posts are filled by following the norms stipulated by the Directorate of Collegiate Education, Kerala. The process includes interview of short-listed candidates.
- The non-teaching posts are filled through the written examinations conducted by KPSC. The temporary vacancies in the case of non-teaching staff are filled through the Employment Exchange facility of the state government.

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

6.2.2

Institution implements e-governance in its operations

1. **Administration**

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

- The college follows the recruitment and promotion policies as stipulated by UGC and the Government of Kerala in the case of faculty members. Under the Performance Based Appraisal System (PBAS) introduced by the Directorate of Collegiate Education (DCE), each faculty member furnishes an annual self-appraisal format prepared in accordance with the UGC guidelines. The self-appraisal form covers Teaching, Learning, Evaluation Activities, Research, Co-curricular, Extension, and Professional Development Activities.
- The PBAS aids in identifying the potential areas of improvement for faculty and staff. Performance appraisals, reviewed by the principal and IQAC chair, is crucial in further actions, such as declaration of probation, determining regular increments, and facilitating faculty placement and promotion.
- Along with, the teachers undergo common performance appraisal prescribed for the Kerala Government Servants. This appraisal is done online through the State Confidential Reporting and Reviewing System (SCORE). Here, both the academic and administrative duties performed by the faculty members are assessed.
- In the case of non-teaching staff, annual confidential reporting by the staff and Principal through SCORE portal constitutes the comprehensive performance appraisal. Staff promotion and increment sanction are based on this report.

Staff Welfare Measures

Being a government institution, all the teaching and non-teaching staff are entitled to various welfare initiatives extended to government personnel. A brief listing is given below,

- Statutory pension applicable to those who joined before March 31, 2013 and contributory pension to others.

- Provident Fund with loan provisions
- State Life Insurance
- Group Insurance Scheme
- Group Personal Accident Insurance Scheme
- House Building Advance
- Comprehensive Medical Insurance under the scheme MEDISEP
- Festival Allowance
- Special allowances tailored for physically disabled employees
- Leave Travel Allowance
- Maternity leave spanning six months
- Paternity leave of 10 days
- Duty Leaves for teachers for participation in professional development activities such as seminars, conferences, and workshops.
- Casual Leaves up to 15 days annually for teaching staff and up to 20 days for the non-teaching staff
- Ensured Half-Pay Leave of 20 days annually.

Apart from the given welfare measures, the college provides following specific facilities arranged internally,

- Subsidized canteen services for the staff.
- Staff Quarters
- The cooperative store offering non-stationery items at subsidized rate.

Avenues for Career Development and Progression

- Being a college included in UGC 2f & 12B list, teachers of our institution have an easy access to the Orientation and Refresher programmes organized by the Human Resource Development Centres in universities and HEIs. The college liberally encourages its teaching staff to attend such programmes.
- The college, under the stewardship of IQAC, has organized seminars and workshops on relevant topics by inviting resource persons of high reputation through availing financial assistance from the UGC, Plan Fund of the state government, Ministry of Parliamentary Affairs, etc. Our faculty members attend similar events organized by other institutions too.
- Both teaching and non-teaching staff of the college attended Management Development Programmes organized by the Institute of Management in Governance (IMG) which is the state government owned staff training institute in Kerala.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 30.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	16	16	19

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	19	19	18

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Major Sources of Financial Resources

- The plan fund of the Government of Kerala which is utilised for infrastructure development, purchase of lab equipment, books and furniture, faculty development, classroom modernization etc.
- Non-plan fund of the state government for meeting recurrent expenses
- RUSA fund for infrastructure development
- Funds received from the Public Work Department (PWD) of Government of Kerala for the construction and maintenance of buildings, electrification etc.
- College Development Council (CDC) Fund collected from students and matching grant from the Government.

- PTA fund collected from students at the time of admission.

In addition to the above, the college makes all possible efforts to secure additional financial resources. The sources of such additional financial resources are:

- MP / MLA funds and funds allotted by local bodies are utilised for infrastructure development.
- Alumni support for specific purposes

Mobilisation Strategies

The IQAC of the college has prepared an institutional perspective plan and short-term and medium-term plans of the college are well aligned with that. The financial requirements for executing the plans are estimated by the IQAC and discussed by the College Council in detail. A final plan for fund mobilisation is chalked out at the Council by looking in to the available sources of finance. We have separate strategies for availing each of the sources listed in the previous section,

Source of Fund	Target	Strategy for Mobilisation	Arrangements for optimal utilisation
Plan Fund	Medium to large scale infrastructure development, minor and major purchases of equipment including computers and accessories	Detailed proposal is submitted to government of Kerala in the beginning of each financial year	Execution by Planning and Purchase Committee and Monitoring by College Council. Regular assessment of progress.
RUSA Fund	Large scale infrastructure development and purchases	Detailed Project Report is prepared in advance based on the perspective plan and submitted when called for	Project Monitoring Unit and Governing Body are the monitoring authority at the college level. Regular reporting of progress to State Project Directorate ensures timely completion.
Non-plan Fund	Recurrent expenses	Proper estimation of requirements and timely reporting	Supervision by the College Council
CDC Fund	Need based asset creation	Diligent collection from the students during admission and claiming of matching grant from the state government	CDC is chaired by the District Collector and regular monitoring is done in CDC meetings.
PWD Fund	Maintenance, minor construction and renovation	Detailed proposal is submitted to PWD	Regular monitoring by the College Council
PTA Fund	Student welfare expenses of immediate urgency	Contributions from students are collected during admission.	The executive committee’s prior approval is required for spending money

Audit Procedures

- The Directorate of Collegiate Education conducts annual financial audits in the college, covering the entire plan and non-plan assistance of the state government.
- The Accountant General of Kerala also conducts financial audits each year, covering all the state and central funds sanctioned to the college.
- RUSA has an internal audit system along with verification by the Directorate of Collegiate Education.
- The accounts and statements of Parent Teacher Association are subject to external audits by Chartered Accountants.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell of the college was formed in 2014 and since then the IQAC has been the agency for balanced development of the college. The college is situated in a very remote village with underdeveloped socio-economic settings. Given the availability of land, our college is having enough potential to grow multidimensionally. Considering these, the IQAC has identified following areas to keep its focus on,

1. Academic betterment and enlightenment of the student community
2. Physical infrastructure development
3. Faculty development
4. Institutionalisation of quality assurance

Academic Betterment and Enlightenment

Most of the students enrolled in the college belong to socially underprivileged communities and one of the foremost challenges of the college is to empower them through knowledge. Majority are first generation learners without any academic support system in their homes. The IQAC took many initiatives to support these students and some are worth mentioning,

- Psychological Counselling under ‘Jeevani’ project
- Bridge courses

- Remedial coaching under the scheme ‘Scholar Support Programme’
- Mentoring under the scheme ‘Walk with a Scholar’
- Provision of learning materials
- Skill development in ICT
- Spoken English and Hindi classes
- Career guidance programmes

Physical Infrastructure Development

The college was functioning in a single three-storey structure up to 2014. The students did not have the hostel facility, exposing them to the hardships of commuting to a remote college without proper transport facilities. As a result of the efforts taken up by the IQAC, the college is now having a Science Block, a separate block for Economics department, two ladies’ hostels and many other physical amenities. The college library was functioning in a single hall and the college did not have an auditorium to accommodate its entire students for a general function. A separate Library cum Auditorium was built up in 2017. The library now functions as a hub for knowledge enhancement and sharing.

Faculty Development

In order to support our teachers to adapt to the changing scenario of teaching and learning, the IQAC organised many faculty development programmes.

1. A workshop was conducted on academic writing for promoting the faculty publication.
2. A session was organised on New Education Policy and Four-Year Undergraduate Programme.
3. Training sessions were organised on smart classroom management.
4. A technical session was conducted on CO-PO mapping by availing the expertise of the Department of Physics.
5. A capacity building programme was organised on ‘E-Governance for Higher Education’ for the non-teaching staff.
6. IQAC Encouraged teachers to undergo placements under Career Advanced Scheme.

Institutionalisation of Quality Assurance

The IQAC has established a system for quality assurance by incorporating following positions, platforms and procedures,

1. Regular meeting of the IQAC for evaluating the functioning of curricular and co-curricular activities
2. Academic Monitoring Committee for the overall supervision of academic processes
3. Academic audit by using external academicians of high stature
4. Department Quality Assurance Co-ordinators for each teaching department
5. Student IQAC for inducting student community with the quality assurance endeavours
6. Mandatory result analysis on each semester results published and follow-up actions

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institution has remained committed to the cause of gender equity and initiated gender audit in 2022-2023 as a step towards identifying the existing gender situation within the college. The audit covered a period of 5 years from 2018-2019 and shows that the institution's gender policy has resulted in achieving gender equity to a large extent. There is increased presence of women both in decision making bodies including the Students' Union. The audit report depicts the increased participation and championship of female students in academic, arts and sports events.

The institution has taken following definitive steps towards gender equity:

- The College has an active Women's Cell providing space for women to discuss issues related to harassment, discrimination etc. To mention a few, the Cell organised an online talk on **"Gender Equality and Social Life"**, an invited talk on **"New Age, New Perspectives: The World made by Woman"**, organised a Poster competition on **"Is the Kitchen Only Women's"** as well as an essay competition on "**Bans and Borders: Is there a Limit to Women's Freedom?**".
- The Cell has also been committed to promote transgender rights through talks including that by transgender activist Isha Kishore.
- The College has a Ladies' Amenity Centre, working as a facilitation space for specialised care such as First Aid, Menstruation Aid, Sick Room for the female faculty and students in addition to clean toilets. For ensured access to menstrual hygiene, two napkin vending machines along with pad incinerators have been placed, one each in the amenity centre and girls' toilet in the Main Block. Adjacent to the Centre, there is a Ladies' Waiting Room for female staff and guests.
- Given the remoteness of the college, to reassure the safety of the female students coming from distant places, the Boys' Hostel has been accommodating girl students as a temporary arrangement. Under the supervision of the warden, matron, watchmen and lady resident tutors, the institution seeks to bring about a secure place for the students to reside in and study.
- The safety of women is further ensured through CCTV surveillance, street lights, etc.
- The Internal Complaints Committee has been vigilant and has succeeded in preventing sexual harassments through awareness and sensitisation activities.
- As a reward for its gender efforts, the college has an all-women Students' Union, in a first of its kind in the mixed colleges in the state.
- The student ratio is heavily favoured towards the girls where they are consistently twice as much as the male students in the college.
- Mixed sports events including a Tug of War were organised in an attempt towards promoting gender neutrality in sports.

- The College has seen a definitive hike in women athletes during the period under consideration. From mere 11 in the academic year 2018-2019, the participation has seen a statistical jump to 53 in the year 2022-2023.
- Gender-neutral uniform was introduced in 2022 for making the outlook of the college more gender friendly.
- A woman psychological counsellor is appointed every year for serving students under the 'JEEVANI' project.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution is proud to have a diverse student and staff population in terms of gender, ethnicity, religion, culture and socio-economic category. The inclusive environment is assured through the following initiatives:

- The College aligns with the rules set by the state government and the affiliating university for reservation in the appointment of the staff members and in the admission of the students. The policy framework therefore mandates inclusivity without gatekeeping. As a result, the college has a very good representation of SC, ST, OBC and minority communities among its students and staff.
- The College has a well-established system for addressing the grievances and empowering the socio-economic minorities by means of forums like Minority Cell, Women's Cell, OBC Cell, SC/ST Cell and Gender Justice Forum. These cells have been efficiently engaging in the conduct of sensitisation programmes via seminars, competitions, and flash mobs; and offering timely aid to the students.
- The students and staff of the college fall across three religions, Hindu, Christian and Islam. All the religious festivals like Onam, Christmas, Id-ul-Fitr, Bakrid, Miladi Sherif, Holi, Diwali, etc. are celebrated in common spirit of sharing and are used as the occasions for fostering unity and integrity among the students.
- Kasaragod district has a rich linguistic diversity as reflected in the attributive phrase *'Saptabhasha Sangama Bhoomi'* (The land of seven languages). In protection of the same, the

college organises various literary events and competitions separately in Malayalam, Hindi, Urdu, Arabic, English, Kannada and Tulu. The tribal students are allowed to use their local dialect in classrooms and other forums. From celebrating Malayalam Week in the first week of November to Hindi Diwas on the 14th of September and Mathrubhasha (Mother Tongue) Dinam on the 21st of February every year, the college upholds the linguistic diversity of our nation.

- The college also features music and dance performances belonging to different genres like classical, ritual, theatre and folk traditions. A few such art forms to mention are Theyyam, Mappilapaattu, Mohiniyattam, Bharathanatyam, Oppana, Thiruvathira, Kathakali, Chenda, Tabala, Flute, Kurumkuzhal, etc., and provide opportunities for students to understand the diverse cultural landscape of the state and nation. The attention is placed on developing receptiveness towards the cultural diversity of the nation.
- In addition, the college also fosters national unity and promotes constitutional values with the celebration of Independence Day, Republic Day, NSS Day, Constitutional Day, Human Rights Day, World Minority Day and National Integration Day through invited speeches, quizzes, debates, and public readings of the nation's Constitution.
- The students of the college follow the uniform gender-neutral dress code and have level playing field for participation in various institutional bodies irrespective of their gender, for ensuring gender inclusivity. As there are students belonging to different economic categories, the uniform dress code helps to downplay the physical manifestation of economic inequality.
- The NSS units which have members from diverse backgrounds benefitting equally is the prime centre of inclusivity. The NSS acts as the platform for collective internalisation of values associated with good citizenship and national integration.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices I

1. **Title:**

***JEEVADHAAYINI* – Fostering Life Skills and Pro-environment Values to Students: Organic Farming as a Green Campus Initiative**

1. **Objectives:**

1. To promote sustainable agricultural practices in campus through organic cultivation and soil enrichment by instilling pro-environmental values.
2. To help students to internalise the values of safe and healthy food and physical work.

1. **Context:**

Agriculture is generally considered as a declining sector in Kerala with young generation losing out interest in farming. The excessive dependence of the state on other states for vegetables has resulted in Kerala being flooded with low quality vegetables due to excessive application of chemical fertilisers and pesticides. Lifestyle diseases have become more incident due to the changes in food habits and lack of interest in physical work. It is in this context that the NSS units in the college planned to involve its volunteers to help them internalise the values of safe, healthy food and relevance of physical labour.

1. **Practice:**

Before beginning the operations, thorough planning was made and decisions were made on how, when and where. Total of 100 volunteers were divided into 7 groups.

Phase I: Rooftop Farming

Different varieties of organic seeds were bought from Kerala Tourism Development Society, Kanhangad. Reusable growbags were supplied by the society.

Phase II: Cultivation at Ladies' Hostel

With the success of rooftop farming, further activities were planned in an extended level but was interrupted by COVID-19 pandemic. Later cultivation in growbags was resumed for vegetable gardening by the NSS volunteers of Unit No. 9.

Phase III: Polyhouse Farming

Post-COVID, it was planned to give a new dimension to the successful farming venture. Polyhouse farming kickstarted as a collaborative endeavour of NSS with the Krishi Bhavan, as part of the Green Campus Initiatives of the college.

Uniqueness of the Practice:

The organic farming project promoted eco-friendly practices and motivated students to strengthen their pro-environmental behaviour. It also promoted localized food production beneficial for the rural economies ensuring healthy and uncontaminated food. It helped students to cultivate a mindset for collective farming and co-habitation with the experiential learning outside classrooms.Moreover, the students have extended organic farming to their homes making it part of their lives.

1. **Evidence of Success:**

The volunteers produced 20kg of lady's finger, 30kg of tomato, 15kg of chilly, 10kg of brinjal and 5kg of spinach from the farming. Polyhouse farming also flourished well. The students who participated developed an attitude for physical work and they internalised the value of safe and healthy food. The message was carried to their homes and 16 students started practising homestead cultivation.

1. **Problems Encountered and Resources Required:**

The process required proper inspection and frequent watering. Even during holidays, someone had to supervise the same. During the lockdown, the flourishing farm dried up as it was impossible to reach the college. It was quite a struggle to resume cultivation post-COVID.

Various resources like quality seeds, grow bags, proper irrigation facilities, reliable water source, proper drainage, organic manures, pesticides, quality construction materials for polyhouse, were required at different phases.

1. **Notes:**

Documents of MoU and Collaboration attached.

Best Practices II

1. Title:

***PLAY*: Physical Activities and Lifestyle Adaptations for You – Fitness Drive and Excellence in Sports Performance**

2. Objectives:

1. To promote physical fitness and health among students
2. To motivate students to adopt a healthy lifestyle for a healthier generation

3. Context:

The effects of COVID-19 on people's physical, mental and behavioural health have been severe, particularly in young people. With no physical activities during lockdown, attention deficit issues had shot up among students. Post-COVID, a pilot study was conducted by Dr. Ajesh C. R., HOD, Department of Physical Education to study the attitude of students toward physical activity and to assess their fitness level. A questionnaire was prepared to evaluate the same and the action plans were proposed accordingly. The College Fitness Centre was inaugurated on 12-02-2021 with sufficient fitness equipment and provided a conducive environment for making an experimental project to intervene in the lifestyle of students for better outcomes.

4. Practice:

In 2020, it was decided to create an awareness about health and fitness to the entire students of the college through webinars. The 2021 admission batch was selected as an experimental group with a three-year plan aimed to enhance students at two levels:

1. Physical fitness and
2. Sports performance.

Students were encouraged to work out at the fitness centre with their attendance recorded.

Students selected were given training, before and after class hours to ensure their best performances at the competitions. A course on “Health and Fitness Education” was offered by the department during 2020-2021. During 2021-22 and 2022-23 another course “Exercise is Medicine” was also offered.

5. Evidence:

There were perceptible evidences of success like,

1. Improvement in the overall fitness level of the participants.
2. Increased number of participants in fitness activities and performance sports.
3. Significant improvement in health-related physical fitness and enhanced self-esteem of participants in fitness activities and performance sports.
4. Level of skill related physical fitness was found higher among performance sports participants in comparison with fitness activity participants.
5. Remarkable improvement in performance sports events participation at University, State, National levels with more medal winners as individual/team especially during 2022-23.

6. Problems Encountered and Resources Required:

1. Space constraints to provide a stimulating ambience for physical activity was a major challenge which improved a bit with the inauguration of the Fitness Centre. Construction of a multipurpose indoor stadium has been approved and will soon be executed.
2. Lack of modern training equipment to coach select students for sports events was a major challenge which improved during 2022-24 with the purchase of latest sports equipment.
3. The natural running track had to be improvised for better practice and training of students.

A properly maintained fitness centre with well-equipped sports equipment and experienced teachers to effectively guide students are the major resources required.

1. **Notes:**

Detailed project report attached.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Paradigm Shift in Infrastructure Development

EKNM Govt. College campus is spread over 18.58 acres of land with a construction area of 10,029 square metres. During the last NAAC assessment period (2013-18), peer team had recommended to upgrade the infrastructure facilities and to include more courses. Located at the outskirts of Nileswaram, infrastructure constraints and unavailability of transportation always affected in providing quality higher education. Discerning how efficient infrastructure is crucial in colleges to provide an enhanced learning environment, the focus of the college administrators was to upgrade the same. Need based assessments were done and a primary level planning was framed. Proposals for construction and renovation were submitted for funding. Various committees were formed to execute the projects and to monitor the same.

Infrastructure upgradation was done at three levels:

1. **New Infrastructure**
2. **Renovation of Existing Constructions**
3. **Upcoming Projects**

1. **New Infrastructure**

1. In 2019-20, construction of new boys' hostel completed as a three-storeyed building (MLA Fund) inaugurated the same year. With more female enrolment ratio, the existing infrastructure could not support all the newly admitted girl students. Boys' hostel was thus converted to girls' hostel by requesting permission from the DC in 2021.
2. To accommodate more students, second floor of Ladies' hostel was constructed with the Plan Fund in 2019-20.
3. A multi-storeyed building for the NSS room was constructed with other facilities including a first aid room and a water tank. (Plan Fund).
4. Rainwater harvesting system was also constructed within the hostel premises with a storage tank underground with a capacity of 10,000 litres. (Plan Fund)
5. Internal road for campus connectivity was constructed making easy access to all other infrastructural facilities. (Plan Fund).
6. New building blocks for Commerce and Economics departments were constructed under RUSA and Plan funding respectively. The new buildings have provisions to upgrade the respective departments as a research centre.
7. A new airconditioned room exclusively for IQAC with a short-throw projector, interactive smartboard, smart TV, digital podium, CCTV with audio-visual capturing facility, executive tables and chairs was built with the Plan Fund.
8. Ladies' Amenity Centre was constructed in view of the increase in the proportion of women. Facilitated by a vending machine, first aid provisions and a sick room, the amenity centre has restrooms for the womenfolk. (RUSA)
9. A new toilet block was constructed exclusively for the Physics department as it is located away from the main block. Separate bathrooms to fulfil the requirements of the disabled were also incorporated. (Gender Budget Fund)
10. College Fitness Centre was inaugurated in 2021 with sufficient equipment for exercise and fitness, a yoga hall, table tennis hall, boxing ring, and practice area for indoor sports. (Plan Fund).

2. Renovation of Existing Constructions

1. Canteen was shifted to a new building with increased seating capacity. With ample space, safe and hygienic food could be provided in the college campus.
2. Computer lab was translocated to a new building (RUSA) with upgraded computers and internet facilities. It operated as a general computer lab for all the students in addition to the computer labs exclusively maintained by the Commerce and Economics departments.
3. Renovations were made in the office-area furnishing with new tables and ergonomic chairs. The office area was air conditioned and beautified by wooden panelling of the walls, power saving ultra-modern lighting system. Office functioning became fully digital with centralized networking system and LAN facility along with ample power back-up. The upgradation made office administration efficient and transparent. (RUSA).
4. Digital podiums, executive tables and ergonomic chairs were provided as part of furniture upgradation. (RUSA).
5. College library was upgraded with the latest software and barcode readers to enhance services, promote digital literacy and to provide unlimited access to digital resources. For uninterrupted services, a 10KV UPS was installed in the library.
6. Renovation of toilet facilities were done under the RUSA fund with a bathroom block for boys (two floors) and a girls' toilet (top floor) in the main block.
7. Painting and the pending maintenance work of the Staff Quarters were done (RUSA).
8. Auditorium was refurbished with well-designed acoustics with proper sound absorption ensuring a perfect auditory experience.
9. Outside the college campus, a parking shed for the students was revamped to include more vehicles. (RUSA).
10. IT Infrastructure was upgraded to ensure an efficient learning environment to support direct and remote learning. Laptops and printers were provided for each department. ORICE room was modernized with a smart TV to enable video conferencing system. Both ORICE and IQAC rooms were ICT-enabled to enhance online collaboration for educators and learners alike. Power back-up facilities were updated in 2021-22 for uninterrupted operations of the institution. Single unit for power back-up (10KV) was provided for ORICE, IQAC, Examination Confidential Room, Physics Lab together. When the question paper transmission was made online by the Kannur University in 2022-23, the Examination Cell was upgraded accordingly. Interior modernization was done and a high-speed printer with proper internet connectivity and a power back-up was installed. 24×7 CCTV surveillance was installed in the Exam Cell to ensure transparency and smooth conduct of the University examinations. UPS facilities for computer labs of Commerce and Economics departments were installed. Another single unit of power back-up of 10KV was installed for the library and auditorium conjointly.
11. Lightning conductor installed at the college was upgraded with the Plan Fund. Lightning rod installed was elevated to that of copper to ensure maximum safety.
12. As part of campus beautification, a garden was set near the Ladies' Amenity Centre as an initiative by the NSS units. A flag-post was erected by the college alumni as a souvenir.
13. Staff Quarters have been renovated during 2019-20 using plan fund

3. **Upcoming Projects**

1. Administrative sanction has been approved for the Multi-purpose Student Facilitating Centre with guest room, bank, post office, fitness centre, yoga centre, NSS-NCC rooms, and an ATM.

2. Construction of an Open Gym near the Students Facility Centre has been approved (MLA Fund).

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college was established originally as a pre-degree college in 1981 with affiliation from the University of Calicut. The affiliation was transferred to newly established Kannur University in 1995.The first UG programme in B.A. Hindi was started in 1989. B.Com. in 1990, B.A. Economics and B.A. Functional English in 1993, M.A. Applied Economics in 2004, B.Sc. Physics in 2012 and B.A. Political Science was started in 2020. The original name of the college was Government College, Elerithattu and the name was changed to the present one in 2004. The college was functioning in a temporary building till its shifting to the concrete building, presently referred to as the Main Block, in 1996. The Staff Quarters was inaugurated in 2011, Auditorium cum Library Complex in 2016, Girls' Hostel in 2018, Science Block and Girls' Amenity Centre in 2020, Boy's Hostel and 3rd floor of Girl's Hostel in 2021 and P.G. Block and internal road in 2023.

The actions taken by the college on major recommendations of the peer team during NAAC Cycle I accreditation are,

- Value added/enrichment programmes need to be started – 27 Add-on courses offered
- Faculty research activities need to be strengthened – 5 more faculty members completed Ph.D. and 1 faculty member was awarded with Chief Minister's 'Navakerala' Fellowship
- Collaborations for academic enhancement and research activities may be initiated – 5 collaborations and 15 plus academic linkages were established
- Need to establish INFLIBNET/DELNET/IUC or any such facility for e-book resources: INFLIBNET was subscribed
- Introduce Soft Skills and job-oriented programmes for student employments: Programmes on Life Skills, Soft Skills, ICT Skills and Language Skills were organised
- Girls Hostel of higher capacity need to be constructed, being remote area – The second floor for the Girls' Hostel was constructed in 2021
- Modern playground be constructed. Indoor stadium is also required - The running track in the college ground was renovated.
- College is to arrange transportation facilities - The frequency of KSRTC service to the college has increased
- NSS has to adopt nearby village for extension of social service – The NSS units adopted 12th Ward of West Eleri Panchayath for extension activities.

Concluding Remarks :

Since its establishment as a higher education institution in 1989, the college has been committed in providing quality education and an all-round development of its students in an inclusive environment. Along with academic excellence, the college has tried to inculcate values in students through making them participate in various extension activities.

The academic excellence was attempted through offering relevant add-on courses for supplementing the given curriculum. Student centric methods were adopted for exploring the latent talents in students. The feedback

mechanism helped the college to strengthen its core. The college catered to the needs of slow and advanced learners through different learning strategies.

The physical infrastructure has been instrumental for the college in pursuit of its vision and mission. In return for the concentrated efforts for improving its infrastructure facilities, the college could mobilise financial resources for the creation of modern infrastructure. The college could go beyond the limitations imposed by its remoteness and succeeded in organising all the needed infrastructure.

Another remarkable achievement is the near-universalisation of scholarships/freeships through the E-grantz scheme and network of scholarships. The Hunger Free Campus ensures that no student misses a lunch on account of economic insecurity. The college organised many career guidance activities, skill development programmes for increasing the acceptability of our students in job market.

The IQAC has been pro-active in institutionalising the quality assurance through regular meetings, follow-up actions, collaborative quality enhancement programmes and documentation of incremental improvements. The college has paid attention to conduct gender audit and to take necessary actions based on that for ensuring gender equity. The institution enlightened on ecological sustainability has worked for the same as evident from its waste management procedures and green campus initiatives. Inclusivity of gender, socio-economic, religious and other diversities has been ensured through effective policies and practices. The institutional best practices, JEEVADHAYINI and PLAY aim at motivating our students to form an integrated and holistic view of life, body, mind, existence and survival.

To conclude, the college has justified its existence completely by contributing to the intellectual enlightenment and academic excellence of the region and social empowerment of the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 264 Answer after DVV Verification: 260 Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded
2.1.2	***Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 2022-23: 84; 2021-22: 92; 2020-21: 118; 2019-20: 102; 2018-19: 77 Answer After DVV Verification : 2022-23: 54; 2021-22: 66; 2020-21: 84; 2019-20: 63; 2018-19: 55 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: 2022-23: 132; 2021-22: 128; 2020-21: 156; 2019-20: 111; 2018-19: 100 Answer After DVV Verification : 2022-23: 100; 2021-22: 96; 2020-21: 113; 2019-20: 78; 2018-19: 66 Remark : 1)DVV has made changes as per the data shared by the HEI and the value is downgraded. 2)DVV has made changes as per the data shared by the HEI and the value is downgraded.
2.4.2	***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	24	23	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	18	18	9

Remark : DVV has made changes as per the data shared by the HEI

3.1.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	0	0	0	36.17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	0	0	0	37.17

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

3.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	17	11	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	17	11	12

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

3.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4	3

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

3.4.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	9	2	11	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	6	2	11	6

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

5.2.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	56	68	79	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	54	65	66	49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
223	191	154	164	158

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
146	131	122	142	136

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	8	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

9	5	17	16	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	16	16	19

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	19	19	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	19	19	18

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. For 6.3.3.2 - DVV has considered the value as provided by HEI. Required changes are made.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 60 Answer after DVV Verification : 60