



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MAR THOMA COLLEGE, TIRUVALLA

MAR THOMA COLLEGE, TIRUVALLA KUTTAPUZHA P O TIRUVALLA

PATHANAMTHITTA DIST

689103

www.marthomacollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mar Thoma College, Tiruvalla affiliated to the Mahatma Gandhi University Kottayam was established on 10th July 1952 by the Mar Thoma Syrian Church. The College is located in the Tiruvalla Municipality of the Pathanamthitta District. The Campus is having an area of 14.50 hectares. From a humble beginning with 250 students and 12 teachers, the College has now grown into a premier educational institution with over 1800 students and 100 members on the faculty. Over the past 67 years, the College could kindle the light of knowledge and wisdom for over 70,000 students. The College is recognized under 2(f) and 12B of the UGC Act, 1956 and is the first in Kerala to be accredited by the National Assessment and Accreditation Council (NAAC) and one among the first re-accredited Colleges in India. The College consecutively won 'A grade' in the second and third cycles of NAAC Accreditation. In the National Institutional Ranking Framework (NIRF) 2019, the College has been ranked 92nd amongst Arts and Science Colleges in India.

The College offers 12 Undergraduate Programmes, 10 Postgraduate Programmes and 7 Doctoral Degree Programmes. The College imparts employable skills through Academic Enrichment Programmes, Certificate Courses and Life Skill Enrichment Programmes.

A committed leadership, enterprising faculty, encouraging alumni, vibrant PTA and a supportive local community are the distinguishing features of the College. The Governing Council, under the Chairmanship of the Mar Thoma Metropolitan or a Bishop of the Church manages the affairs of the College. The subcommittees, Staff Association, Non Teaching Staff Association and Forum Of Retired Teachers (FORT) offer support and assistance. There are also over 50 Committees/ Clubs and Associations with faculty as members to implement curricular and co-curricular programmes and activities. The enrollment of 70% of female students and nearly 54% of students from backward communities authenticate the commitment of the institution towards inclusion. With the integration of academics with moral, ethical and spiritual values the College strives to realize the motto of education par excellence and educated for the society.

Vision

The Motto of the institution is 'I AM THE WAY, THE TRUTH AND THE LIFE'.

Mar Thoma College, Tiruvalla is a Christian minority, co-educational, aided institution established in 1952 as an **Arts and Science College**. The College is committed to empowering its students and staff to attain the full human potential as revealed in the person and teaching of Jesus Christ.

Mission

Mar Thoma College is committed:

1. to produce worthy citizens for nation-building with a sense of social commitment and humanistic values.
2. to impart quality education based on Christian values and to make it affordable to all sections of the

society.

3. to empower young people with life-skills to face the challenges in the changing global environment.
4. to instill the spirit of enquiry and pursuit of lifelong learning through discovery and dissemination of knowledge.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A committed and enterprising management.
- Liberal Academic freedom for innovation.
- A spacious library with specialised sections for reference, new arrivals, career and research.
- Seven PG departments are recognised research centres for Doctoral Degree.
- 72% of the faculty have research degrees and over 20% are pursuing the Doctoral research.
- DST-FIST support for promotion of scientific research.
- Over 50 clubs and associations for curricular and co-curricular programmes and activities
- Promotion of cultural activities and encouragement for sports and games including financial support.
- Noon Meal Scheme for deserving students.
- Model Organic Farm
- Resourceful and proactive alumni
- Choice based Credit and Semester system for UG and Semester system for PG
- Strong stake holder participation in infrastructural development.
- Academic Enrichment and Life Skill Development Programmes
- Innovative curriculum delivery monitoring mechanism
- Major and minor projects of the faculty and project fellowships for students.
- Regular conduct of national seminars and invited lectures
- Training programmes for entry into service, NET/SET coaching and competitive examinations
- WWS, SSP and ASAP programmes.
- Both Governmental and Institutional scholarships, endowments and freships to students.
- Proactive units of NSS, NCC and Subject associations.
- Multipurpose Stadium with Pavilion; Hockey, Basketball and Badminton Courts and Cricket Nets, with Sports Council sponsored Coaches.
- The Peer reviewed and ISSN numbered interdisciplinary research journal- Rational Discourse.
- Academic Journal for the Post Graduate students.
- Eco friendly campus
- Training in first aid and also for pain and palliative volunteers in association with Pushpagiri Institute of Medical Sciences.
- Celebration of days of International and National Significance.
- Wi-Fi Campus, Internet accessibility and provision for e-mail id, with institution's domain name for, students.
- Tie-up for academic research, on-the-job training and project works with institutions of repute.
- Wide range of student support services including two hostels for ladies and female research scholars.
- Centralised internal examinations and TCS supported academic administration and examination.
- Waste Disposal Mechanism
- Incentives and encouragement for students and faculty achievers
- Regular meetings of PTA and Mar Thoma College staff fellowship
- A resourceful and motivated faculty

- Excellent College-Community partnership

Institutional Weakness

- As an Affiliated College, the academic freedom and flexibility with respect to introduction of programmes of study, revision of curriculum and syllabi, conduct of examinations etc. are limited.
- Constraints of physical infrastructure.
- Procedural delay in the filling up of staff vacancies.
- Limited number of job oriented programmes.
- The College does not have any faculty or student exchange programmes.
- The College does not have Men's hostel, Researchers hostel (Men), Staff quarters and Guest house.
- Library has not been fully automated.
- No Graduate Programmes in Malayalam and Hindi and Post graduate Programmes in History, Political Science and Commerce.

Institutional Opportunity

- As one of the top 100 Colleges in India, according to the NIRF ranking 2019, the College can become a Centre with Potential for Excellence.
- Collaborative workshops and seminars with governmental and non governmental agencies.
- Research fellowship for students from agencies such as KSCSTE, KFRI etc.
- Academic tie up with institutions and research centres for administering programmes like Academic Enrichment, Soft Skill and Life Skill Development and conducting seminars and workshops.
- Tutorial sessions, specialised clubs and associations for fostering leadership skills, talents and personality development.
- Periodic assessment by Academic Review Committees and external agencies provide scope for further improvement and development of the College.
- Autonomous status.
- RUSA 2.0 assistance for infrastructure development.

Institutional Challenge

- Effective implementation of Choice Based Credit and Semester System for UG and Credit and Semester System for PG on account of rigid academic time-frame.
- Keeping pace with global opportunities and emerging trends.
- Reorienting research and extension programmes to make it more location specific.
- Attracting students from other states and abroad.
- Effective use of learning resources and opportunities.
- Effective delivery of curriculum in the context of differential knowledge and comprehension level of students.

To establish more academia-industrial linkages.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College offers twelve UG Programmes, ten PG Programmes and seven Doctoral Degree Programmes. All the UG Programmes follow Choice Based Credit and Semester System (CBCSS) which has again been restructured during the post-accreditation period. The Credit and Semester System was introduced at the PG level during this period. A new Undergraduate Programme in Commerce (B.Com. Taxation) has commenced during the year 2014-2015. A good number of courses are career-oriented like vocational courses in Botany and Commerce. There are eleven Open Courses at the Undergraduate level which have an inter-disciplinary nature. Eleven Academic Enrichment Programmes of a duration ranging from thirty to forty five hours have been introduced during the post-accreditation period. Preparations are underway to start PG Programmes in History, Political Science and Commerce and M.Phil. Programmes in the Research Departments of English, Economics, Mathematics, Physics, Chemistry, Botany and Zoology. The College offers PG Diploma and Certificate Courses in Computer Application in association with ECIT, Government of India. The College has developed a new mechanism for effective delivery of the curriculum in the post-accreditation period. Teacher's Diary, Teaching Plan and Curriculum Delivery Monitoring Register are introduced as the part of this mechanism to ensure effective and timely completion of syllabus and related academic activities. The Teacher's Diary documents the details of the classes engaged, zero hours and special classes, mentoring and tutorial sessions, conferences and workshops attended etc. The Teaching Plan can also be presented in the Teacher's Diary. The Curriculum Delivery Monitoring Register is kept by the Class teacher and operated by a Student Peer of the class, to record the classes engaged in each hour for monitoring the movement of the syllabus. Currently there are thirteen members of our faculty on the UG and PG Board of Studies (BoS) of the Mahatma Gandhi University and several faculties in the Academic Bodies of the Autonomous Colleges, Research Centres and Institutions of repute. The Courses of UG and PG Programmes such as English, Economics, History, Political Science, Chemistry, Botany and Zoology discuss cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values etc.

Teaching-learning and Evaluation

The teaching methods have become more participatory and learner-centric in the post-accreditation period with interactive discussions, assignments, seminars and class room presentations. ICT has been extensively applied in the teaching-learning process with the installation of seven Smart class rooms, 194 Computers, 36 LCD Projectors and an E-learning room. The UG and PG Programmes are semester-based. Projects and field studies are mandatory for successful completion of the Programmes. Slow learners are identified through Entry Level Assessment Test (ELAT), Internal Examinations etc. and are provided with remedial measures like extra teaching, additional learning resources, mentoring and academic counseling. Advanced learners are provided with guidance for progression, nomination to competitions, scholarships, endowments and fellowships. Orientation Programmes are arranged for freshers and Career Counseling for the outgoing students. The Library has been automated and Book Bank continues to function. Teacher's Diary has been introduced to make the teaching process more effective. An innovative step during the post-accreditation period is the introduction of Academic Delivery Monitoring Register to document the classes engaged and to monitor the progress of the syllabus. Model Viva Voce and Take Home Exams have become a regular part of the teaching-learning process at the UG and PG levels. The Continuous Internal Evaluation (CIE) has been streamlined with the introduction of two centralized internal examinations. The faculty participation in academic programmes, workshops, orientation and refresher courses has significantly increased. 55% of the faculty have Ph.D./ M.Phil. Degrees. Feedback on teachers, Programmes and facilities are collected to initiate corrective measures. The overall outcome of these endeavours is reflected in the results of University and other competitive examinations. 33 University Ranks, 75 A+, 16 JRF and 50 NET/SET qualifiers, and several students qualified JAM, JEST, CPT,

GATE, etc during the post-accreditation period. The average result in the post-accreditation period is 81.36% for the B.Sc. Degree Programmes, 70.9% for the B.A. Degree Programmes and 97% for the B.Com. Degree Programmes. The PG Programmes registered an average result of 73.04% during this period. The attainment of Programme Outcomes and Programme Specific Outcomes are evaluated in the department and general staff meetings.

Research, Innovations and Extension

The College has 7 Research Centres. The research activities have registered a marked growth during the post-accreditation period with the award of 15 Ph.D. Degrees from the College Research Centres. Six scholars have submitted their Doctoral Thesis and 56 scholars are doing research. A Research Advisory Committee has been constituted by complying with the UGC Regulations to monitor the full-time and part-time research work in the College and to organize the presentation of half-yearly progress report. All the Research Centres have initiated course work in Research Methodology during the post-accreditation period. The Academic Cell continues to publish the Inter-disciplinary peer-reviewed journal - *Rational Discourse*. There are nine Major Projects and fifteen Minor Projects during the post-accreditation period. The College has 36 faculty members with Ph.D. and 16 with M.Phil. degrees. The 7 Research Centres of the College have 24 Research Guides. Four faculty members have availed FDP and 10 are currently doing research. Nine International Lectures, 13 National Seminars, 31 Regional Seminars and one Teacher Empowerment Workshop (in association with IIT Mumbai and TIFR, Mumbai) were organized during the period under review. The College also conducted Erudite Lecture sponsored by Government of Kerala. The 29th Kerala Science Congress was organized in the College, being the first by a College in Kerala. Extension programmes of the College include crèche, tailoring school, environmental awareness, plant distribution, training programmes in Cashless Transaction, Mushroom Cultivation, Water quality Testing, Organic Farming etc. The projects like “Swachh Bharat” “Swachhta Hi Sewa”, “Run Kerala Run” etc were implemented. The Model Organic Farm developed by the NSS Unit won several awards including the State award for the second best. The Kuttapuzha Canal Restoration and the Survey on Demonetization were implemented through students and community participation. The College received nearly Rupees 200 lakhs from various agencies for Research, Workshops and Seminars. The faculty members have published 183 articles in the peer reviewed journals during the post-accreditation period. The College has collaboration with CPCRI, MILMA, KYK, CEPCI, etc for students’ projects, internship and on-the-job training. The College also constructed a home for a homeless during this period.

Infrastructure and Learning Resources

During the post-accreditation period, significant improvement in the infrastructure and learning resource has been made. The Construction of an academic block, UGC-aided Women’s Hostel, Tower Block, renovation of the Canteen Building and Auditorium Stage, Tress work of the Golden Jubilee and Zoology Blocks, etc are the major building projects implemented during the period under review. A High Tension Power Generator has been installed to ensure uninterrupted power supply. An air conditioned Research Centre for Mathematics and a Career Counseling Centre were established during this period. The Science Departments have augmented the laboratory facilities with funds from agencies like DST, KSCSTE, etc. The Research Departments were further equipped to meet the requirements of the research works undertaken. Total Campus Solution, an online software has been installed in the College for administration, admission, attendance and examinations. A Public Address System and LED Video Display Board were installed during this period. Incinerators, Waste disposal units and Water treatment plants have been commissioned in the Administrative Block, Social Science Block and also in the College Hostels. An E-learning room, Seven Smart Class Rooms, 36 LCD Projectors, 194

Computers, and Reprographic Facilities were installed. Accommodation facilities are available for nearly 300 women students in the College Hostels. Sports Hostel is also available for women. Interdisciplinary Research Labs, Regional Fungal Herbarium, Marthoman Laboratory for Fungal Systematics, Orchidarium, RET Plant Conservatory, Medicinal Plant Garden were established during the post-accreditation period. DST-FIST Lab, Language Lab and Media Centre provide facilities for the development of E-Content. Nearly 70,000 books, 43 Research Journals, 23 Career Journals, 11 dailies, 4000 books in the Reference Section etc. are available in the College Library. The Common facilities in the Restroom and Dining Room have been improved. The College has also a Multipurpose Stadium with Pavilion, Retirement facilities for Coaches and Changing Room for players. Play grounds / courts for Football, Cricket, Hockey, Basket Ball, Volley Ball and Shuttle – Badminton are also available. Auditorium, Seminar Hall, Open Air Stage and Foyer are available for cultural programmes. The maintenance and upgradation of facilities are overseen by a special wing of the Management.

Student Support and Progression

The College has been able to maintain consistently good results in University examinations. The average result in the post-accreditation period is 81.36% for the B.Sc. Degree, 70.9% for the B.A. Degree, 97% for the B.Com. Degree Programmes and 73.04% for the P.G. Programmes. The College offers special assistance to slow learners with additional learning materials and special classes. Advanced learners are offered guidance for academic progression. Academic Enrichment and life skill Programmes are initiated to provide additional skills. The students are motivated and trained through tutorial classes, subject associations and specialized clubs. The NSS and NCC units provide a platform for community work, leadership and personality development. The College organises capability enhancement schemes such as remedial coaching, language lab, etc. A Noon-Meal Scheme is available for deserving students. 67.5% of the students are benefitted by the scholarship and freeships provided by the Government and 7.24% by the institution. Merit evening is organised by the College to honour Rank and A+ holders, Ph.D. awardees and other young achievers. The College Union felicitates student achievers in curricular and co-curricular activities. Coaching classes for Entry into Service, NET/SET, Civil Services etc, are also conducted. Orientation classes are arranged for freshers and career counselling for out-going students. Rev. Dr. Joe Joseph Kuruvilla is serving as the Counsellor. Football and Hockey coaches are appointed and net practice is provided for Cricket. The College is the University Women Football Champions for the last 22 years and winner of the Kerala College Games. Many students of the College have represented the State and University teams. Vishnu Vinod and Adarsh S were selected to play in IPL Cricket and ISL Football respectively. Arts Festival and cultural celebrations are organised to groom young talents in performing arts and literary events. The College offers a wide range of support services like canteen, co-operative store, bank counter etc. A career corner has been set-up in the College library. The students are encouraged to enroll in specialised clubs and associations. Alumni Association meets twice a year and contributed rupees 43 lakhs for the infrastructure development of the College during the post-accreditation period.

Governance, Leadership and Management

The College has been established by the Mar Thoma Church. The governance is based on the principles of participative management, democratic values and decentralization in tune with the vision to empower the students and staff to attain the full human potential. The College Governing Council, the College Council, the Staff Association and other Committees and Sub Committees effectively and meaningfully carry out the administration of the institution. The Academic Calendar is prepared by the Internal Quality Assurance Cell and the same is approved by the College Council. The Heads of the departments manage the affairs of the

departments and assist the Principal in the administration. Class teachers monitor the delivery of curriculum and give personal care and attention to students. The College has General PTA and also organises department wise PTA meetings. PTA meetings are regularly organized at the beginning of the semester and after the internal examinations. The College complies with the rules and regulations, laid down by the UGC, Government and University for the recruitment of the faculty and non-teaching staff and for the admission of the students. E-Governance has been implemented in areas like administration of the College, admission of students, attendance entry, internal evaluation, collection of feedback, finance and accounts with the help of SPARK and TCS. The College has organized 41 capacity enhancement programmes for the professional development of teaching and non-teaching staff during the post-accreditation period. The IQAC functions at the College and the Department levels to chalk out measures for quality sustenance and enhancement. The Academic Review Committee has been appointed by the Management for the Academic Audit. The recommendations made by them for improvement are implemented. Participation in AISHE and NIRF ranking and preparations for NAAC Accreditation are made under the guidance of the IQAC. The Annual Quality Assurance Reports are also prepared and submitted by the IQAC. The College has a system of regular internal and external audit by registered Chartered Accountants. The audited Statement of Accounts are presented in the official annual meetings of the Church assembly and published in the annual report of the Church.

Institutional Values and Best Practices

The College has been established to provide education of the highest standard and to build intellectually sound, morally upright, socially concerned and spiritually oriented men and women to be of service to the nation. The College provides great significance to gender equity, human dignity and environmental consciousness. Nearly 63% of students and 60% of the faculty are women. The College upholds a unique culture of gender equity evidenced by the admirable functioning of the Women Cell, Women Empowerment Cell and the Cell for the Prevention of Harassment against Women and through programmes like celebrations of International Women's Day, workshops on gender equity, invited lectures, self-defence training, etc. Round the clock security and CCTV surveillance are provided to ensure safety and security. Girls Common Rooms (GCR), counseling sessions, training in tailoring and embroidery etc are provided for female students.

Waste management measures initiated include installation of incinerators, waste disposal unit and colour-coded dustbins in all classrooms for collecting degradable and non- degradable waste materials. Awareness programmes on waste management are organised in association with KSCSTE for the College and local community. The College has conducted Carbon, Energy, Waste and Environmental audits. The College is switching over to LED and solar lighting. Green initiatives like planting of trees in and around College premises, distribution of saplings, biodiversity register, Common Bird Monitoring Programme (CBMP), training in the preparation of organic fertilizers etc are undertaken. Ozone Day, World Environmental Day, World Water Day and Wildlife Week are observed. Nature tour and trekking to forests are also organised to explore nature.

Facilities like wheel chair, ramp, and user-friendly toilets for differently abled. Several steps or initiatives were taken during the post-accreditation period, to engage with the local community, which include canal restoration, training programmes, organic farm, etc. The College celebrates days of National importance like Gandhi Jayanthi, Republic Day, Independence Day, Voter's Day, Human Rights Day, Yoga Day, etc. The College, all through these years, has been striving to fulfill its mission to instill the spirit of enquiry and the pursuit of lifelong learning through discovery and dissemination of knowledge.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAR THOMA COLLEGE, TIRUVALLA
Address	Mar Thoma College, Tiruvalla Kuttapuzha P O Tiruvalla Pathanamthitta Dist
City	TIRUVALLA
State	Kerala
Pin	689103
Website	www.marthomacollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Icy K John	0469-2630342	9447358620	0469-260584 3	mtcofficevla@gmail.com
IQAC / CIQA coordinator	Varughese Mathew	04735-223349	9400723349	0469-263015 3	varughese_m1@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes MTC Tiruvalla Minority Certificate compressed.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	10-07-1952			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	08-01-1985	View Document		
12B of UGC	08-01-1985	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NATIONAL BOARD OF ACCREDITATION
Date of recognition	08-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mar Thoma College, Tiruvalla Kuttapuzha P O Tiruvalla Pathanamthitta Dist	Semi-urban	14.5	12173.5

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	BCom,Commerce	36	Plus Two	English	30	30
UG	BCom,Commerce	36	Plus Two	English	30	30
UG	BA,Political Science	36	Plus Two	English	40	38
UG	BA,Economics	36	Plus Two	English	60	59
UG	BA,History	36	Plus Two	English	40	40
UG	BSc,Zoology	36	Plus Two	English	40	37
UG	BSc,Botany	36	Plus Two	English	24	21
UG	BSc,Botany	36	Plus Two	English	48	48
UG	BSc,Chemistry	36	Plus Two	English	48	44
UG	BSc,Physics	36	Plus Two	English	48	45
UG	BSc,Mathematics	36	Plus Two	English	60	58
UG	BA,English	36	Plus Two	English	55	52
PG	MSc,Biosciences	24	Degree	English	20	3
PG	MSc,Biosciences	24	Degree	English	20	14
PG	MA,Economics	24	Degree	English	15	13
PG	MSc,Zoology	24	Degree	English	10	10
PG	MSc,Botany	24	Degree	English	10	10
PG	MSc,Chemistry	24	Degree	English	15	15
PG	MSc,Chemistry	24	Degree	English	12	12

	try					
PG	MSc,Physics	24	Degree	English	13	13
PG	MSc,Mathematics	24	Degree	English	20	20
PG	MA,English	24	Degree	English	15	15
Doctoral (Ph.D)	PhD or DPhil, Economics	36	Post Graduation	English	14	9
Doctoral (Ph.D)	PhD or DPhil, Zoology	36	Post Graduation	English	1	0
Doctoral (Ph.D)	PhD or DPhil, Botany	36	Post Graduation	English	10	1
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	Post Graduation	English	5	0
Doctoral (Ph.D)	PhD or DPhil, Physics	36	Post Graduation	English	3	0
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	Post Graduation	English	1	0
Doctoral (Ph.D)	PhD or DPhil, English	36	Post Graduation	English	7	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				14				72			
Recruited	0	0	0	0	6	8	0	14	25	34	0	59
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				41
Recruited	29	4	0	33
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	6	0	10	14	0	36
M.Phil.	0	0	0	0	2	0	0	2	0	4
PG	0	0	0	0	0	0	15	18	0	33

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	15	0	19

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	5	0	0	0	5
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	107	2	1	0	110
	Others	0	0	0	0	0
UG	Male	169	0	2	0	171
	Female	326	0	0	0	326
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	40	27	33	19
	Female	54	62	69	80
	Others	0	0	0	0
ST	Male	1	1	0	3
	Female	1	1	7	1
	Others	0	0	0	0
OBC	Male	41	33	39	37
	Female	114	112	130	137
	Others	0	0	0	0
General	Male	62	82	65	92
	Female	220	168	213	212
	Others	0	0	0	0
Others	Male	26	30	23	16
	Female	51	43	40	30
	Others	0	0	0	0
Total		610	559	619	627

3. Extended Profile

3.1 Program

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

Response: 485

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
29	29	29	29	28

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1671	1601	1581	1561	1566

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
337	339	342	337	331

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
571	517	550	551	537

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
73	78	82	84	85

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	86	86	86	86

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 70

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

2017-18	2016-17	2015-16	2014-15	2013-14
143.9127	173.6082	239.9697	204.5814	243.4585

Number of computers

Response: 194

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The College has developed a well structured mechanism for the effective delivery of the curriculum. At the beginning of the academic year, faculty meetings at the department level and at the College level are convened to discuss the organisation of academic programmes. The following steps are initiated in this regard.

1. Preparation of the academic calendar: The academic calendar is prepared on the basis of the schedule provided by the University. The academic calendar is prepared by the IQAC and finalised by the College Council (Staff Council). The same is published in the College calendar and the handbook and made available to the faculty and students.
2. Preparation of teaching plan on the basis of the academic calendar: The teaching plan contains details of courses to be taught, allocation of workload, details of seminars, assignments, etc. The teaching plan is prepared by the faculty and countersigned by the respective Head of the department.
3. The curriculum delivery is monitored through a special mechanism entitled curriculum delivery monitoring. It is in the form of a register which has been made available among the class teachers to record the details of, a) classes engaged b) regularity of curriculum delivery and c) the remarks of the class teacher. The class teacher can monitor the effective implementation of the curriculum through the curriculum monitoring register.
4. The faculty meeting at the department level and also at the College level evaluates the delivery of curriculum based on the details furnished in the curriculum monitoring register. It is a periodic exercise to analyse the extent to which classes were engaged, syllabi were completed and evaluations were made. At the department level meeting, the faculty identifies areas and topics where special classes and remedial sessions are to be arranged.
5. The effectiveness of curriculum delivery is assessed through class tests, internal examinations, practicals, etc. The class tests and internal examinations help to chart the academic progress of students and also the effectiveness of academic delivery.
6. The College and departments arrange special classes and remedial programmes to ensure the meaningful implementation of the curriculum. Special classes are arranged on Saturdays and also during zero hours. Remedial coaching is offered for slow learners.
7. At the end of the semester, curriculum delivery is comprehensively assessed by the respective class teachers and subsequently at the department level faculty meetings, IQAC and College Council.
8. Teacher's diary is another instrument for administering, monitoring and documentation of curriculum delivery. The diary can be used as a personal academic register for the faculty members to record the engagement of classes, participation in all academic, examination and research activities, and also co-curricular engagements, extension and consultancy.
9. The effectiveness of curriculum is periodically reviewed at department-level, IQAC and College Council meetings and the same is recorded and the important matters are communicated to the

faculty.

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

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	1	0	3

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

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

Response: 27.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	02	02	06	01

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 33.61

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

Response: 163

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

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

Response: 100

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

Response: 29

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

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

Response: 11.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
325	234	234	63	82

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

1.3 Curriculum Enrichment

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

Response:

The curricular and co-curricular programmes of the College are skilfully integrated with gender and environmental issues, and also with human and professional ethics. Gender issues discussing gender justice, gender discrimination, issues and challenges of gender equity, etc. have been included in the curriculum of some UG and PG Programmes. Environment and sustainability is a major area of study in the curriculum of both Arts and Science Undergraduate and Postgraduate Programmes. Specialised courses related to environment and sustainability are taught in the PG Programmes of Economics, Chemistry, Botany and Zoology. Human values, civic responsibility and ethical approaches are also covered in the curricula of Political Science, History and Economics Programmes.

In addition to the above, the College applies several strategies to integrate issues such as gender and environment in the administering of curricular and co-curricular programmes.

1. The Women's Cell of the College organises seminars and workshops to sensitise primarily female students about gender issues and gender justice. The Women Empowerment Cell undertakes awareness programmes on rights and privileges of women, legal courses and instruments available for them.
2. International Women's Day (8th March) and Human Rights Day (10th December) are observed in the College to highlight the importance of gender balance, societal respect for women and human values.
3. Gender related general programmes are arranged by the College Union for the student community. Panel discussions, debates and awareness programmes on gender equity are organised by the College Union and the Subject Associations.
4. The College organises special programmes on occasions such as Environment Day, World Earth Day, Ozone Day and National Science Day to sensitise students, staff and the local community about degradation of environment, ozone depletion, green house effect, alternative sources of energy, sustainable development and indigenous technology.
5. Training programmes in areas such as yoga, human rights, civic responsibility, traffic rules, blood donation, etc. are regularly organised for the College community. These programmes are arranged

along with the implementation of curriculum to instill the spirit of human love, care, discipline, mental peace, social harmony and feeling of community bonding among the student community.

An effort has been made by the College through classroom lectures, tutorial sessions and co-curricular programmes to make the student community respond positively to issues of social significance and environmental issues. Faculty members have been deputed as Director or Chairman of the different clubs or associations like Eco club, Tourism Club, Ethics Committee, Science Forum, Women Cell, Women Empowerment Committee, Film Club, The Brains Trust and Medical Club to organise programmes for the promotion of environmental protection, social, moral and ethical values, gender equity and justice. These are the specialised clubs established by the College with student representatives as members to chalk out and implement such programmes with the help of the alumni and local community. Collaboration with Governmental, Non-governmental organisations and KSCSTE are also obtained for such endeavors. The College thereby integrates issues relevant to Gender, Environment and Human Values into the curriculum.

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

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

Response: 17

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

Response: 17

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 12.75

1.3.3.1 Number of students undertaking field projects or internships

Response: 213

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

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	5	6	5

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 90.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
620	627	619	559	610

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

2017-18	2016-17	2015-16	2014-15	2013-14
673	679	684	674	662

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

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

Response: 90.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
308	309	315	294	296

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

2.2 Catering to Student Diversity

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

Response:

The knowledge base, learning level and the power of comprehension of students are assessed through a multi-layered process after the completion of admission for the Undergraduate and Postgraduate Programmes. An Entry Level Assessment Test (ELAT) is initiated by the College to evaluate the learning level of the beginners. The test assesses the scale of understanding of the student in the concerned subject, power of comprehension and the level of general knowledge. The following steps are also initiated to identify advanced and slow learners for extending special programmes.

- Class room tests are organised at the commencement of classes to assess the subject knowledge and the learning level of beginners.
- Interactive discussions, quiz programmes, etc are introduced by the respective teachers to assess the knowledge level of the students.
- On the basis of the understanding skills and the learning level, students are classified into slow and advanced learners. The advanced learners are provided with the following facilities/special programmes:
 1. Merit scholarships, cash awards, prizes and citations.
 2. They are nominated to attend seminars and workshops in other Colleges and Universities. They are also sent to other institutions to represent the department/ Colleges for competitions.
 3. Advanced learners have been given the role of peers in class room management.
 4. Advanced learners are offered a special mentoring programme entitled Walk With a Scholar (WWS).

- 5.They are encouraged to appear for competitive examinations including NET, SET, JAM, Central Service, Kerala Administrative Service, etc and special coaching is provided to them.
- 6.Advanced learners are provided opportunities to interact with the visiting scholars and resource persons. They are also encouraged to apply for student projects and fellowships offered by agencies like KSCSTE and NABARD.
- 7.The advanced learners are encouraged to opt for internship in prestigious institutes and centres of national repute.

Slow learners are offered the following special programmes:

- 1.**Student Support Programme (SSP):** Under this programme the slow learners are given special attention through a process of mentoring. Additional coaching is given to them in those areas of learning in which they are weak.
- 2.**Remedial classes:** Remedial classes are offered to slow learners. Special sessions are organised on Saturdays and during zero hours for them. In the remedial classes a problem solving approach is followed with the help of University examination question papers of previous years. Difficult topics are repeatedly discussed and take-home examinations are offered to them. Periodic test papers are also organised for slow learners.
- 3.**Counselling sessions:** Counselling sessions are arranged for slow learners to overcome the learning barriers. The services of trained and professional counsellors are made available on regular basis to assesses and improve learning levels of slow learners.
- 4.**Additional learning materials:** Slow learners are given additional materials for learning. Book bank scheme, previous questions paper bank, etc are made available for them.
- 5.Parent Teacher Association (PTA) meetings are specially convened for slow learners to find out effective means and techniques to improve their learning levels.

The College thus follows a comprehensive mechanism to cater to the needs of advanced and slow learners.

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

2.2.2 Student - Full time teacher ratio

Response: 22.89

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.54

2.2.3.1 Number of differently abled students on rolls

Response: 9

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The learning process has been made more student-centric through different experimental processes. The creation of a new educational culture with emphasis on self learning is one of the main objectives of the student-centric methods. A shift from the conventional teacher-centred lecture method to a student-centric approach is followed through a continuous and ongoing learning process. The following specific strategies have been followed by the College in this regard.

- Students are encouraged to collect, process and manage information through the internet, text books and other published works. Internet facility is made available in the library, computer centre, research centres and in all the departments. Students can collect data on academic topics, general issues, and current events in keeping with the curriculum and syllabi.
- In the PG classes presentations are made by the students on the topics assigned to them by the faculty. They make power point presentations and learning charts. This imparts experience in the preparation, editing and presentation of learning material and data. In UG classes advanced learners are encouraged to assist in the learning process of the slow learners.
- In the curriculum of the UG and PG Programmes, participative learning has been incorporated. Students are encouraged to visit online sites of the relevant topics and areas to gather learning materials for presenting them in the class room. Faculty members supplement and enrich the presentations to make it more participative and interesting. Facilities such as E-learning, virtual lab, online courses, field visits, field surveys, etc. are available to make the learning process more experimental and innovative.
- Students are given necessary skills in the use of scientific equipments and instruments for demonstrative learning purposes. Training in water quality test, soil test, blood test, first aid, pain and palliative care, etc are provided which enables them to apply the knowledge and skill in daily life.
- Different types of problem solving methodologies are applied in the teaching-learning process. Acquisition of skills and necessary training for application in higher learning is followed through field studies, surveys and exhibitions. In field surveys, students apply the skills of obtaining,

processing and editing, and publication of data. Derivation of inferences enables the application of logical thinking and reasoning. Field surveys and studies have been incorporated into the learning framework of the students. Exhibitions provide an opportunity to come up with innovative methods of problem solving.

- Student-centric methods such as interactive discussions, peer presentations and tutorials make the teaching-learning process more effective and meaningful. In the interactive discussion process, students are given a catalyst role. In the tutorial sessions, students are given more opportunities to conduct the curricular and co-curricular programmes in the classrooms.
- Students are encouraged to reflect on their learning outcomes through different techniques such as project presentations, organisation of programmes, presentation in competitions, writing of articles and also publication in manuscripts.
- Nominating students to manage academic meetings of subject associations, discussion forums, etc also provide a participative and a problem solving platform to students for enhancing the learning experience.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 73

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 23.21

2.3.3.1 Number of mentors

Response: 72

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Through the teaching-learning process the College attempts to generate qualities such as original thinking, reasoning and logical deductions, creativity and the flair for critical thinking. Different types of strategies and techniques are followed by the College to promote the quality of the teaching-learning process. The following specific steps are initiated in this regard.

- Workshops and training programmes are arranged for the faculty to familiarise them with the modern techniques and innovative strategies of teaching and learning. Eminent personalities are invited to these workshops to make presentations on innovative and emerging methods of teaching-learning and experiments of case studies.
- The extension of ICT enabled teaching-learning process is another step in this direction. The learning materials through the online sites of the faculty are made available to the students. The online submission of assignments and its valuation is an innovative step followed by some departments in the teaching-learning process.
- Academic WhatsApp groups are formed by some faculty members for making the teaching-learning process more effective and meaningful.
- Neuro-Linguistic Programming (NLP) is arranged for students to promote their critical thinking and scientific temper with a view to promoting the learning process.
- Teaching-learning process is made more innovative and enterprising through peer teaching wherein selected students called peers prepare the learning modules and teaching materials for engaging these sessions.
- Virtual lab presentation is another innovative method wherein practical sessions are demonstrated virtually for a better understanding and for easy repetition of the sessions.
- Academic tutorials enable the learners to improve the learning process.
- The mentoring system followed by the College strengthens the teaching-learning process.
- The introduction of academic delivery monitoring mechanism is a significant and innovative step in the area of teaching-learning process. Under this method the delivery of classes are monitored by the respective class teachers with the help of a structured mechanism developed by the Internal Quality Assurance Cell of the College in the form of a register. The feedback on the delivery is provided by the student class leaders.
- The catalyst role assigned to the class teacher is also an innovative step. The class teacher monitors academic delivery of different courses and interacts with the concerned teachers for meaningful and effective delivery and communicates the progress of learning to parents.
- The e-learning room and open source software are also used to make the teaching-learning process more innovative, systematic and easier.
- The learning outcomes are evaluated through innovative measures such as take-home examinations and online tests.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 93.49	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years				
Response: 46.13				
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
36	37	38	37	37
File Description	Document			
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document			
Any additional information	View Document			

2.4.3 Teaching experience per full time teacher in number of years	
Response: 11.52	
2.4.3.1 Total experience of full-time teachers	
Response: 841.25	

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 1.24

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

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

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

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

Response: 24.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	22	22	20	18

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

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The College follows the mandatory system of continuous internal evaluation. Attendance, internal examinations, assignments and submission of seminars are the four components of continuous internal evaluation. Following are the reforms initiated at the College level to make it more effective and transparent.

- A mechanism has been evolved by the College to organise and manage the internal examinations on one hand and to oversee the continuous evaluation process on the other. The examination committee, the attendance committee and the grievance redressal committee have been constituted to make the continuous evaluation process systematic, regular, centralised and effective.
- The College organises two internal examinations for each semester in a centralised manner. The examination notifications are issued and schedules are published for the information of the students and faculty. The period of examination, submission of question papers, distribution of valued answer scripts and the submission of grade/ mark cards are announced in advance to make adequate preparations.
- Online submission of question papers by the faculty has been introduced. The exam mail id is exams@marthomacollege.org
- A mechanism to monitor the implementation of the examination has been developed. IQAC monitors the valuation process, distribution of answer sheets and also the submission of mark lists. It ensures proper and timely conduct of examinations.
- The communication of examination results to parents is through the class-wise PTA. The PTA is convened immediately after the declaration of the results of the internal examinations.
- A proper system has been devised to monitor the attendance of the students. The attendance committee functions in the College for overseeing the compilation of attendance. The attendance statements are periodically published and grievances are redressed.
- The topics of assignments and seminars for each student are given in advance for timely preparation, submission and presentation. The details of topics for the seminar and the assignments, date of submission and presentation, and marks/grade awarded are noted in the teacher's diary.
- The publication of forms A and B of the continuous evaluation in a centralised manner is an innovative reform initiated by the College to make the evaluation process more accountable, meaningful and transparent.
- A mechanism for grievance redressal related to the continuous internal evaluation has also been put in place by the College. Under this system, students are asked to sign the statement of the internal assessment. They are given sufficient time to present grievances if any and it is addressed by the concerned faculty/department.
- The internal evaluation results are communicated to the parents by the concerned class teacher.
- Training is also given to students in areas such as seminar and assignment preparations and project presentations. In the project and seminar presentations, students are encouraged to make use of ICT enabled techniques. Projects and seminar presentations with the help of LCD projectors constitute an integral component of internal assessment.
- Model viva-voce are also organised to acquaint the students with the process of end semester viva-voce examinations.

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

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

Response:

The College introduced a well structured mechanism for internal assessment in line with the procedures and guidelines laid down by the parent University. There are four components in the process of internal evaluation-attendance, internal examinations, assignments and seminars with differential weights. The mechanism is robust having both transparency and accountability, which is ensured through the following initiatives:

- Attendance has a weightage of 5 Marks. The monthly statement of attendance is published for the information of students and grievances are redressed.
- A consolidated statement of attendance is published at the time of submission of applications for examination registration.
- The final attendance statement for the preparation of internal assessment form is also published for the information of students and the redressal of their grievances.
- Two internal examinations are conducted for each semester in a centralised manner. The valued answer scripts are distributed and the marks awarded to the students are communicated to the parents.
- Assignments are valued, marked and returned to the students.
- Seminar presentations are made in the presence of the entire class and aggregate marks and marks for each component of seminar is also communicated.
- The form B containing a consolidated statement of marks for internal evaluation is published on the College notice board after having obtained attestation by students.
- The results of the internal evaluation are often communicated to the parents through department level meetings of Parent Teacher Associations (PTA).
- The academic progress of students including the outcome of the internal assessments is kept in the student record file for verification by both students and parents.

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

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

Response:

There is a mandatory mechanism introduced by the affiliated University for the time bound and transparent redressal of exam related grievances of students. The same mechanism is followed by the College for the redressal of students' grievances. It is a three tier mechanism-a) At the Department level b) At the College level c) At the University level.

- At the department level: The results of the internal examinations are communicated to the students and their grievances are redressed by the concerned teacher on the basis of their written submission of complaints.
- At the College level: There is a Grievance Redressal Committee consisting of the Principal, the IQAC co-ordinator and five senior faculty members. The head of the department of the concerned subject is also a member of the College level committee.
- At the University level: A committee has been constituted by the University with the officials of the University for the redressal of examination related grievances.
- If the grievances of the students are not settled at the Department level, they can approach the College level Grievances Redressal Committee. Students can approach the University when their grievances are not settled at the department and the College levels.
- It is a time bound mechanism where students can submit the grievances before the concerned teacher within five days of the publication of internal marks. A period of seven days is available to approach the College. A period of 21 days thereafter is available to approach the University for the redressal of exam related grievances of students.

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

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

Response:

The continuous internal evaluation is a mandatory process to be fulfilled by the College for both UG and PG programmes.

- The College prepares an academic calendar on the basis of the University academic calendar for the effective implementation of continuous internal evaluation.
- The academic calendar contains schedules of the two internal examinations for each semester and the submission of forms A and B.
- The internal examinations are conducted as per schedule and it is overseen by the examination committee under the leadership of a senior faculty member.
- The College follows the schedule given in the academic calendar to convene the Department Level PTA meetings to communicate the result of the internal examinations.
- A time schedule is followed by the College for the publication of attendance statement, which is one of components in the process of continuous evaluation. An online portal TCS (Total Campus Solution) has been made available for the entry of attendance and for publishing the monthly statements of attendance.

- In the continuous evaluation process, submission of assignments, presentation of seminars, class tests, and discussions are also important. The schedules of these activities are given in advance and attempts made to follow the same.
- The form A containing the grades or marks for each component in the internal evaluation and form B, the consolidated marks or grade of students for the internal evaluation are published as per the given schedule.

Efforts are made by the College to strictly comply with the academic calendar for all activities including the continuous internal evaluation.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The College offers twelve Undergraduate (UG) Programmes, ten Postgraduate (PG) Programmes and seven Doctoral Degree Programmes. Imparting of skills, expanding the knowledge level, creation of the spirit of enquiry, employability, acquiring of moral and ethical values, intellectual competency, etc are the general outcomes of programmes offered by the College.

- Programme Outcomes (Pos), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are the basic skills, knowledge, competency and values acquired by the students on the successful completion of a specific programme/course.
- Basic skills and competency in the relevant subject are the programme outcomes defined by the University for Undergraduate Programmes.
- Specialisation in the subject, ability to reflect deeply, conceptual clarity, motivation for further studies and research etc. are the specific outcomes of Postgraduate Programmes.
- Thorough knowledge of the literature, comprehensive understanding of the scientific methods and techniques, ability to demonstrate originality in the application of knowledge, etc are the expected outcomes of Ph D programmes.
- The curriculum and syllabus of UG, PG and course work of the Ph D Programmes are set by the affiliating university (Mahatma Gandhi University). The Board of Studies (BoS) for each programme having experts from Colleges of repute prepares the syllabus and defines programme outcomes, specific programme outcomes and course outcomes.
- On the commencement of the academic year, the Programme Outcomes, Programme Specific Outcomes and Course Outcomes are communicated to the students, faculty and also to the parents in the Opening Assembly.
- The POs, PSOs and COs are also communicated through the following instruments

1. **University Website:** - The Programme Outcomes, the Programme Specific Outcomes and the Course Outcomes of the Programmes and Courses offered by the University are stated and displayed on its Website. <https://www.mgu.ac.in/>
2. **College Website:** - The College Website (<http://marthomacollege.org/wp/>) provides POs, PSOs and Cos of all the UG, PG and Doctoral Degree Programmes offered by the College. The students, faculty and other stakeholders can access the information from the College website.
3. **Orientation Programmes:** - The College as well as the Departments organise Orientation Programmes for the Freshers during the beginning of the academic year. The details of the Programmes such as nature, scope and application, syllabus, Programme Outcomes and the expected skills are communicated to the students.
4. **Subject Associations:** - At the inaugural meeting of the Subject Associations, students are informed of the expected outcomes of their Programmes of study.
5. **General and Department Staff Meetings:-** In the General and Department level staff meetings, Programme Outcomes, Specific Programme Outcomes and Course Outcomes are discussed. Faculty members are encouraged to devise the teaching methodology, and arrange Curricular and Co-Curricular Programmes to derive the expected programme outcomes.

Tutorial Sessions: - POs, PSOs and Cos are also discussed in the meetings of the Class Tutorials on Day-3.

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

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

Response:

In addition to the assessment strategy set by the University, several steps have been initiated by the College for the evaluation of the attainment of programme outcomes, programme specific outcomes and course outcomes.

- The College follows an outcome mapping method to assess the outcomes of programmes offered. Under this method the outcomes of students for each programme are mapped through a set of measures including internal and external examinations.
- The progress and performance of students are regularly monitored and documented.
- Several assessment tools are applied to monitor students' progress.
- **Internal examinations-** College organises two internal examinations each semester in a centralised manner. Examination, valuation of answer sheets and announcement of results are done in a time

bound manner.

- **Regular Class tests**- Departments organise class tests for each course on a regular basis. Class teachers consolidate the marks for all courses.
- **Assignments** – each student has to submit an assignment for every semester. It is evaluated on the basis of set procedure.
- **Seminars** – seminar topics are assigned to the students in advance and they make a presentation with the help of ICT. The mark or grades are awarded on the basis of the performance
- **Projects** – students of both Graduate and Post Graduate Programmes have individual and group projects respectively as mandatory requirement for the completion of study. The course and programme outcomes are evaluated on the basis of the project report and its presentation.
- **Viva-voce** –Under Graduate programmes have viva- voce for projects and Post Graduates have theory and project viva at the end of the programme. It is also a tool for assessing the programme and course outcomes.
- **End semester examinations**-The mark or grade obtained at the end semester examination conducted by the University provides department wise, programme wise and course wise details of the programme and course outcomes.
- **Feedback** – Feed back is collected from students on course content and facilities. The responses of students will provide an account of the programme and course outcomes. The feedback of students is an effective tool to initiate changes in the course content and the structure of the programmes. It will help to attain specific programme and course outcomes.
- **Progression to Higher Studies** – The progression from UG to PG programmes and also P.G to Research programmes can be used to assess the programme and specific programme outcomes.
- **Internship and Project assistance** – The award of internship for project studies and project assistance from agencies like Kerala State Council for Science Technology and Environment (KSCSTE) is another tool applied by the College to evaluate programme outcomes.
- **Students qualifying in State/National Examinations** - The programme outcomes and specific programme outcomes are also assessed by the College on the basis of the number students who qualify in the State/National level examinations like NET,SET,JRF,GATE, JEST, JAM etc

Award of Ph D Degree - The College has seven recognized Research Centres of MG University, Kottayam. The Ph Ds awarded from the College Research Centres can be used to assess the programme outcome.

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

2.6.3 Average pass percentage of Students

Response: 60.98

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

Response: 347

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

Response: 569

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.24

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 99.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	22.12	4.6500	13.3512	59.48918

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 20.55

3.1.2.1 Number of teachers recognised as research guides

Response: 15

File Description	Document
Any additional information	View Document

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

Response: 0.78

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

Response: 16

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

Response: 102

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

3.2 Innovation Ecosystem

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

Response:

The College promotes innovation in different ways. The ecosystem of the campus is favourable for the creation and transfer of new knowledge. The research activities and outcomes reflect the academic environment on the campus to promote innovative thinking, experiments and research.

The Entrepreneur Development Club (ED Club) of the College organises workshops, seminars and industry visits to generate and promote entrepreneurial skills among the students. The District Industrial Centre (DIC) provides assistance to organize such programmes. The Club arranged an interaction with a startup group to motivate and encourage students to take up entrepreneurial initiatives. The ED Club also organised entrepreneurship awareness seminar to provide information and case studies of successful experiments to motivate the young talents.

The College has also arranged the visit of the alumni entrepreneurs to the College to interact with students. Industrial visits helped students to have primary information on issues such as mobilisation of capital, inventory management, application of technology, channels of distribution and reinvestment.

An annual grant of Rs. 6000 has been given by the District Industrial Centre, Pathanamthitta to organise programmes and industrial visits.

The College encourages the departments to offer programmes in skill promotion to help students gain knowledge in critical areas. The DST-FIST lab provides opportunity for students to undertake sophisticated experiments.

The department of Bio Sciences offers its facilities to an Upper Primary school in the neighbourhood to encourage experimental learning in students. The Womens Cell of the College makes available opportunities to showcase the paintings, artistic work, flower arrangements, etc of students. The Science Forum provides a platform for the presentation of new ideas related to science and technology. Poster exhibitions on emerging topics, short film festivals, etc are also arranged for the creation and exhibition of talent and interests of students.

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

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

Response: 0

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

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

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0.75

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 12

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

Response: 16

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
40	20	18	23	09

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response:** 0.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	9	12	4	13

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

3.4 Extension Activities

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

Response:

The College has an effective system of College-Community Partnership and several extension activities have been organized in tune with the broad objectives of contributing towards nation building. The extension programmes mainly focus on social, economic and environmental issues to generate interest among the students in community related issues with a view to have a holistic development. The following are some of such activities.

- During the time of demonetisation, students were deputed to organize a socio-economic survey on the impact of demonetisation among different groups of people in the neighbourhood. It could provide a theoretical understanding of the issue and sensitize the students on the socio-economic reality of the neighbourhood.
- The cashless mode of transaction gained momentum in the context of demonetisation and changes in monetary policy. A training programme on different modes of cashless transaction was organised for the benefit of the local community and students.
- The programmes organized in connection with the observance of Human Rights Day, Voter's Day, Environmental Day, International Women's Day etc. provide an opportunity for the neighbourhood as well as student community to come across social, gender, economic and environmental issues and to frame a holistic approach to development.
- The deployment of students to provide tutoring to students of high school and upper primary classes in the neighbourhood was another initiative to sensitize the student community. The service-learning project provided an occasion for the students to share their knowledge with the students of the local community.
- Extension programmes such as Water Quality Test, training in mushroom cultivation, training in bonsai cultivation, etc. provide an opportunity for interface between the College and the local community.
- The model organic farm developed by the NSS unit of the College was an innovative experiment involving students and the neighbourhood in developing an alternative form of cultivation. Two acre land was made available by the local community for the same. Students prepared bio-fertilisers

and bio-pesticides with the help of the local community to cultivate organic vegetables.

- The expertise in organic farming was shared with the neighbourhood community by arranging a practical training session in organic farming for them.
- Programmes organised in connection with traffic awareness week also provide an opportunity for students to be trained in traffic rules and regulations. Programmes are organized in collaboration with governmental organisations and NGOs such as the motor vehicle department, excise department, vigilance group, etc. to bring the focus of students and local community to the social issues.
- The College distributed over one thousand saplings of curry leaf plants to the people in the neighbourhood.
- The field projects undertaken by students offer an opportunity and experience for them to interact with the neighbourhood.
- Blood donation, home for homeless, food for the destitute etc. are certain other activities initiated by the College to involve students in the social responsibility programmes in neighbourhood.
- The College also operates a tailoring school for the benefit of the underprivileged women in the local community. A crèche is also run by the College for the neighbouring communities.

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

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

Response: 1

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

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

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry,

Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**Response: 52**

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	11	13	11	7

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**Response: 40.13**

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

2017-18	2016-17	2015-16	2014-15	2013-14
380	1500	826	0	501

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

3.5 Collaboration

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

Response: 86

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	11	10	17

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	00	0	2

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College has adequate facilities for administering both curricular and co-curricular programmes.

- The College offers 12 UG, 10 PG and 7 Doctoral Degree Programmes. All the Programmes have separate class rooms with adequate facilities for teaching-learning. Green board, white board, lecture stand etc are available in the class rooms.
- The departments of Physics, Chemistry, Botany, Zoology and Biosciences have laboratories with the required lab equipments. The labs are spacious with facilities for conducting research in core and complementary areas. Modern equipments are available for experiments.
- Separate laboratories are available for UG and PG Programmes. The labs have sophisticated instruments in tune with the curriculum and the syllabi of the courses.
- Research lab facilities are available for science departments.
- Under DST-FIST Programme of the Government of India, a special lab has been set up for interdisciplinary research. It provides facilities for collaborative project works and researches.
- An E-learning room has been established for technology assisted teaching-learning process. The e-learning room has facilities such as video conferencing, recording and virtual laboratory for teaching-learning and research purposes.
- PG classrooms have individual tables and chairs for students.
- ICT facilities such as smart board, internet, laptop etc are provided to all departments for effective and meaningful teaching-learning process.
- All the teaching departments have Smart class rooms
- The College has facilities for research in the departments of Mathematics, Physics, Chemistry, Botany, Zoology, Economics and English. Research rooms are provided with internet facilities.
- All the departments have mandatory computer labs.
- The College has a centralised computer centre and is provided with reprography facilities and facilities for printing and spiral binding of project works/ reports .The centre also runs certificate and diploma courses in computer applications.
- A media centre and an air conditioned seminar hall with state-of-the-art equipments are available in the main campus of the College.
- The teaching-learning process is supplemented with academic activities and programmes organized in the seminar hall and media centre.
- A spacious library with a seating capacity of over 250 with facilities such as reprography, individual chairs and tables, computerised issue of books, etc provides a conducive atmosphere for reading and browsing.
- The library has nearly 70,000 books, 100 journals including periodicals and eleven newspapers. Separate sections are available for reference, current arrivals, career, research, manuscripts, etc. Back volumes of the newspaper 'The Hindu', and academic and research journals are also made available to make the teaching-learning and research more vibrant and effective.
- The College has facilities such as Botanical Garden, Herbarium, Fungarium, Aquatic Garden, Shade House, Orchidarium, Medicinal Plant Conservatory, Butterfly Garden, Organic Farm,

Microbiology Laboratory, Mushroom House, Tissue Culture Laboratory, Water and Soil Quality Analyser, etc. for administering the curricular and co-curricular programmes.

- The College has facilities like observatory and aquariums for the specialized courses like Astrophysics and Aquaculture .
- A Language Lab with necessary equipments has been established in the College for developing communicative English skills of students and for language studies.

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

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

Response:

The College has the following facilities for sports and games and cultural activities:

- A multi-purpose stadium with an area of 7350 Sq m is available for sports and games including football, hockey and cricket. The stadium has facilities such as a Pavilion which can accommodate over 2000 people, a commentary box, retiring rooms for coaches, changing rooms for players and floodlight for night practice. The stadium is used for Intercollegiate, Inter-university and State events.
- An additional hockey stadium with an area of 3500 Sq m has been constructed for inter-house and intercollegiate tournaments.
- A Basket ball court (608 Sq m), volley ball court (240 Sq m) and two badminton courts (82 Sq m) are available in the College.
- The College provides 'Net practice' facility in association with Kerala Cricket Association.
- Sports hostel facility is available in the College. Over forty four female students reside in the sports hostel.
- Indoor courts for badminton and table tennis are available.
- An Auditorium with a green room and an Open air stage are available for cultural programs of various organizations including College Union, clubs, Subject associations etc. and also for general programmes.
- The College provides facilities for Yoga and Multi Gym for physical exercise and training.
- In order to organise cultural activities the following facilities are specifically available in the College:
 - Auditorium with stage
 - Green room
 - Open Air Stage
 - Audio - Visual system
 - Seminar Halls
 - Media Centre
 - Courtyard and

- Mini Halls with Stage in women's hostels

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 70

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 54.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
57.33283	91.72914	155.5089	107.6966	153.0491

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

4.2 Library as a Learning Resource

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

Response:

The library is automated using LIBOSOFT which is a Windows based integrated library management software. It has features like

- multi user facility
- application friendly
- simple to operate.

LIBOSOFT can manage all the library routines like

- book accession
- multimedia accession
- classification
- cataloguing
- circulation
- accession of journals
- indexing
- online searching.

LIBOSOFT supports 21st edition (1996) of Dewey Decimal Classification Scheme.

- Under the LIBOSOFT software there is a provision to create the spine of the book including book card.
- Bar-coding of the reader's ticket and the generation of the print out through LIBOSOFT help to manage the circulation of the resources in an effective and meaningful manner.
- The resources in the College library have been automated since 2015 using LIBOSOFT version 2.1.

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

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

Response:

The College library has a reasonable collection of rare books. There are such 50 books under different categories.

- *A History of Philosophy* by W.Windelband , *Outlines of the History of Ethics* by Henry Sidgwick, *Elementary principles of Acting* by Edward J Mackay, *Rigveda Samhitha and Upanishathukul* by Max Muller and *Science and Music* by James Jeans are some of them.
- The library also has a rare manuscript of Yajurveda (in full).
- The bound volumes of 'The Hindu' (1959 onwards) the Economic and Political Weekly (EPW), Time Magazine, etc are also available in the library for the benefit of researchers and students including those from other colleges and research centres.
- There is a career corner in the library for career related books and journals like Competition Success Review (CSR), Competition Master, Science Digest, Employment News, etc and also career journals published in Malayalam language.
- Encyclopaedias, Dictionaries, National Geographic Magazine, etc are preserved in the library in the form of CD-ROMS.
- The archive section of the library contains old coins, palm-leaf manuscripts, etc.

There are also significant reports and publications like World Development Report, Human Development Report, India Infrastructural Report, Economic Survey and Economic Review for the benefit of the academic community.

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 4.13

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.80979	3.22186	3.24962	7.69475	4.67749

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 0

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College frequently updates IT facilities for the better administering of curricular and co-curricular programmes.

- The College currently possess three internet connections- a) Leased Line with a speed upto 100 Mbps provided by Asianet Communications Ltd., b) optic fiber connectivity provided by Asianet Communications Ltd. and c) National Mission in Education through ICT (NMEICT) optic fiber connectivity, with a speed upto 14 Mbps provided by BSNL- for the purpose of University examinations, College administration and for the use of the stakeholders.
- The Wi-fi facility of the College is distributed through three routers and multiple access points.
- The College provides free Wi-Fi facility to the stakeholders.
- A mechanism is available in the College for upgradation and expansion of IT facilities. The ICT co-ordination committee makes periodic review of IT facilities. Up gradation of software, procurement of new software, expansion of IT facility, etc are overseen by the ICT co-ordination committee.
- The Institute of Computer Sciences of the College with three technical staffs keeps in touch with the pace of development in the IT arena. Installation of new hot spots for the expansion of Wi-Fi facility has been carried out.
- The College has an Annual Maintenance Contract (AMC) with the firm Harish Computers, Tiruvalla for upgradation and maintenance of IT facilities.
- The College has installed the online software TCS (Total Campus Solutions) for academic and administrative purposes. The software is maintained and periodically upgraded by the consultancy firm Meshillogic, Calicut (<https://www.meshillogic.com/>).
- The Post-accreditation period has witnessed an augmentation of the ICT infrastructure of the campus with the addition of 36 LCD projectors, 7 Smart Class-rooms and an E-learning room.
- Sophisticated and instructional Computer labs with state-of-the-art technology, Language Lab and Audiovisual room facilitates further fortification of learning experience.
- Access to e-journals and e-books are provided by the N-LIST and Mar Thoma College digital library.
- The institution is equipped with 194 computers.
- Uninterrupted supply of power is ensured by the High Tension Power Generator.
- Peripheral devices like printers, high speed duplex printers, reprographic machines, scanners, video recording facilities etc help the students, teachers and office staff in managing the e-resources.
- Inorder to conduct and manage the University examinations, the College has facilities like internet connectivity, two duplex high-speed printers and CCTV surveillance.
- Surveillance cameras have been installed in the campus to provide 24 X 7 security and safety.
- The College has procured online TCS software for academic administration, attendance entry, timetable setting, preparation of internal marks, student profiling and continuous internal evaluation.

The College strives to keep pace with the changing trends and technologies in the field of ICT.

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

4.3.2 Student - Computer ratio**Response:** 8.61

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** >=50 MBPS

File Description	Document
Any additional information	View Document

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 42.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
82.63561	77.91300	77.41371	88.71632	84.63607

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

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

Response:

The College has a system for the optimal utilisation and maintenance of physical and infrastructural facilities.

- The Governing Council appoints a Treasurer and constitutes different committees such as - finance committee, building committee, etc to create additional facilities and to ensure the optimum utilisation of academic, administrative and physical infrastructure.
- The finance committee prepares the annual budget and presented in the Governing Council for discussion and adoption.
- The building committee looks into the status of the existing buildings, requirements for new classrooms and buildings, upgradation of building facilities, etc.
- The College has a Management office for overseeing the construction and maintenance work. The Management office has three staff members under the supervision of the Treasurer of the College and the Principal.
- The ICT coordination committee monitors the functioning of computer labs, procurement of systems, upgradation and maintenance of computer facilities. A senior faculty is appointed as the convener of the ICT coordination committee.
- The Management office renders the following services for the better utilisation of available facilities:
 - Prepares annual budget for construction, maintenance and upgradation of academic and physical infrastructure and support services.
 - Construction and maintenance work in the College are carried out under the supervision of the Management office which also allocates fund for the same.
- The College office under the supervision of the senior superintendent oversees the daily maintenance and upkeep of the class rooms and other facilities.
- The College has a consultant engineer, a supervisor and qualified technicians for attending to the maintenance work. The maintenance works are undertaken on the basis of his report.
- Electrical and plumbing works are carried out by trained technicians appointed by the College.

- The work supervisor oversees the maintenance work carried out in the College and the hostels.
- The College follows an open tender system for construction and maintenance work.
- The College Council prepares the blue print for optimal utilisation of existing resources. The council has constituted a committee for space utilisation to ensure better utilisation of the available facilities for curricular and co-curricular programmes.
- Academic Review Committees are periodically appointed by the College to examine the availability and utilisation of the existing infrastructure for administering the various programmes. The committee consists of academic experts who visit the College, departments, labs, library, sports and other support facilities to review the current utilisation and also to make suggestions for better utilisation.
- The Annual Maintenance Contract (AMC) is followed by the College for the maintenance of lab equipments and IT facilities.
- A register for maintenance work is kept in the Management office for recording the requirements of maintenance in the departments and support services. Measures are initiated to rectify them.
- The College has a Purchase Committee as per the direction of the UGC and State Government for the procurement of the equipment for laboratories, library and also for the office and the departments.
- The library committee monitors the availability and utilisation of library infrastructure and upgradation of library facilities.

The College has therefore an established system for maintaining and utilising the available facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 67.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
1180	1116	1108	1022	969

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

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

Response: 3.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
46	57	51	51	51

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 32.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
544	484	539	532	516

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 5.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
95	100	100	75	95

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0

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

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

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 23.29

5.2.2.1 Number of outgoing students progressing to higher education

Response: 133

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

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

Response: 36.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	8	16	2	10

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	34	35	20	34

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

5.3 Student Participation and Activities

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

Response: 6

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

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

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

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

Response:

The College has a student council called College Union. It is an elected body consisting of the following members:

1. Chairman
2. Vice Chairman
3. General Secretary
4. Arts Club Secretary

5. Magazine Editor

In addition, representatives of lady students and class representatives of both UG and PG programmes are also included in the College Union.

- The College Union has a staff advisor nominated by the Staff Council of the College. The meeting of the Union is held regularly to undertake following activities:
- Organizing students on a non-party basis for curricular and non-curricular programmes.
- Arranging non-curricular activities and programmes such as arts festival, film-festivals, women's day, annual sports and other competitions.
- The views and opinions of students on academic matters, facilities and support services are obtained and communicated to the authorities by the College Union.
- Representing the requirements of the student community in College forums like the Governing Council and Staff Council.
- The Union represents the student community in the discussions and programmes organised by the Government.

The College has constituted a number of clubs and associations to ensure participation of students in curricular and co curricular programmes and activities. Students have a key role in the organization and functioning of clubs and associations such as the Brains Trust, Tourism Club, the National Service Scheme, Subject Associations, PG Association, Science Forum etc. Students are the conveners of several committees of the College and they have a pivotal role in administering and implementing programmes of such committees/clubs.

The representatives of students are included in the consultative committee on students affairs constituted by the College for discussing issues concerned with students. The representatives of the student community are also included in the Director Board of the College Cooperative Society. There are 4 students representatives in the 11 member Director Board of the society.

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

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

Response: 12.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	12	14	11

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

The College, established in 1952 has an active Alumni Association with chapters in different cities of the country and also in some foreign nations. The Alumni Chapters are actively operating in Delhi, Mumbai, Chennai, Bangalore and also in different cities of the State- Thiruvananthapuram, Thiruvalla, Ernakulam and Kozhikode. The Alumni Association has chapters in foreign nations like Qatar, UAE, Kuwait, Oman, Bahrain, and South Africa. In the United States and Canada, the Alumni chapters are active in Houston, Dallas, Washington DC, Philadelphia, New Jersey, Toronto and Edmonton. They contribute significantly to the development of the College.

The Alumni Association of the College has two general meetings-on 15th August and 26th January every year. The executive of the Alumni Association meets frequently to chalk out programmes.

Following are the main contributions of Alumni Associations during the last five years:

- The Alumni of the 1965-68 degree batches renovated the main stage of the College auditorium at an expenditure of Rupees 5.05 Lakhs during the year 2017-18.
- The Clock tower block of the College was constructed in 2016-17 with contribution from the alumni. An amount of 20 Lakhs was contributed for the purpose.
- A Career and Counselling Centre has been established in the College with the contribution from the alumni. Career sessions, motivational programmes and model examinations are conducted by the Centre for the benefit of the student community.
- Members of the Alumni Association visit the College to share with the student community the opportunities for higher education and the positions available in different national and international firms and encourage them to avail of such options.
- The Alumni have instituted merit cum means scholarships for the students of different programmes of study.
- The noon meal scheme to provide noon meal for the needy students is operated by the College in cooperation with the Alumni Association and the teaching faculty.
- Many Alumni members currently hold prestigious positions in academic institutions, research centres, corporate enterprises and also in political and administrative fields. They visit the College and deliver lectures to motivate and inspire students.

- The joint meetings of alumni and faculty provide a platform for sharing teaching and learning experiences and an opportunity for the collection of feedback for the improvement of curricular and co curricular programmes of the College.

There have also been some joint initiatives of the alumni, current students and faculty in organising cultural programmes, staging dramas and conducting musical evenings.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

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

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

Response: 34

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	05	08	04	04

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision Statement

Mar Thoma College passionately adheres to its motto “**Education par Excellence, and Educated for the Society.**” This motto derives from the vision of the College which is to “**empower its students and staff to attain the full human potential as revealed in the person and teachings of Jesus Christ.**” It aims at a holistic development of the individual so that he/she becomes socially committed, upholding strong moral values, and ethically responding to issues related to justice, freedom, equality and human rights.

Mission Statement

The College is committed:

- **to produce worthy citizens for nation building with a sense of social commitment and humanistic values.**
- **to impart quality education based on Christian values and to make it affordable to all sections of the society.**
- **to empower young people with life skills to face the challenges in the changing global environment.**
- **to instill the spirit of enquiry and pursuit of lifelong learning through discovery and dissemination of knowledge.**

Nature of Governance

The College delegates authority and provides operational autonomy to the various Departments, Clubs and Associations of the College so as to work towards a decentralised governance system.

The Heads of the various departments manage the day-to-day matters of the concerned departments, in consultation with the teachers of the department. Each class has a teacher-in-charge, who takes decisions which are executed with the approval of the HoD. The co-ordinator and the executive body of the different Clubs and Associations share the delegated authority and responsibility. The charge of HoD follows a rotation system and is for a period of three years.

The **Management** takes academic and administrative decisions, often framed within the inputs provided by the staff. The College has a **College Council** comprising of HoDs of various departments, office superintendent and four elected representatives of the teaching staff. Discussions and decisions on various matters relevant to institutional functioning are taken at the levels of the departments, Staff

Association and various Committee meetings, which may be further discussed in the College Council. These are communicated to the Governing Council by the Principal and the staff representative.

The perspective plans of the College are based on its Vision and Mission statement. It seeks to ensure quality sustenance and enhancement in the areas of Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, and Student Support. The perspective plan envisages,

- Introducing more programmes at UG and PG levels
- Soft Skill Development Programmes
- Add-on/ Value Added Courses and Academic Enrichment Programmes
- Improving the communication skills of the students
- Expansion of facilities for NET/SET training, and coaching for competitive Central and State Service Examinations.
- Construction of a state-of-the-art Research Block
- Expansion and modernization of lab facilities
- Strengthening of College-Community Partnership for community development
- Improving ICT facilities
- Increasing co-curricular and extracurricular activities
- Construction of a men's and researchers hostel
- Improvement in transport facilities
- Attaining the status of CPE
- Initiatives for acquiring Autonomous status for the College.

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

6.1.2 The institution practices decentralization and participative management

Response:

The College follows a mechanism of decentralization in the administrative and academic functioning of the College for implementing the policy of participative management.

- The College is administered by a Governing Council consisting of a Chairman (one of the Bishops) and 10 members. In order to have effective administration, the Governing Council has constituted different committees to decentralize powers and functions.
- The Finance Committee is authorized to discharge financial powers and responsibilities such as introduction of budget, resource mobilization drive and overseeing the income and expenditure of the College.
- The Building Committee has been provided with the powers and functions to chalk out construction programmes, maintenance work and estate management.
- The Hostel Committee is authorized to look after the functioning of the women's hostels and take

decisions which ensure the smooth running of the hostels.

- The ICT Coordination Committee has been authorized to manage the working of computer labs and IT infrastructure of the College.
- The day to day functioning of the College is looked after by the Principal, who is advised by a College Council consisting of the Heads of the departments and elected members of the faculty. In order to make the administration decentralized and participative, over fifty clubs and associations are constituted by the College Council (Staff Council) with faculty members as Chairman or Director. The clubs or associations introduce curricular and co-curricular programmes to promote learning, talents and soft skills of students.
- The College also has a staff association for the faculty and a non-teaching staff association for administrative and supporting staff.
- The academic and administrative decisions are made by the Principal through the process of consultation and discussion with the Governing Council and the College Council. The policy decisions are framed by the Governing Council. The administrative and academic matters are reviewed by the College Council at its regular meetings which advises the Principal on the concerned matter.
- The Principal delegates authorities to the Heads of the various departments in managing the academic and administrative matters of the concerned departments. Department meetings are held regularly to frame the teaching plan and the academic calendar of the department. It reviews the progression of the Programmes and provides suggestions for giving special assistance for slow and advanced learners. The teacher-in-charge oversees the academic matters and the maintenance of discipline in the concerned class. The teacher keeps an academic delivery monitoring register to evaluate the progress of the movement of syllabus and classes engaged. The class teacher also manages tutorial sessions. The activities of departments are overseen by the HoDs and it is their responsibility to manage the affairs of the department.
- A system of decentralization and participative management is therefore at the centre of the functioning of the College.

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

6.2 Strategy Development and Deployment

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

Response:

Keeping pace with the emerging trends and challenges in the field of higher education, the Internal Quality Assurance Cell (IQAC) of the College has drawn up a perspective plan for the overall development of the College to meet the requirements of the next ten years. The perspective plan has been prepared in consultation with the Governing Council, the College Council and the faculty, in conformity with the vision and mission of the College, recommendations of the NAAC Peer team and the observations of the academic review committees appointed by the Management. The frame-work of the plan is inclined

towards the development of the institution, to sustain and enrich quality for academic excellence. The areas identified by the strategic plan to transform the institution into a centre of excellence include introduction of vocational programmes, job oriented courses, upgradation of facilities, modernisation of infrastructure, introduction of community services, industry partnership, collaborative research and commencement of comprehensive green initiatives. The following steps have been initiated by the College to implement its strategic plan:

- An additional B.Com. Degree Programme was started in 2014 (B.Com. Finance and Taxation) and seven academic enrichment programmes were introduced in 2017 for imparting employable skills.
- A regional fungal herbarium (MTCHT) and Marthoman Laboratory for Fungal Systematics and Molecular Taxonomy were set-up in 2017.
- An Online learning platform – Learner’s Excellence in Academic Pursuits (LEAP) – was launched in 2016 for offering online courses.
- A new academic block which houses six classrooms, a new Tower Block which houses the Mathematics research centre and the career guidance centre and the Joseph Marthoma Interdisciplinary Research Centre and E-learning room were constructed in 2014.
- ICT facilities were augmented with seven Smart class rooms, 194 Computers, 36 LCD Projectors, an E-learning room, a public address system, a video display board, 24x7 CCTV surveillance system, online TCS for administration, WiFi enabled Campus and Internet facility for faculty, students and researchers.
- The institution has commissioned a High Tension Power generator, LED and Solar Street Lighting, incinerator units, rain water harvesting facility and RO plants for drinking water.
- Centralised internal examination and evaluation, and Value based education were strengthened through tutorial sessions.
- Santhivannam, Orchidarium, RET plant conservatory and Model Medicinal Plant Garden were setup.
- As the part of the strategic plan, the College proposes to augment academia-industry tie-up by commencing new courses having potential for skill development and employability
- It is the goal of the institution that the entire faculty have doctoral degrees, to have partnership in research, start up activity and specialised centre for extension and continuing education and also a state-of-the art **academic cum research block** to house the research labs of Physics, Chemistry, Botany and Zoology.

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

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

Response:

The College is managed by the Mar Thoma Syrian Church and governed by an executive body – the Governing Council. The administration of the College is discharged by the Principal. Heads of the departments look after the academic matters of the departments and there are specialised forums, clubs and associations to govern the co-curricular activities of the College.

Governing Council

The College administration is vested with the Governing Council consisting of a Chairman and ten members including educational experts, administrators and public functionaries. The Principal is the secretary of the Council. The Governing Council formulates the academic and administrative policy of the College and renders advice to the Principal. The Council functions through sub-committees such as finance, building, hostel and ICT coordination committees. The College Treasurer/Bursar is appointed by the Governing Council.

College Council

It is a statutory body consisting of the Principal, Heads of the departments, office superintendent and elected members of the faculty. The main function of the Council is to assist the Principal in the day to day functioning of the College. The College Council takes decisions related to the admissions, academic calendar, implementation of academic programmes, research extension, students' discipline, internal examinations, Union programmes, etc. Nomination of members to different committees is also made by this body.

Heads of the departments and department meetings

Heads of the departments have a significant role in the organizational structure of the College. Their duties include department administration, implementing academic Programmes, maintaining students discipline, etc. HoDs convene departmental staff meetings to discuss matters pertaining to work allocation, teaching plan preparation, remedial classes for slow learners, etc. Department staff meetings are minuted and records are maintained.

Committees, Clubs and Associations

The curricular and co-curricular programmes of the College are implemented through different committees, clubs and associations. The committees have faculty as chairman and members, and they discharge functions like setting of timetable, attendance monitoring, organisation of exams, etc. There are also specialised clubs and subject associations with faculty as directors and students as members for organising curricular and co-curricular programmes.

Service rules, procedures, recruitment and promotional policies

The College is an aided institution governed by the rules and regulations of UGC, State Government and the affiliating University in matters of admission of students, recruitment of faculty, conduct of examinations and organisation of curricular and co-curricular programmes. The service rules stated in the Kerala Service and Subordinate Rules, UGC guidelines and University Statutes are strictly adhered to by the College. In the matter of recruitment, vacancies are notified through national and regional newspapers, University News and College Website. The selection and appointments are made on the basis of UGC/Government rules. Promotions under career advancement are given on the basis of UGC rules and

regulations.

Grievance Redressal Mechanism

The grievance redressal mechanism is also in line with UGC and University guidelines, rules and regulations. There is a three-tier mechanism for the redressal of student's grievances. The grievances of teaching and non-teaching staff are redressed through management committees and University tribunals.

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

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

The College has constituted various bodies and committees for the effective and meaningful implementation of curricular and co-curricular programmes. Regular meetings are held by the committees, clubs and associations to chalk out programmes and activities and the same is recorded in the official minutes.

The implementation of organic farming christened as 'Jaivam' project has been successfully implemented by the NSS unit of the College with the help of the Department of Agriculture, Government of Kerala and Mahatma Gandhi University, Kottayam. The project was initiated through a consultation process involving stakeholders such as students, faculty, officials and the local community. Based on the observations and opinions of the stakeholders, the project was designed to cultivate organic vegetables using bio-fertilisers and bio-pesticides. The minutes of the various meetings held in this regard have been documented and communicated to the University and also to the students and faculty of the College.

The implementation of academic enrichment programmes is another successful programme implemented by the committee with proper documentation and minutes. Several preparatory meetings to organise the programmes were held with the concerned departments and coordinators. The committee for academic enrichment programme reviewed the syllabus and finalised the same. The committee monitored the implementation and also arranged the convocation ceremony to award certificates on the basis of proper consultation and discussions. The meetings of the committee were conducted several times to organize the programme. The association of Postgraduation students- PG Association has been constituted to organise orientation, career and counselling programmes, PG Day, etc. The activities are implemented by a committee consisting of faculty members and representatives of PG students. The decisions are properly recorded and the annual report is also presented.

The Internal Quality Assurance Cell (IQAC) of the College has been constituted to improve the academic and administrative performance of the College and to promote measures for quality enhancement in the institution. The IQAC met several times to organise the academic calendar, to monitor the implementation of academic programmes and also for the evaluation of the same. The IQAC has committees for each parameter and also department level coordinators to strengthen its functioning. The meetings of the IQAC and the different committees are properly recorded in the minutes book.

The Brains Trust is a specialised organisation of the College for the promotion of the intellectual abilities of the students. Development of leadership traits, elocution and debating skills and harnessing of intellectual capability of students are the main objectives of the Trust. The Trust organises meeting of the executive and general committee to chalk out routine programmes, annual camps, and intercollegiate fests and inter-house competitions.

The joint meetings of College Union and Subject Associations are also held to organise general programmes in the College. The observance of Kerala Formation Day, Inter-house cultural meet and inter-departmental programmes are worked out in the joint meetings.

All these committees, clubs and associations have records of their meetings in the form of minutes.

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

6.3 Faculty Empowerment Strategies

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

Response:

The College has a set of welfare measures for teaching and non- teaching staff:

- The College extends credit facility to the teaching and non-teaching staff in times of a financial emergency. It is offered as an advance payment in the event of non dispersal of salary, or delay in the approval of the appointment.
- Credit purchase is available for the faculty and the non-teaching staff from the co-operative society of the College.
- Medical Aid Fund is available for the teaching and non-teaching staff.
- The College encourages all the members of the teaching and non-teaching staff to avail medical insurance.
- Family Benefit Scheme is available for the teaching and non-teaching staff. The scheme envisages financial aid to those who are suffering from diseases, accidents or any other contingency.
- Recreation facilities such as fellowship meetings, leisure trips, and annual get togethers are also organised for the teaching and non-teaching staff.

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

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

Response: 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

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

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

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

Response: 7.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	9	7	6	11

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

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

Response: 15.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
32	6	6	9	6

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

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

Response:

- The College has developed an in-house mechanism for the evaluation of the performance of the faculty. It is based on the teacher's diary made available to the faculty members. The academic activities including teaching, invigilation of examinations and valuations, research, publications and extension and consultancy activities are documented along with the initiatives and participation in extra-curricular and co-curricular activities. The performance of the faculty in the curricular and co-curricular areas will be evaluated on the basis of the teacher's diary.
- The academic work done by the faculty is evaluated by the College with the help of semester-wise teaching plan. The teaching plan contains details regarding the courses to be taught, assignments and seminars to be given and the time plan of the academic work. At the end of the semester, the performance of the faculty is appraised with the help of the semester plan.
- The register for monitoring the academic delivery is another instrument introduced by the College for the performance appraisal of the faculty. It is an innovative method where the classes engaged are documented by the students and submitted to the class- in- charge for supervision and evaluation.
- The IQAC reviews the performance of teachers on a periodical basis. At the end of the academic year, the general performance of a teacher is evaluated on the basis of a composite index developed by IQAC. The College has the practice of appointing academic review committees consisting of three reputed academicians to review the overall performance of the College including the performance of the faculty and the departments. Two such review committees have been appointed by the management during the post-accreditation period.
- In addition to the initiatives by the College, a self appraisal method as envisaged by the UGC is employed for the periodic assessment of the faculty on teaching, research and extension activities for the purpose of promotion under career advancement scheme. The Heads of the departments verify the data provided by the faculty and state their comments and opinions in the report. The Principal evaluates the work performed by the faculty members on the basis of the given data, documents and observations of the HoDs and records his comments related to the performance of the faculty.
- A mechanism is put in place for students to evaluate the teachers. The format given by the UGC for the purpose has been used for the students' appraisal of the teachers. The structured questionnaire for the appraisal of the faculty by the students help to capture the various attributes of the teaching process and other academic initiatives of the faculty.

The appraisal of the performance of the non-teaching staff is made by the Governing Council of the College on the basis of parameters such as punctuality, sincerity, commitment to work, effectiveness in

discharging responsibilities, etc. It is mainly used for promotions and to assign special duties to non-teaching staff.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has a mechanism for internal and external financial audit.

- The internal audit is entrusted to a registered firm of chartered accountants appointed by the College for each financial year.
- The accounts are externally audited by the Department of Local Fund Audit and the Office of the Accountant General of India with respect to the Government/UGC fund. In the case of Management funds, registered chartered accountants are appointed by the College for external audit.
- The internal and external audits are undertaken annually and the auditor's reports are presented before the College Governing Body with their remarks for discussion.
- The audit objections and the corresponding remarks are addressed by the office of the Management and timely and proper clarifications are presented to settle the audit objections.
- The audited statements of accounts along with the auditor's report are presented in the meetings of the College Governing Council for discussion.
- The audited statement of accounts is also published in the official annual report of the Church.

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

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

Response: 141.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
32.75946	29.97658	30.01238	22.10861	26.60472

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

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

Response:

The College mobilises financial resources from institutional and non-institutional agencies based on the strategic plan of action.

- Institutional finance is mobilised from different funding agencies such as UGC, DST (Department of Science and Technology, Government of India), BARC, Kerala State Council for Science, Technology and Environment, etc.
- The procedure for institutional finance is based on submission of proposals for project grants, programme funds and funds for infrastructural expansion. The proposals for fund are submitted to these agencies and they make allocations on the basis of the merit of the proposals and also through inter face discussions.
- The non-institutional finances are raised from parents of the students, alumni and well wishers of the college.
- Alumni are the major stake holders assisting the College for mobilisation of funds. The College has alumni chapters in different cities of the country and also in some foreign nations. They contribute significantly to the initiatives of the College for mobilising financial resources for development. The Alumni have contributed over Rs. 1.25 crores for the construction of the Golden Jubilee Block of the College. They have also contributed over Rs. 30 lakhs towards the infrastructure development during the post-accreditation period.
- The proposals for augmentation of infrastructure and other facilities are presented before the general Alumni of the College in the Annual General Meetings and also in the meetings of chapters and class batches of Alumni.
- The College encourages parents and alumni to extend financial support to the College for development. Meetings of the Parent-Teacher Association are periodically convened to discuss curricular and co-curricular matters of the college including mobilisation of financial resources from different quarters for the development of college.
- The College hosted the reunion of the golden jubilee degree batches and on such occasions the alumni have undertaken development projects for the College.

The financial resources mobilised by the College is optimally utilised to ensure maximum benefit from it.

Optimal utilisation is ensured through the institutional mechanism of fund allocation, utilisation and evaluation. A set of procedures beginning with formulation of projects and ending with auditing of utilisation of funds is followed to ensure optimal utilisation of resources.

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) has a pivotal role in the institutionalisation of quality in the College. Several initiatives have been made by the IQAC to generate a quality consciousness among stakeholders in different areas of the academic functioning of the College.

- In order to ensure proper administration of the programmes of study, IQAC introduced teachers diary for faculty members. The diary has a structured framework for documenting the semester wise engagement of classes, special classes, remedial teaching, research and extension. The diary also provides scope for documenting all other work and initiatives of faculty members including extracurricular activities, mentoring, extension and consultancy. The academic diary has a set of applications such as a record of the academic work of the faculty in the process of screening and evaluation for promotions under career advancement scheme. Hence it has become a practice to update and maintain the academic diary.
- Another initiative of the IQAC in the area of teaching- learning process is the introduction of a mechanism for monitoring of the academic delivery. Under this mechanism a register has been introduced by the IQAC- academic delivery monitoring register wherein the class teacher records the classes engaged during each hour of the academic work so that it becomes easy to monitor and evaluate the progress of classes. A systematic evaluation of the academic delivery is possible with the help of this register. It has become a practice of the College to verify the academic delivery register by the class teacher, HoD and Principal to evaluate the academic work including the timely completion of the syllabus and revisions.
- Another practice which has become institutionalised is the commencement of academic enrichment programmes initiated by the IQAC. These programmes are offered by the departments of Mathematics, Physics, Chemistry, Economics, History, Computer Applications and Commerce. All the programmes have a syllabus of over 30 hours duration and some of them are collaborative programmes. The students who enroll are given both theoretical and practical classes, and on the basis of a valid assessment of their performance merit certificates are issued.
- The institutionalisation of two internal examinations is another practice initiated by the IQAC for the better administration of continuous assessment and evaluation. These examinations are conducted in a centralised manner in the model of end semester University examinations. The

calendar for internal examinations is set by the IQAC and published in the College handbook cum diary.

- The department level Parent Teacher Association (PTA) meeting has contributed significantly to enhance the academic environment of the College. It has become a regular practice of the College under the initiative of the IQAC.
- The strengthening of a research culture in the campus is largely on account of the efforts and initiatives of the IQAC. The College Research Advisory Committee (CRAC) a supervisory body to monitor and promote research activities is masterminded by the IQAC.

The IQAC has therefore a pivotal role in promoting quality assurance strategies and culture

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

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

Response:

The IQAC of the College has a mechanism to review the teaching-learning process, methodologies and learning outcomes.

- The meeting of the IQAC at the beginning of the academic year formulates strategies for the effective and meaningful administering of the academic programmes. The IQAC gives instructions for the submission of semester-wise teaching plan, activity plan and schedule for research programmes and internal examinations.
- Periodic meetings are conducted throughout each semester for reviewing the teaching-learning process and the learning outcomes on the basis of marks. The teaching -learning process is reviewed on the basis of academic diary and the academic delivery monitoring register. The academic diary contains details of classes engaged, test papers conducted, assignments given and seminars organised. The register for monitoring academic delivery provides details of daily classes engaged by faculty members.
- The periodic reviews of learning outcomes are attempted on the basis of marks obtained by the students in test papers and internal examinations. Two internal examinations are conducted in a centralised manner for each semester under the supervision of the IQAC. The marks obtained in the internal examinations and the general academic progress of the students are shared with parents in the meetings of department level PTA.
- At the end of each semester, the teaching-learning process, academic programmes, methodologies of administering the programmes and the learning outcomes are reviewed by obtaining feedback from students and parents. The IQAC obtains input from students regarding the teaching process and arranges discussions with faculty members to evaluate the learning outcome of the students.
- A comprehensive evaluation of the academic achievements is organised by the IQAC at the end of the academic year. Meeting of the faculty is convened at the department level to discuss the

teaching-learning process, teaching practices and methodologies and also the learning progress and outcome.

The graduation outcomes are reviewed by the IQAC to map the learning outcome on the basis of additional skills obtained, leadership and involvement in co-curricular programmes and the results obtained in the university examinations.

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

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

Response: 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	02	0	03

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

The significant initiatives made by the College for quality enhancement in academic and administrative spheres during the post accreditation period are:

- The College introduced two structured registers for the faculty members for the documentation of their curricular and co-curricular work and also for monitoring their academic work. The first initiative is the introduction of the teacher's diary. All the academic activities and initiatives of the faculty members can be documented in the teacher's diary. The register for monitoring academic delivery is a document to record the classes engaged by the faculty members on an hourly basis. The register will be verified by the class teachers and countersigned by the head of the department. It is an initiative to generate a feeling of responsibility and accountability in academic work. It has been successfully implemented by the College through periodic review process attempted in the meeting of the IQAC and the staff.
- The teaching-learning process has been made more meaningful and systematic by providing training sessions for faculty members in modern pedagogical instruments. The College organised workshops in ICT enabled teaching process to equip the faculty members in the application of ICT.
- The introduction of mentoring is another post-accreditation initiative to improve the learning environment of the College.
- The introduction of academic enrichment programmes, Student Support Programme (SSP) and Walk With a Scholar (WWS) are the three significant initiatives in the area of academic functioning during the post-accreditation period. Seven academic enrichment programmes are offered by departments to provide employable skills. ASAP, SSP and WWS are the government sponsored initiatives for enhancing the learning level of slow and advanced learners.
- In order to make the administrative process more systematic and effective, the College has implemented computer assisted administration software called Total Computer Solutions (TCS). The admission, attendance entry, internal examinations, preparation of form A and B for the

internal evaluation and the issue of TC are carried out through TCS.

- The introduction of merit evening programme to honour young achievers and distinguished faculty members is another initiative of the post-accreditation period to promote quality.

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	2	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

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

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

Response:

As over 70 percentage of the students and nearly 50 percent of the faculty are women, the College has made it a policy to offer education that will sensitise the various sections of society with special emphasis on gender equality and gender sensitivity. Many initiatives have been made by the College to provide safety and security to students and staff:

- the College has employed six security staff to ensure twenty four hours security to the College and Hostels.
- CCTVs have been installed throughout the campus to ensure 24 X 7 surveillance.
- the College maintains a Counselling Centre and has employed a Professional Counsellor, Rev. Dr. Joe Joseph Kuruvilla, to provide group and personal counselling to students.
- there are also faculty members trained in counselling to provide behavioural counselling to students.
- the mentoring system is another instrument employed by the College to interact, motivate, counsel

and guide the students. The mentor works as a catalyst in encouraging the students to overcome their learning barriers.

- the College has provided common rooms for women students. Facilities such as washrooms, dining, resting and reading are available in the common rooms.
- hostel facilities for women students are provided by the College for the safe lodging of women students. The two hostels of the College provide accommodation for nearly 250 women students. Residential facilities are also available for female faculty members in the hostels.
- students of both genders are provided equal opportunities to grow and develop into able and responsible citizens of the future. The College aims to groom students to be self-reliant, specialists in their chosen discipline, continuous learners, effective communicators, respectful of different cultures, socially responsible, aware of their social and civic responsibilities, sensitive to gender issues, women safety and security with zero tolerance towards sexual harassment, and environmentally conscious. The College ensures equal opportunities for both men and women in appointments and promotions.
- There are clubs and associations exclusively for women students which provide vocational training and also arrange programmes of gender equity, social justice, and rights and privileges of women in society.
- The Women Cell is an association of women students in the College established with the objectives of providing training to female students, developing their talents, and also for highlighting issues of concern to women students. The activities of the Women Cell are planned, organized, and executed by a committee comprising of women students representing all the departments with the guidance of the faculty.
- The College celebrates International Women's Day by organising awareness rallies, seminars on women's safety and programmes to showcase the talents of women.

There is also a mechanism to address gender related issues particularly harassment against women. The college has constituted the Cell for Prevention of Harassment against Women (Women Empowerment Cell) as per the guidelines of the UGC. In addition to the statutory functions, the Cell organises awareness programmes on gender issues and women's safety.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 3.09

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

Response: 4471

7.1.3.2 Total annual power requirement (in KWH)

Response: 144500	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 6.61	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 1897.14	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 28701.12	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>The College has developed a mechanism for the treatment of solid and liquid waste:</p> <p>Solid and Liquid Waste Management:</p> <ul style="list-style-type: none"> • The policy of the College is to have a Clean, Green and Plastic Waste Free Campus. In this respect the College encourages staff and students to abstain from the use of plastic materials in the

Campus.

- All departments and classrooms are provided with colour coded dustbins (Red and Blue) for the segregation of the waste at the source. The red dustbin is to collect non degradable waste which will be handed over to the municipality on Saturdays for disposal and the degradable waste collected in the blue dustbins are emptied every evening.
- The College has installed two Waste Disposal Units; one in the main block and the other in the Social Sciences block and incinerators for the disposal of non-plastic solid waste.
- Single side used papers are reused in all departments.
- Metal and wooden waste are stored and given to authorized scrap agents for further processing. Most glass bottles are reused in the laboratories.
- Biogas generated from the kitchen waste is used as fuel in the College hostels. Sanitary napkins are disposed through the incineration process.
- In response to the awareness campaign against the harmful effects of plastic and e-waste, the College community is switching over to steel glasses instead of plastic coated glasses; cloth banners for flexes; jute folders instead of plastic folders and paper coated pen instead of plastic pens.
- Liquid waste is managed through sedimentation process.

E-Waste Management:

- E-waste such as irreparable computers and its accessories, electrical equipments, projectors, electronic gadgets and e-waste from the laboratories are collected and handed over to the municipal collection centers for further processing and recycling.
- The College organizes workshops and seminars to make students and staff aware of the harmful effects of e-waste and principles of waste management.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

7.1.6 Rain water harvesting structures and utilization in the campus

- The College spread over an area of 14.50 hectares is divided into the Main block, Social Sciences block, Hostel block and Canteen block, each lying on different slopes of the terrain. The rain water flowing through the natural channel from the high altitude Main block and Canteen block to the Social Sciences block is collected at different points to charge the ground water. The main well of

the College located at the low level point of the Social Sciences block is thus recharged.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

- Students, staff using
 1. Bicycles
 2. Public Transport
 3. Pedestrian Friendly Roads
- Plastic free campus
- Paperless office
- Green landscaping with trees and plants

The College aims to develop a campus which is greener, cleaner, safer and a healthier place to learn and work by redefining its environmental culture and developing new paradigms. The following practices are followed by the College in this regard:

- As the College is situated very close to the railway station and the main road, over 80% of the staff and students depend on the public transport system for commuting.
- The Kerala State Road Transport Corporation operates transport services from town to the College in the morning and evening. Private buses also operate services from distant places to the College.
- Students residing near the college use bicycles or walk to the college.
- The College encourages students to use public transport system and organizes programmes on environmental conservation. Students are taught about Carbon Credits and Carbon Neutrality. Regular cleaning of the camps and planting of trees ensure carbon neutrality.
- Programmes like Swachh Bharat Abhiyan, Dry Day, etc. are observed to maintain a clean campus.
- The Illumination and ventilation in classrooms are adequate considering natural light and air velocity. The noise level in the campus is well within the limit *i.e.* below 50 dB at daytime. The installation of biogas plants at hostels, automation in the College office and Departments to curtail

paper work, and composting practices are also followed to make the campus green and tidy.

- The architectural structure of the College fulfills passive climate control measures like shading, optimum orientation, optimized day lighting, courtyard planning, cross and stack ventilation and evaporative cooling have been integrated intelligently in the design which help achieve considerable thermal comfort even during peak summer afternoons.

Plastic free Campus: Plastic items are not encouraged in the College campus. E-banners, Cloth banners and chart paper posters are used for seminars, workshops, and other such programmes conducted in the College.

Paperless Office: All kinds of paper waste are given for recycling. Usage of paper on campus is minimized and printing is done on both sides. E-mail and other electronic communication methods are largely used for inter-house communications and also for communication with the Government and with the University.

Green landscaping with trees and plants: The Campus has around 486 species of plants including herbs, shrubs and big shady trees. This provides home to flora and creates a heaven for the nesting birds, butterflies and other animals like squirrels, palm civets, lizards, etc. The College has initiated a tree plantation program among the students, faculty and local community, through the distribution of saplings of fruit and shade trees etc. to promote an eco-friendly environment.

File Description	Document
Link for Additional Information	View Document

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

Response: 0.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.13461	0.744	0.79861	0.475	1.096

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 9

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

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

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

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

Response: 1

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

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

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: No

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	2	3	3

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

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

Response:

The College celebrates national festivals, national and international days and also organizes programmes in connection with great Indian personalities.

- National festivals such as Onam, Deepavali, Christmas, etc are celebrated with much pomp and gaiety. Special programmes are arranged on the occasion. A two-day celebration is organized by the College on the occasion of the national festival of Kerala Onam, in association with the College Union and the Subject Associations.
- International days such as World Earth Day, Ozone Day, Human Rights Day, Water Day and Women's Day are celebrated in the College by organizing lectures, seminars, poster presentations, rallies etc.
- National days such as National Science Day, National Youth Day, Voter's Day, and Teacher's day are also celebrated in the College. A science exhibition for the students and local community, poster competition, science short film festival etc. are organized on the occasion of National Science Day.
- Special programmes are also organized in connection with birth anniversaries of great personalities such as Mahatma Gandhi and Dr. S Radhakrishnan. Various programmes are arranged by the College on Gandhi Jayanthi Day. A padayatra (procession), an exhibition on the life and mission of Mahatma Gandhi, seminars, etc. are conducted on the occasion.
- National celebrations such as Independence Day, Republic Day etc. are also observed in the College through programmes on national integration and communal harmony.

File Description	Document
Any additional information	View Document

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

Response:

- The College maintains separate offices for governmental financial transactions and non-governmental financial transactions. Funds from Central, State, UGC, University, RUSA etc. are managed by the College office. The accounts are properly recorded and audited as per rules and regulations.
- The funds obtained from Hostels, Alumni, PTA, Donors, etc are managed by the Management office under the supervision of the Principal and the Treasurer. The expenditures are classified under different heads in the budgetary proposals approved by the Finance Committee and adopted by the Governing Council. The PTA fund is managed by the PTA executive. The financial transactions of the PTA and the management are audited both internally and externally. The annual statement of accounts along with the auditor's report is presented in the PTA general body for discussion and approval. The audited Management accounts are presented, discussed and approved by the governing council and the same is published in the annual report of the Church.
- Academic functions have been decentralized to make it more meaningful, effective and efficient. The Governing Council oversees the implementation of the academic programmes. Decisions are minuted and communicated to the stakeholders through the Principal. The academic decisions are finalized after having consultations at different levels including the College Council, department staff meeting, general staff meeting and the meeting of the IQAC.
- The Principal discharges administration with the help of the College Council, HoDs and departments. The meetings of the College Council are convened to discuss administrative and academic matters. The minutes are properly maintained and communicated to ensure transparency. Departments maintain minutes book to document and record the proceeding and discussions. The proceeding of the PTA meetings is recorded and decisions are communicated by presenting the minutes of the meeting.
- The auxiliary functions such as library, Sports and Games, Hostels etc are also discharged in a transparent manner. The Library Committee reviews the schedule of operations, procurement of books and journals etc. of the Library. The Physical Education Department oversees the operations of sports and games. The Hostel Committee meets periodically to discuss and decide on matters pertaining to the functioning of the Hostel. Minutes of the meetings are properly maintained.
- The functioning of auxiliary associations and clubs such as National Service Scheme, National Cadet Corps, The Brains Trust, Subject Associations and other clubs follow proper modes of operations and guidelines to make it more transparent and accountable. The programmes, activities and financial matters including statements of accounts are openly discussed and finalized in the meetings of the respective associations.
- The construction, extension, maintenance and purchase of equipments and materials are undertaken through the process of the open tendering and quotation. Accounts are properly maintained and transparency is ensured in the purchase of materials and execution of works.
- The administrative decisions are taken and implemented through these bodies in a participative and transparent manner.

Transparency and accountability are therefore followed meticulously by the College in all its spheres of functioning.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

1.1 Title of the practice:

Monitoring of Academic Delivery

1.2. Objectives of the practice:

Education par excellence is the motto of the College. The curricular and co-curricular programmes have been designed to improve the knowledge, skills and personality traits of the students. By keeping in mind the significance of academic delivery in the teaching-learning process, the College has devised a mechanism named Academic Delivery Monitoring with the following specific objectives.

- To streamline the teaching-learning process in a more meaningful and effective manner.
- To enable the class teacher to monitor the progress of the teaching process.
- To ensure timely completion of the syllabus.

1.3. The Context:

The Academic Delivery Monitoring has been initiated in the context of restructuring of the UG and PG Programmes in the Credit and Semester format. Under the restructured system the duration of a semester is 90 days with varying contact hours for Core, Common, Complementary and Open Courses. The timely completion of syllabus in the context of hectic curricular and co-curricular programmes and varying contact hours has become a challenging task requiring innovative practices and strategies to tide over the time constraint. The mechanism of academic delivery monitoring has been introduced to ensure administration of the programmes in a more effective, meaningful and time bound manner.

1.4. The Practice:

- The College has evolved a mechanism under the academic delivery monitoring system to monitor both the teaching process and the completion of the syllabus with the help of two registers- Teacher's Diary and Register for Academic Delivery Monitoring.
- The Teacher's Diary documents all the day-to-day academic work of a faculty member. It has the provision to note the classes engaged for the courses assigned, special classes engaged, tutorials and mentoring initiated, class tests and internal examinations, seminars and assignments to be given

to students, etc. The format to prepare semester-wise teaching plan has been provided in the Teacher's Diary. Project and research works, details of publications, etc can also be entered in the Teacher's Diary. The Teacher's Diary is verified by the concerned Head of the Department and countersigned by the Principal.

- The register to monitor academic delivery documents the status of classes engaged hourly. A degree programme has Common, Complementary, Open and Core courses engaged by teachers from different departments. The class teachers maintain the register and document the hourly status of classes with the help of the class monitor. On the completion of the 5th hour the monitor hands over the register to the class teacher who in turn will verify the movement of classes and syllabus. The Head of the department will verify the register on a weekly basis and the same is countersigned by the Principal.

1.5. Evidence of Success:

- The Teacher's diary is very useful for faculty member to evaluate his or her academic work. Since it documents all the academic activities performed by a teacher, it is very useful for the semester-wise evaluation of the work. The faculty members prepare self appraisals with the help of Teacher's Diary. The Teacher's Diary can also be used as a document for submission for promotion under the career advancement scheme. The Academic Performance Indicators (API) are verified by the Principal on the basis of the records presented in the Teacher's Diary. The Screening Committee constituted by the University to evaluate the proposals for promotion also reviews the API scoresheet on the basis of the Teacher's Diary.
- The register to monitor academic delivery is very effective in monitoring, cross checking and evaluating the engagement of classes in the backdrop of the credit and semester system and semester-wise teaching plan. The class teacher is able to monitor the progress and completion of syllabus with the help of it. The class teacher can infer the requirements for additional classes and inform the HoD and Principal about the matter. Initiatives made by the faculty for the completion of the syllabus in a time bound manner indicate the success of this practice.

1.6. Problems Encountered and Resource Required:

The practice has been successfully implemented without encountering any major problems.

2.1 Title of the practice:

Strong ties with Alumni

2.2 Objectives of the practice:

Established in 1952, the College has completed a period of sixty six years in the area of higher education. Over this period, nearly 70,000 students have successfully completed their programmes of study. The College maintains strong and vibrant ties with the former students who have formed alumni chapters in different regions of the country and also in some foreign nations. The main objectives of having such a strong link with the alumni include

- To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them
- To utilize the rich experiences of former students of the college for the benefit and progress of the present students
- Develop alumni programmes that foster fellowship among alumni and encourage the physical, moral, and spiritual growth of the College

2.3 The Context:

The Alumni are one of the main stakeholders of the College, who can render valuable assistance to the academic and infrastructure development. They represent the College in the community. Rich in experience, exposure and resources, they are dynamic and enterprising and enjoy prestigious positions in different walks of life. Since they have a sense of belonging to the Alma Mater, the College has keen interest in engaging with them. Their willingness to share the experiences, skills, guidance and resources with the institution encourages the College to maintain a strong relationship with them.

2.4 The Practice:

The College has an active Alumni association with chapters in different cities of the State including Thiruvananthapuram, Ernakulam and Tiruvalla. The Alumni association has also chapters in cities like New Delhi, Mumbai, Chennai and Bangalore. The Alumni chapters are also active in Middle-East countries such as Doha, Kuwait, Bahrain and Dubai USA and Canada. The chapters regularly organize meetings and conduct celebrations such as commemoration day of the College, national festivals, etc.

The College alumni association organizes two meetings every year- on 26th January and on 15th August. The General meeting of the Association is organized on 26th January every year to transact business such as adoption of annual report, annual accounts, election of office bearers etc. The keynote address of the meeting is often delivered by a prominent alumnus. Alumni, students and faculty achievers are felicitated on the occasion. Experience sharing with the student community and discussions on opportunities available in their respective fields are also notable programmes of the meeting. On 15th August every year, the family get together of the alumni association is organized. Cultural programmes are also conducted on the occasion. The meetings of the alumni chapters are organized in the respective centers and reports of the same are forwarded to the College. The annual 'Alumni Newsletter' is the publication of the Alumni association of the College. It contains a brief report of the activities organized, programmes held, and reports of the alumni chapters and also the audited statement of accounts of the association. The alumni association offers scholarships for meritorious students. Citations and awards are given to student and faculty achievers in the annual general meetings of the association.

2.5 Evidence of Success:

- The cordial relationship maintained by the alumni with the College and their frequent visits to the College reveal their strong relationship with the Alma Mater. This has fostered a sense of belonging which is evident from the reunions organized by the Alumni. The 1965-68 Degree batches organised their golden jubilee reunion on 27th January 2018, with a participation of 220 Alumni members. They also staged the play titled "Ellolam illa poli vachanam", the same play they staged 50 years back, on 15th August 2018. The 1966-69 Degree batches also organised a similar reunion

on 8th February 2019. The preparations are under way for the golden jubilee reunion of 1967-70 Degree batches and the last Pre-Degree batch of 1999-2001 announced their reunion on 27th July 2019.

- The Alumni who are in different walks of life deliver lectures when they visit the College. The Bhatnagar Awardee Dr. George Thomas, Dr. Shiny Varghese (Duke University, USA), Dr. Thomas Kurien (Inventor of Mobile Phone Caller Id), Dr. Dhanya G Nair (Member of the Team that made the first ever image of Supermassive Blackhole), Sri. Kaviyoor Sivaprasad (renowned Film Director, Script Writer and National Award winner), Mr.Siddharth Sivaprasad (renowned Film Director and National Award winner), Sri. Blessy Iype Thomas (renowned Screen Play Writer and Film Director), Ms. Nayanthara (renowned film actress), Ms. Mariamma Koshy (Former National Captain and President, Hockey India), etc are some of the prominent Alumni members who visit the College to share their thoughts and experience with students and to motivate them.
- The contributions made by the Alumni to the infrastructural development of the College represent their concern and affection for the College. During the Golden Jubilee Celebrations in 2001–2002, the Alumni contributed an amount of over Rupees 2 crores for the construction of the golden jubilee block that houses the seminar hall, DST-FIST lab, E-learning room and the College library. A tower block which houses Dr. C.T John Centre for Research in Mathematics and a career counseling centre has been constructed with the Alumni contribution in 2016–2017. The stage in the auditorium was renovated and the facilities in the seminar hall were improved with contributions from the Alumni.

2.6 Problems Encountered and Resource Required:

The main problem of having ties with the Alumni is the formation of chapters in different centers due to absence of uniformity in the working conditions and the nature of work. The absence of a permanent office for Alumni association in the College is also a constraint.

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

7.3 Institutional Distinctiveness

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

Response:

The College offers 12 Undergraduate, 10 Postgraduate and 7 Doctoral Degree Programmes. The College imparts employable skills through Academic Enrichment Programmes, Certificate Courses and Life Skill Enrichment Programmes. The thrust area of the College is the teaching-learning process with a focus on moulding students with ethical and moral integrity and values.

Several initiatives have been made to make the teaching- learning process more effective, meaningful and qualitative. A distinctive mechanism has been developed to ensure academic delivery in a time bound and systematic manner. At the very beginning of the teaching- learning process, the knowledge level and comprehension ability are identified through a composite mechanism including Entry Level Assessment Test (ELAT) to classify students into slow and advanced learners. Special attention is given to slow learners by providing them with additional learning materials and advanced learners are guided to higher levels of progression.

The College provides academic freedom and encouragement to faculty members to innovate new methodologies of teaching to enhance the quality of teaching- learning process. It has led to the following initiatives:

- creation of websites for online communication with students. Submission of assignments, term papers, etc are made through the website. Learning materials are also provided through this system.
- formation of students' class-wise whatsapp group for academic purpose.
- peer teaching has been successfully implemented in some UG and PG classes.
- publication of the PG research journal.

The College encourages students to apply for internship in reputed academic and research institutions. Faculty members function as supervisors for such initiatives. Students are also encouraged to attend academic conferences, training programmes and other academic activities organised by different institutions.

The collection of structured feedback mostly through the online mode provides a mechanism for the evaluation of the effectiveness of the teaching learning process. Institutional support for learning such as scholarships, freeships, noon meal scheme, book bank, awards and citations to meritorious students, reprographic and Net facility are also provided by the College for the promotion of the learning process.

The College has therefore embarked on an inspirational journey to academic excellence.

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

5. CONCLUSION

Additional Information :

Mar Thoma College, Tiruvalla has made an indisputable and indelible impression as a committed Christian institution with high standards in the field of higher education in Kerala for the last six and a half decades since its inception. The College has been serving the community with the objective of empowering its students and staff to meaningfully contribute to nation building. Several generations have benefited from the quality of education, moral and ethical values, and interpersonal skills imparted to them by the institution. Being one of the first NAAC accredited Colleges in India, the NAAC Peer Team in 1998 has lauded the College for the personalized attention to the needs of the students and extolled the institution for the services of its dedicated faculty, its emphasis on value based education, as well as the students' participation in co-curricular and extracurricular activities. The NAAC reaccreditation report in 2005 speaks highly of the dedicated support of the Management, the strong bonding with the alumni, parents and the teachers, students' achievements and the commendable performance in sports, especially football and hockey. The report of the third cycle of NAAC accreditation in 2012, hailed the College as the oldest and most reputed institution with good academic atmosphere. The report endorses institutional strengths such as access to a large rural population, proactive alumni and strong stakeholder relationship, professional development of the faculty, endowments and freeships for students, outreach programmes and academic support to weak students by peer groups. The College strives to have a judicious blend of vocational courses with high employability on the one hand and conventional mainstream programmes with excellent research facility on the other. Seeking and cultivating new knowledge, developing leadership qualities, promoting creativity, and moulding young minds with high integrity are the core objectives of the College.

Concluding Remarks :

Mar Thoma College has always been an institution with a difference. Academic excellence has always been accorded top priority, but value education is no less important. The College has carved a name for itself in the academic sphere of the nation through its conscious efforts towards educational transformation. Commendable academic achievements, regular and effective monitoring of academic delivery, academic enrichment and life skills programmes, DST-FIST support for education and research in basic sciences, and continuous upgradation and rationalization of facilities, provide the platform for further development and progress of the College. The collaborative seminars and workshops, MOUs and Linkages, research projects, numerous extension and outreach programmes, awards and citations from governmental and non-governmental agencies, soft skills and career development programmes, national, state and university level recognition in sports activities, green initiatives, gender sensitization and national integration programmes, strong ties with parents and alumni coupled with motivated and experienced faculty have also brought the College to the forefront in the educational scenario of the nation. The tasks ahead are multifarious and challenging, but the inspiring journey of the College towards academic excellence continues with rededicated vigour and dynamism. It is the hope and expectation that the 92nd rank secured by the College amongst the Arts and Science Colleges in India according to NIRF ranking 2019, will catalyze the journey of the institution in the present to an expectational future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>1</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>1</td> <td>0</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6	1	1	0	3	2017-18	2016-17	2015-16	2014-15	2013-14	6	1	1	0	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	1	1	0	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	1	1	0	3																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>12</td> <td>5</td> <td>11</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>02</td> <td>02</td> <td>06</td> <td>01</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached with the Metric in response.The HEI has reconciled and provided the relevant data.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	14	12	5	11	4	2017-18	2016-17	2015-16	2014-15	2013-14	11	02	02	06	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
14	12	5	11	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	02	02	06	01																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 374</p> <p>Answer after DVV Verification: 163</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p>																				

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
325	234	232	63	82

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
325	234	234	63	82

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

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

Answer before DVV Verification : 23

Answer after DVV Verification: 17

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 662

Answer after DVV Verification: 213

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

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

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	5	6	5

2.1.2 Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
627	633	632	567	627

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
620	627	619	559	610

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

Answer before DVV Verification:

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

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 73

Answer after DVV Verification: 73

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
36	37	38	37	37

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
36	37	38	37	37

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 841.25 years

Answer after DVV Verification: 841.25 years

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	9	3	3	2

Answer After DVV Verification :

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

Remark : The HEI was advised that the attached data did not provide information on the awards from state /national /international level from Government recognized bodies. In was informed that as per the SoP Award of PhD, Post Research Fellowship, participation or attending, best paper, executive committee appointment were not eligible. The HEI has attached the same data. None of the attached entries are eligible. Young Startup Post Doctoral Research Award -Kerala State Council for Science, Technology and Environment, Government of Kerala to Dr Reenamole only considered. Most of the claims are about paper presentations or FLAIR. None of these qualified.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	22.12	4.6500	13.35129	88.09421

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	22.12	4.6500	13.3512	59.48918

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 16

Answer after DVV Verification: 15

Remark : As per the HEI data attached with the Metric in response.The HEI has reconciled and provided the relevant data.

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

3.1.3.1. Number of research projects funded by government and non-government agencies during

the last five years

Answer before DVV Verification : 23

Answer after DVV Verification: 16

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

Answer before DVV Verification : 102

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	7	10	8	14

Answer After DVV Verification :

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

Remark : The HEI has claimed Save Pamba Save Vembanad , Kasturirangan report. The Western Ghats - Conservation, Issues and Concern as workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise. Similarly Work shop on Online Share Trading Department of Commerce organised one day workshop on online share trading in association with Geojith India.ltd, NanoTechnology A world of Tiny Objects or One Day National workshop on Atomic Energy Awareness, Organic Farming and Sustainable Development , Physical Sciences and Engineering Solutions - Achenkunju Memorial Science Seminar Talk - are not IPR related activities. Support document in the form of a report with photographs must be attached.

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

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

Answer before DVV Verification : 15

Answer after DVV Verification: 12

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

Answer before DVV Verification : 16

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
54	41	18	23	29

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
40	20	18	23	09

Remark : The HEI claim that the HEI has provided working website links of all the publications in journals is not the same as providing working UGC website links of all the publications. The HEI has various links including 05 entries of its own. Only UGC-CARE links as defined in the SoP are acceptable.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	15	18	23	43

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	9	12	4	13

Remark : The HEI has made multiple claim of some papers e.g. Cultural Studies: Towards a New Critical Paradigm (Edited), Proceedings of 27th Kerala Science Congress, Two Decades of Economic Reforms-An Assessment Edited by Dr.Icy K .John Microscopy Methods for Nanomaterial Characterization Spectroscopic Methods for Nanomaterial Characterization etc. In total 16 duplicated entries found. In addition 05 ISBN/ISSN details are not provided. As per the HEI data cleaned for shortcomings as above.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	0	1	1	2

Answer After DVV Verification :

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

Remark : The HEI has claimed certificates/ letters that do not qualify as awards and recognition received for extension activities from Government /recognised bodies at the national/international level. Training partner award is for 2012-13. The Swachhta Abhyan is from Y's MEN Club. Only Jaivam (2017) from the Agriculture deptt Kerala as Second Best vegetable cultivator is eligible and considered. Award in local language is dated 16 Aug 2018 and hence not eligible. Additional Skill Acquisition is not an extension activity and hence the award of the higher education is not eligible.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
37	24	16	15	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	11	13	11	7

Remark : The HEI has claimed activity Jaivam Farm Training which is from 2018 -19 and not the academic year 2017-18. The Kerala floods demanding Flood Relief and Rescue is also of of 2018 and not eligible.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1571	1601	1200	735	580

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
380	1500	826	0	501

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	11	10	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	11	10	17

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	00	0	2

Remark : The HEI has attached one MOU with ICAR Cental Plantation ...dated 17 Dec 2018 which makes in ineligible for 2017-18. The other with Hedge School of Comm is not dated. Only one point the wordings Agreement Period 2017-18 is mentioned. The MOU is not an eligible entry. MoU with IBS is open ended but without any liability on either side. MoU with Kannattu Educational services is for 03 months and not considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
61.86897	83.39148	156.1514 6	115.8507 9	229.0337 5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
57.33283	91.72914	155.5089	107.6966	153.0491

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
181.1496	25.53425	22.79063	42.91144	23.39058
5				

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
82.63561	77.91300	77.41371	88.71632	84.63607

Remark : As per the HEI data attached with the Metric in response. The HEI has reconciled and provided the relevant data.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
138	112	109	118	102

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46	57	51	51	51

Remark : The HEI has included prizes awarded to achievers on account of Academic and sports performance as scholarships, freeships. Some of the endowments also have been awarded as prizes only. Most of the prizes are of value Rs 1000/- to Rs 1100/. Endowments year wise considered as students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years.

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career

counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
994	1224	1159	992	686

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
544	484	539	532	516

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
620	453	246	175	195

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
95	100	100	75	95

Remark : As per the data in 1.3.2 Amritha Virutal Lab Course Bonsai for Beginners Cashless Transaction Certificate Course in Web Designing Certificate Course in Yoga and Meditation, Course on CPR Commission Coaching, Introduction to Ornamental Fishing, Introductory Course in Mushroom Cultivation, D Licensing Course for Coaches and Referees have all been claimed as Add on courses.

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 138

Answer after DVV Verification: 133

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	7	13	21	17

Answer After DVV Verification :

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

Remark : The HEI was advised that as per the SoP Certificate of Merit, participation, awards at local level (including inter college and university level), medals in non-recognized events do not qualify. Only Kerala football association state level achievements had been considered. Hockey team in 2014-15 counts 01 award for all claimants of HEI. The HEI was requested to audit and provide only genuine data. All certificates of outstanding performance (only in sports /cultural activities at national / international level) were expected to be audited and signed by the principal. The HEI has not attached any additional proof in support of its claim only its reasoning of the claim in definitions. As per SoP only awards /medals for outstanding performance in sports/cultural activities at national / international level can be considered. Participation, college level achievements (and inter college) do not qualify. TECHFEST and university level activities are not Inter-state level or NATIONAL level sports/cultural activities. Achievement in such closed group competitions cannot be claimed as National Level achievements. Competitions (sports and cultural) at International /National level (AIU/Inter State/National) only have been considered." The HEI data attached in response also consists of claims of time prior to AY 2013-14 as well as post 2017-18 period. Only data of 2013-18 has been considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58	52	41	54	41

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	12	14	11

Remark : The HEI has not attached any additional proof in support of its claim only its reasoning of the claim in definitions. As per SoP only awards /medals for outstanding performance in sports/cultural activities at national / international level can be considered. Participation, college level achievements (and inter college) do not qualify. TECHFEST and university level activities are not Inter-state level or NATIONAL level sports/cultural activities. Achievement in such closed group competitions cannot be claimed as National Level achievements. Competitions (sports and cultural) at International /National level (AIU/Inter State/National) only have been considered." The HEI data

attached in response also consists of claims of time prior to AY 2013-14 as well as post 2017-18 period. Only data of 2013-18 has been considered. Heart Beats Inter Collegiate Quiz, Hostel Day - Drama : Enactment of O'Henry's "The Last Leaf", Onam Celebration :Christmas Celebration :in Women's Hostels without the theme of sports or cultural competition are not eligible. As per the report attached and the gallery on the website the HEI has sports day every year. All Athletics are covered as one. Similarly dance/singing is one, painting/Rangoli/Cartooning/Mehdi is 01 and Drama/ Skit is 01. The HEI had been advised that All Athletic events are part of sports day. As per the report attached and the gallery on the website the HEI has sports day every year. All Athletics are covered as one. Similarly dance/singing is one, painting/Rangoli/Cartooning/Mehdi is 01 and Drama/ Skit is 01. The HEI was required to provide additional reports for activities claimed. This has however not been done. The HEI has claimed conduct of Inter Collegiate Women Football, Inter Collegiate Men-Women Softball South Zone Men Football, Junior State Men Football, Chess Championship etc. These are not sports and cultural activities / competitions at the institution level.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
23	10	15	7	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	05	08	04	04

Remark : The HEI has claimed to have an Alumni Association with chapters in different cities of the nation and also abroad. The Alumni Association is one and NOT department wise. Whereas meetings of the Chapters, Delhi, Mumbai Doha etc have been considered, at the base only main chapter the Association has been considered. Two meetings of the Executive and Reunion or get together, Annual meetings have been considered. Trivandrum Chapter, 1970-73 English Literature Batch and Brains Trust Alumni meet etc all have been considered. Department wise activities are not the association activities.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	13	7	5	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	9	7	6	11

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
73	46	25	53	61

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
32	6	6	9	6

Remark : The HEI was advised that as per the SoP One teacher attending one or more professional development Program in a year to be counted as one. There are 06 cases of multiple claims.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
.3275946	.2997658	.3001238	.2210861	.2651048
			5	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
32.75946	29.97658	30.01238	22.10861	26.60472

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

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

Answer before DVV Verification:

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

47	36	23	21	32
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	02	0	03

Remark : Only activities that have a direct bearing on the quality and quality promotion are considered. Professional seminar and repeated activities are not eligible. NET coaching for PG students by the Department of Mathematics, PGDCA and mentoring in 2013-14. In 2014-15 mentoring and PGDCA are repeated. In 2015-16 Work shop on " Interdisciplinary Approach in Research and Yoga for improvement could be considered but the IQAC minutes do not mention the same so dropped. Preparatory Course in Competitive Examinations IQAC one day seminar on innovative ideas in research Entrepreneurship Skill Enhancement Programme in 2016-17 and ERP software introduction. (Automated student management, Attendance, timetable module. Staff portal, examination and staff performance evaluation, parent portal, student portal, SMS alert etc) is considered.

6.5.4 Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	17	15	9	11

Answer After DVV Verification :

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2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	2	0

Remark : The HEI has included activities of 2012-13 and also 2018-19. These are not eligible. The HEI has VET in Bonsai and (hence or otherwise) Bonsai activity is not gender equity /empowerment. 16/8/17, 9/2/18, 30/4/18and 05/3 18 considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.23461	.7278	.60861	.2046	.60777

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.13461	0.744	0.79861	0.475	1.096

Remark : As per the HEI data attached with the Metric in response.The HEI has reconciled and provided the relevant data.

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

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

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

Answer After DVV Verification: B. At least 6 of the above

Remark : As per the HEI data attached with the Metric in response. The HEI has attached toilet which does not have geotagging. The following are considered. Physical facilities, Ramp / Rails, Braille Software/facilities, Rest Rooms, Scribes for examination Special skill development for differently abled students.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	19	17	13	22

Answer After DVV Verification :

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

Remark : Visit on Coastal Challenges Dt 16 Jan 18 and Survey on Birds of Thiruvilla and 03 Aug 2017 of 2017-18, 28 Jan 2017 in 2016-17 Activities of 04 Mar 2014 and 17 March 2014 though the same activity considered. Plant and disease identification are the community interactions and considered as Community activity. Sooty Mold however is location dependent and considered in 2015-16. Ibex 2017 for preservation of Nilgiri is considered in 2016-17

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	13	12	13	7

Answer After DVV Verification :

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

Remark : Only Science Exhibition of 02 Aug 2013 and Plant identification (basically disease identification) are eligible and considered. The HEI has already claimed benefit of Science Exhibition in 3.4.3. Multiple benefit is not permitted. No date has been specified for the latter but taken to be 2014-15. Sooty Mold and remedy, and Save Pamba or birds of Tiruvalla Society are considered under 7.1.10. Ibex 2017 though not applicable in the Tiruvalla region is an academic seminar and does not engage with or contributed to local community.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The attached data with the Metric in response are distributed components of the course Human Values and professional ethics. Human Rights is not Human Values. The HEI does not offer Human Values and professional ethics as a consolidated course.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love,

Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	2	3	3

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 600</p> <p>Answer after DVV Verification : 485</p>																				
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>78</td> <td>82</td> <td>84</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>78</td> <td>82</td> <td>84</td> <td>85</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	73	78	82	84	85	2017-18	2016-17	2015-16	2014-15	2013-14	73	78	82	84	85
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2017-18	2016-17	2015-16	2014-15	2013-14																	
73	78	82	84	85																	
3.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>244.77841</td> <td>112.09759</td> <td>182.14171</td> <td>166.40698</td> <td>257.05182</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>143.9127</td> <td>173.6082</td> <td>239.9697</td> <td>204.5814</td> <td>243.4585</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	244.77841	112.09759	182.14171	166.40698	257.05182	2017-18	2016-17	2015-16	2014-15	2013-14	143.9127	173.6082	239.9697	204.5814	243.4585
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NAAC