

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

IQBAL COLLEGE

**IQBAL COLLEGE PERINGAMMALA DAIVAPPURA PO
695563**

www.iqbalcollege.edu.in

SSR SUBMITTED DATE: 10-01-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Iqbal College, named after the great Indian patriotic poet – philosopher Sir. Dr. Allama Muhamed Iqbal, is a grant-in-aid College established by the Iqbal College Trust in 1964 in Peringammala Panchayath, Thiruvananthapuram, Kerala. Enjoying the affiliation of the University of Kerala, the college won acclaim as the first College owned by the Muslim community in Thiruvananthapuram district and as the pioneer in the Nedumangadu Taluk.

The College was included in the 2(f) and 12(B) list in 1987. In 2010, the University of Kerala approved it as a Research Centre in the field of Commerce. Iqbal College was accredited for the first time by NAAC with B grade (CGPA - 2.77) in 2010. At present the College has 3 PG programmes, 7 UG programmes and a research centre.

Located in a very remote, under developed, and hill tract rural area in the Peringammala Panchayath, the college campus spreads over 30.65 acre hillock, on a lovely and quaint greenbelt on the slopes of the Western Ghats, against the background of the Ponmudi hills which provides a serene and tranquil atmosphere for the teaching-learning process.

The College is noted for its academic excellence in every facet; it works to widen the inherent abilities of the students through the implemented curricular and co-curricular activities and thereby enable them to become the leaders of tomorrow. The Management and Faculty – the flesh and blood of the institution – have always upheld the slogan “Missions serve humanity and clear visions rule the missions”.

Vision

To be a Centre of Excellence which imparts value based education to young students and empower them as full-fledged future citizens.

Mission

To translate the vision into action by giving globally relevant quality education to students irrespective of caste, creed and gender.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has a great ambience as it is situated in the greenery provided by the backdrop of the Western Ghats.
- The atmosphere of the college is serene, devoid of dust and pollution.
- The college possesses a dedicated team of faculty reinforced by a service minded supporting staff who

lend their support to the principal and college administration in attaining its motive.

- Active and committed management of the college.
- Fully equipped laboratories with sophisticated instruments and tools, which caters to the need of the undergraduate and post graduate students.
- Wide, Calm, clean and eco-friendly green campus.
- To expedite the curriculum, college has a good number of Digital Class Rooms with LCD Projector, Internet connectivity, Computer and sound arrangement for audio-visual experience.
- Language lab for enhancing communication skills.
- ICT aided teaching learning processes.
- Hostel facilities for girls.
- Student representations from all sections of the society.
- A well set up computer lab with adequate computers and accessories to meet the challenges in the field of Information technology.
- Remedial support for weak students.
- Research facilities with adequate lab and library.
- Spacious playground with ample scope for training.
- Fitness and Yoga centre.
- Active PTA and Alumni.
- Canteen and refreshment spot.
- Counselling and career guidance centres.
- High scope for community linked programmes with the common mass.
- Constant support and exchange for educational purposes with sister concerns.
- Decentralised administration.
- Campus diversity.
- Effective waste management system.
- Gender friendly campus.

Institutional Weakness

- Being an aided institution, insufficiency of funds from government is a major concern.
- Lack of sufficient PG programmes.
- Being an institution of backward area, lack of socio economic condition of parents challenges the students to go for higher education.
- Drop-out rate of female students owing to orthodox mentality.
- Commutation problem.

Institutional Opportunity

- Committed faculties who can redefine benchmarks in academic excellence.
- Extremely favourable learning atmosphere.
- Adequate training for competitive examinations.
- A well planned and automated library.
- Ample scope for research activities.

Institutional Challenge

- Raising adequate funds for infrastructure development.
- Female students tend to get married early.
- Poor transportation facilities.
- Migration of faculties for better opportunities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an institution affiliated to the University of Kerala, we are obliged to follow the curriculum and syllabi prescribed by the University which is revised periodically by the University academic bodies following the national policy of higher education. The institution ensures an effective rendering of the curriculum through a well-planned and documented process. There are 7 UG, 3 PG, one PhD Programme and two Certificate Courses offered by the college. In addition to the seven existing Open Courses, a new open course in Physical Education was incorporated in 2016-17. Considering various factors such as academic excellence, local advantage, research options and the commutation problem, the institution applied for MSc in Botany and got sanction in the year 2013.

The UG programs follow the CBCS system whereas the PG courses pursue semester pattern. Participation of full time teachers in various bodies of the Universities such as Board of Studies and Academic Council ensures periodic and relevant changes in syllabus and curriculum. The institution also integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum. All the programmes enclose environmental issues in the syllabus.

Department meetings are held regularly to evaluate the progress of the curriculum. Feedbacks are collected annually from parents, students and alumni on curriculum and relevant suggestions are discussed and analysed in the college governing council. These suggestions are forwarded to the concerned bodies. The curricular planning and implementation are well monitored by the IQAC and CLMC.

Teaching-learning and Evaluation

Admission process is based on merit, subject to statutory reservations and in concord with the regulations prescribed by University of Kerala. 20% seats are reserved for Muslim community and rest is reserved for SC/ST/OBC and general category students. An orientation is provided to the newly admitted students to give them a general awareness about the working pattern of the college. Slow and advance learners are identified at the beginning and take appropriate measures to uplift them further. The College provides guidance and counselling to differently-abled students. The departments conduct parent-teachers meetings regularly, to update the parents of their wards' academic performances. ICT oriented teaching and student centric method is generally adopted. Projects and field trips are also organized to create research temper among students.

CLMC notifies the internal examination well in advance. CE marks are calculated on the basis of attendance, assignment and internal examination as per the norms of the University. The college conducts University Examinations very strictly with the help of an internal malpractice prevention squad. Our examination results are often above the university average. We also have a few University toppers in the last five years.

In the last five years, many of our faculty members have attended Refresher and Orientation Courses, in

addition to their participation and presentation of papers at various national and international seminars/conferences/workshops. One of our faculty members got recognition from Department of Higher Education and was sent to Oxford and Exeter University for a short term program.

Research, Innovations and Extension

Research facilities adorn our institution. The department of Commerce is a research centre under the University of Kerala with existing strength of 21 research scholars. The college has eight research guides. Since the last accreditation, we have undertaken one major project and 12 minor projects from various funding agencies. The Research and Consultancy Service Cell monitors and supports all the research activities of the college. Three faculties have been awarded PhD and 46 research papers were published during the last five years. Faculties have also presented 61 papers in various National/International conferences and seminars.

The NSS and NCC unit of the college is at the forefront of its extension activities and has conducted 130 programmes during the last five years. NSS has 2 units with 200 volunteers while our NCC has one company with 108 cadets. The NSS unit provide various community linked programmes in and around the campus especially in tribal areas. The NSS unit has received a Certificate of Appreciation from the University of Kerala for its activities. NCC is also involved in relevant extension programmes benefitting the society through the community at large. Few of our NCC cadets have participated in RD parade; and one of our cadets has been honoured for his presence in International Cadet Exchange Programme held at Singapore. The College Union and different departments are actively involved in extension activities like endowment of fees, books, cloths, food, etc. for the needy.

Infrastructure and Learning Resources

The College campus is spread over 30.65 acres. There are 6 major buildings which house 35 Class rooms, Office rooms, 9 Laboratories, an Auditorium, a Seminar hall, a Mini Conference Hall, a Central Library with broadband internet connectivity and a Computer Centre. In addition, there are staff rooms, canteen, co-operative store, gymnasium, yoga centre, rest room and rooms for IQAC, NCC and NSS. The College has a spacious playground with peculiar topographic features where we visualise to construct a natural gallery. All the departments have computers with Internet facility. All PG class rooms are furnished with LCD projectors and smart boards. Selected UG classrooms, laboratories and seminar hall are also provided with LCD projectors. There is a well-equipped Tissue Culture Lab under the Department of Botany.

At present the library is housed in a calm area and an extension of it is in progress. There are 25,590 books, N-LIST & INFLIBNET accessibility and a CD section. The Computer Lab has 40 computers with printers and internet connectivity, which is accessible to the students, teachers and staff. A Language Lab with modern language software has been installed to engage the students in language learning exercises and attain more practice which is otherwise impossible from a traditional classroom environment. There is annual maintenance contract with agencies for computers and issues related to water supply and electricity. Besides AMC, services of local experts are sought in case of emergency.

Student Support and Progression

The college is dedicated for getting maximum number of scholarships, stipends and fee concessions, which are

provided by state and national agencies for eligible students. The details are made available through the college website. In addition, the college offers different endowments and cash awards for academic excellence as well.

The College offers Guidance for competitive examinations, Career and Personal Counselling, Remedial Coaching, Bridge Courses, along with innumerable initiatives for soft skill development. Students are occasionally provided with Yoga and meditation classes; and self-defence training for girl students. Fighting all the limitations of the locality, our students aspire for higher education and professional pursuits. The Placement Cell monitors and records the progressions made by the students through training programs in soft skills, bank/PSC tests etc.

The institution has a transparent mechanism for timely redressal of students' grievances. The college has Internal Complaint Committee and Anti Ragging Cell. The students can complain either online or through department. The Principal is the appellate authority.

The college has a democratically elected college union strictly adhering to the recommendations of the Lyngdoh Committee, which functions as students' council. The union is supervised by a faculty advisor which organizes cultural programmes and community linked activities. The students celebrate regional festivities and sports under the banner of the college union. The union also unearth the hidden potentialities of the students through inter departmental competitions.

The college has loyal and sincere Alumni who are willing to contribute to the development of the college.

Governance, Leadership and Management

The Principal is the academic and administrative head of the college. As the ex-officio member of the Management, the Principal is given autonomy to plan and execute academic, co-curricular and extracurricular activities of the college. The College Council – a body consisting of the Principal as Chairman, Heads of the Departments, Librarian, Office Superintendent, two elected faculty representatives and a student representative – supports the Principal in decision making and its execution. Policy decisions on new courses, developmental activities, new initiatives, etc. are discussed in the Council.

All the administrative processes are automated. Admission, examination, finance and accounts are implemented through e-governance. All accounts are audited periodically and Utilization Certificates are submitted on time. The non-teaching sector is given in-house training in the use of computers and other office matters.

The institution provides welfare measures for its entire staff. The college has a Staff Association headed by a Staff Secretary who ensures the wellbeing of the teaching as well as non-teaching staff.

The college established an Internal Quality Assurance Cell (IQAC) in 2011. The IQAC conducts timely meetings every year and the subcommittee implements the decisions of the IQAC. All the quality initiatives of the college and activities of the various clubs and cells are monitored periodically. It also conducts training programmes to enhance the professional skill of teaching and non-teaching staff.

Institutional Values and Best Practices

Though a secluded land, the college is situated in the picturesque valley of the magnificent Ponnudi hillocks, a

well-known biodiversity hotspot in the Western Ghats. Our students are hence consistently given awareness on the importance of conserving this virgin nature which has not yet lost its serenity and beauty. The college encourages gender equity in its cultural activities, along with the provision of appropriate facilities for differently-abled students. The teachers too continuously motivate the students through various clubs and cells for environment conservation and sustenance. A notable involvement of our students was acclaimed in the unique tree hugging event '*EnteMaram, EnteJeevan*' organized by Asianet News in collaboration with JNTBG&RI on the International Day of Forests which set the Guinness World Record for maximum people hugging trees simultaneously. The College bagged six Guinness certificates for participation.

The college has a vast area of land which is suitably used for the purpose of solid and liquid waste management successfully handled by the NSS and NCC units. In order to overcome the frequent power failure in this area, the college visualises to meet the power supply requirements in an uninterrupted way through the means of solar energy in the near future.

The 'Go-Green' policy of the college urges the students to abstain from using plastic in the campus and also promote the use of public transport. The teachers support the campaign through their words and deeds. Appropriate facilities are provided for the differently abled students

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Iqbal College
Address	IQBAL COLLEGE PERINGAMMALA DAIVAPPURA PO
City	Thiruvananthapuram
State	Kerala
Pin	695563
Website	www.iqbalcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	U NAZARU DEEN	0472-2845537	9497280537	472-2846418	iqbalcollege@rediffmail.com
Associate Professor	FAIZAL S	0472-2846417	9496154856	472-2846417	faizalsainudeein@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-07-1964

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	30-04-1987
12B of UGC	30-04-1987

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?	Yes
If yes, has the College applied for availing the autonomous status?	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?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	IQBAL COLLEGE PERINGAMMALA DAIVAPPURA PO	Hill	30.65	7629

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History	36	Plus Two	English	61	61
UG	BCom,Commerce	36	Plus Two	English	73	73
UG	BSc,Physics	36	Plus Two	English	34	33
UG	BSc,Mathematics	36	Plus Two	English	44	41
UG	BSc,Botany	36	Plus Two	English	34	34
UG	BSc,Zoology	36	Plus Two	English	28	28
UG	BA,English	36	Plus Two	English	46	46
PG	MA,History	24	UG	English	16	11
PG	MCom,Commerce	24	UG	English	21	18
PG	MSc,Botany	24	UG	English	16	15
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	PG	English	22	21

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				10				41			
Recruited	0	0	0	0	8	2	0	10	8	15	0	23
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	11	4	0	15
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	7	2	0	2	4	0	15
M.Phil.	0	0	0	1	0	0	4	3	0	8
PG	0	0	0	0	0	0	2	8	0	10

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	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	9	0	11

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	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	6	0	6

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
PG	Male	12	0	0	0	12
	Female	78	0	0	0	78
	Others	0	0	0	0	0
UG	Male	319	0	0	0	319
	Female	545	0	0	0	545
	Others	0	0	0	0	0
Certificate	Male	4	0	0	0	4
	Female	16	0	0	0	16
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	16	0	0	0	16
	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	22	20	8	16
	Female	18	25	28	28
	Others	0	0	0	0
ST	Male	3	4	4	4
	Female	11	6	7	7
	Others	0	0	0	0
OBC	Male	67	65	64	70
	Female	96	112	157	131
	Others	0	0	0	0
General	Male	37	36	13	23
	Female	73	61	58	86
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		327	329	339	365

3. Extended Profile

3.1 Programme

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

Response : 268

Number of self-financed Programmes offered by college

Response : 0

Number of new programmes introduced in the college during the last five years

Response : 1

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
953	997	982	961	945

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

2016-17	2015-16	2014-15	2013-14	2012-13
148	137	133	132	129

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

2016-17	2015-16	2014-15	2013-14	2012-13
307	285	304	285	288

Total number of outgoing / final year students

Response : 1469

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
53	53	53	53	49

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	46	46	46	46

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
51	51	51	51	47

Total experience of full-time teachers**Response : 398****Number of teachers recognized as guides during the last five years****Response : 10****Number of full time teachers worked in the institution during the last 5 years****Response : 230****3.4 Institution****Total number of classrooms and seminar halls****Response : 37****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
66.26	46.22	112.5	70.56	60.36

Number of computers

Response : 67

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.5278

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.0736

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Iqbal College, Peringammala is a centre of higher learning offering seven undergraduate and three postgraduate programs. The introduction of Choice Based Credit and Semester System in 2010 enabled the college to offer UG Programmes with electives and open courses. The PG programmes come under the Semester System. The curriculum and strategies are implemented keeping the mission and vision in mind.

Students can choose elective and open courses within the limit of course and seat availability. In the fifth semester, the students can choose open course offered by other departments. Appropriate counseling is given to the students in the selection of open course. The chosen course is allotted to him/her on the basis of merit. The open courses offered by each department are finalized considering the demand for the course but within the limit of those stipulated by the University. Weaker students are given remedial classes beyond the teaching hours with the existing man power of the college. Whenever needed, assistance of external experts is also sought. Being an affiliated college to the University of Kerala, the college has to follow the curriculum prescribed by the University.

All the teachers are fully equipped for carrying out the curriculum transaction process through ICT. They participate in the design and development of the syllabi and curricula through representation in academic bodies. Participation of teachers in workshops/seminars provides opportunities for them to comprehend with curriculum and changes introduced in the existing curriculum. The stakeholders including the students and their parents are given counseling at the commencement of the program in order to familiarize them with the curricular and behavioral aspects. PTA and Alumni meetings are held regularly to appraise the curricular aspects and students' performance.

The UG and PG monitoring committees and IQAC supervise and monitor the implementation of the curriculum within the stipulated time. The action plan includes the implementation of Academic Calendar, preparation of Work Diary, and motivational strategy for advanced learners and remedial classes for slow learners. Special classes are arranged if required. Tutorial system has also been introduced for the benefit of the students. Other curricular activities like seminars and workshops are also arranged. For the purpose of internal evaluation, test papers and assignments are given. The question papers and results are documented systematically. The faculty members are persistently on the way to quality improvement.

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	0	0	0

File Description	Document
Details of the certificate/Diploma programs	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: 14.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	6	6	6	2

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 of the total number of courses across all programs offered during the last five years

Response: 20.9

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

Response: 56

File Description	Document
Details of the new courses introduced	View Document

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

Response: 90.91

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

Response: 10

File Description	Document
Name of the programs in which CBCS is implemented	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: 1.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	28	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	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 Core courses (Programmes) which address Gender, Environment and Sustainability, Human Values and Professional Ethics are

- 1.B. Sc. Botany
- 2.B. Sc. Physics
- 3.B. Sc. Mathematics
- 4.B. Sc. Zoology
- 5.B. A. History
- 6.B. A. English and Communicative English
- 7.B. Com.

The courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics are given below

1.Course: Writings on Contemporary Issues

Course Details: To sensitize students to the major issues like those of environment, human rights and gender question in the society and the world and respond empathetically to the issues of the society.

1.Course: Environmental Studies

Course Details: Social issues and the environment from unsustainable to sustainable development and disaster management are dealt with.

1.Course: Women's writing

Course Details: Familiarizes the diverse concerns from a feminist perspective. Students are made aware of class, race and gender as social constructs and about how they influence women's lives.

1.Course: Ecology, Ethnology, Evolution and Zoogeography

Course Details: Anthropogenic impact on eco-system is explored with stress on radioactive and electronic pollution and management. Wild life conservation and management and green environment are also dealt with.

1.Course: Environmental Studies and Phytogeography

Course Details: Environmental issues and legislation in India, global initiatives for bio-diversity and environmental conservation, phytogeographical regions of India and pollution management are the thrust areas.

1.Course: Angiosperm Morphology, Systematic botany, Economic botany, Ethno botany and Pharmacognosy

Course Details: Stress on common plants used in tribal medicine, Herbal Drugs, Study of the relationships between plants and human society are focused. Properties of potential drugs of natural origin and search of new drugs from natural sources are also stressed.

1. Course: History of Human Rights Movements

Course Details: Problematising human and inhuman, human rights in the current scenario, Movements against racial discrimination, Indian experiments of Human rights are dealt with.

1. Course: Indian Economy Since Independence

Course Details: Features of Indian Economy, Human Development Index India, Green Accounting and Role of agriculture in Indian Economy are the thrust areas.

1. Course: Environmental Studies

Course Details: Urban problem related to energy, Consumerism and Waste Products, Environment and Human Health and Women and Child Welfare are focused.

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

Response: 1

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

Response: 1

File Description**Document**

Details of the value-added courses imparting transferable and life skills

[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 16.88

1.3.3.1 Number of students undertaking field projects or internships

Response: 161

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 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: B. Any 3 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document

<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: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 0.06

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	1	1	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 99.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
365	339	329	327	318

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

2016-17	2015-16	2014-15	2013-14	2012-13
369	341	332	330	322

File Description

Document

Institutional data in prescribed format

[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: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
148	137	133	132	129

File Description**Document**

Institutional data in prescribed format

[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 learning levels of the students joined for a programme are identified based on:

- The marks/grades obtained in the qualifying examination.
- The marks obtained in class tests conducted within 30 days from the commencement of classes.
- Interaction with the students during the first few days
- Continuous evaluation during the first few days
- Observing their attitudes towards extra reading

After analyzing the above mentioned, the students are classified into slow, normal and advanced learners and separate strategies are devised to improve slow learners and to assist the other two categories

For slow learners:

The class tutor assesses the nature of the problems and then motivates the students in a gracious way to reach their academic as well as personal goals. Bilingual classes, remedial classes by the department, remedial coaching assisted by UGC, special notes, provision of books for additional reading, assistance in preparing time table for study at home, special tuition, informal coaching after the classes, peer tutoring and mentor guidance are provided for their support. Poor performance due to frequent absenteeism is dealt by arranging special parents meetings. Appropriate counseling with additional teaching, eventually helps students to attend classes regularly. For introverts and those need special attention, counseling with parent is also arranged and special strategies will be chalked out.

For advanced and normal learners:

Advanced learners are assigned the leadership of groups of slow learners and medium learners for group seminars and assignments. They are encouraged to participate in competitions, quiz programmes, seminars,

workshops, etc. Fast trackers are identified for in-house projects and projects undertaken by faculty. Advanced learners are identified for peer teaching. They are given chances to organize seminars, exhibitions, co-curricular events, etc. They are encouraged to join courses run by IGNOU and other government bodies. They are given training in multimedia presentation and soft skills. Walk With Scholar (WWS) programme has been successfully implemented among advanced learners for the last three years. An internal mentor is assigned for each group of advanced learners. The mentor continuously monitors their academic performances and give necessary advises. The mentor happily engaged these students in multiple tasks like self introduction, interviews, book and film reviews, presentations followed by group discussions on study reports of diverse socially relevant issues etc. which helped them to boost their self-confidence and communication skills. They are provided opportunities to visit many higher educational institutions of national and international standards. In addition to this internal mentoring, efficient external mentoring sessions are also provided which help the students to identify their strengths and weakness, rectify the faults and evolve into the person they want to.

2.2.2 Student - Full time teacher ratio

Response: 20.74

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.84

2.2.3.1 Number of differently abled students on rolls

Response: 8

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- learning Process

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

Response:

Experiential Learning:

Experiential learning opportunities like internships, assisting with faculty research, etc. are provided to

students during the course of their study. These hands-on education help students to build professional skills and affect what they are learning in the college classroom to real-world situations. It supports the students in applying their knowledge and conceptual understanding to authentic situations where the instructor directs and facilitates learning. Students are provided with every possible opportunity to engage with their teachers in the research facilities available within and outside the college. All Science departments have practical training sessions every week. The student got an opportunity to apply the concepts they already know to real life situations.

Participative Learning:

Since most of our programs are running with class strength less than 40 students, we successfully implemented participative learning methods in class rooms. Students got opportunities to engage in group discussions and critical evaluations. It gives students the opportunity to integrate new knowledge with what they already possess. The teacher tries to relate the topic to students' personal experience, put forward an issue to the students to come up with a solution as per their life experience. Science, Commerce and Arts departments has adopted their own methods to make the learning process from passive to active with the help of such participative classroom sessions. Considering the capacity of the students and their programme of study, they are assigned research tasks which help them to become knowledge creators. Students from the Physics department are given opportunity to repair/dismantle electric, electronic and mechanical appliances and to rebuild them to workable condition. Similarly, Botany students are advised to observe the response of a rare plant to a variety of conditions. They are also given opportunity to produce their work for a wider audience. Along with formal learning opportunities, they are also exposed to informal learning atmosphere which help them to engage in participative learning. Where ever possible, they are given opportunity to see how their knowledge is applied elsewhere. Every teacher is successful in incorporating those participative learning methodologies in class rooms which best complement their own unique style of teaching.

Problem Solving Methodologies:

The students are given problems and ask them find solutions either individually or by group. Problem solving methodologies are used by each and every faculty in the college for the effective execution of teaching learning process. A problem is always an inspiration for effective thinking. Finding solution to a problem in a scientific and methodical way is one of the most effectual learning strategies we adopted in our class rooms.

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: 46

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

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

Response: 26.5

2.3.3.1 Number of mentors

Response: 36

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

In the modern teaching environment, the teacher's role as innovator has acquired more importance. The orientation towards implementation of electronic form of communication instead of paper is a milestone in this movement. The innovative approach adopted in the college involves:

- Problem-based learning – here the student play the important role in learning the new topic and the knowledge he acquired is later shared with those who may not have the opportunity to work on that topic yet.
- Experiential learning - Experiential learning opportunities like internships, assisting with faculty research, etc. are provided to students during the course of their study. These hands-on education help students to build professional skills and apply what they are learning in the college classroom to real-world situations.
- Participative learning - Since most of our programmes are running with class strength less than 40 students, we successfully implemented participative learning methods in class rooms. Students got opportunities to engage in group discussions and critical evaluations. It gives students the opportunity to integrate new knowledge with what they already possess. The teacher tries to relate the topic to students' personal experience, put forward an issue to the students to come up with a solution as per their life experience.
- Experts and well placed alumni are invited to present papers and share their experiences.
- Most of the departments find time to provide their students the effectiveness of real world learning.
- Some departments also engaged their students in classes outside the class rooms by arranging periodical field visits.
- Role play method is adopted in literature and history class rooms.
- History teachers uses story board methods to visualize conceptual ideas.
- Practice of effective tutorial system.
- Ensuring transparency in evaluation process.
- Course plan, syllabi, scheme of exam, etc. are given to the students at the beginning of the academic year.
- All PG class rooms, science labs and a large number of UG class rooms are provided with ICT and multimedia facilities to implement student centered, ICT supported pedagogy.
- Informal induction analysis and remedial coaching for slow learners and special programme for

advanced learners.

- Effective career guidance.
- The involvement of students in projects boosts research temper among students. Students and teachers are promoted to visit University Library at Trivandrum.
- Computer literacy for all students. The college acquired the recognition as the first fully computer literate college under the University. The computer lab is well equipped with 42 terminals and LAN. The total literacy in computer ensured the effective use of ICT in teaching-learning.
- Implementation of Student Centric methods such as experiential learning, participative learning and problem solving method.
- Outcome based learning.
- Uses of PowerPoint presentations to enhance the understanding of a topic.
- Proper use of language lab with the help of advanced software “Thaaliyola”
- Field trips and industrial visits.
- Group discussions.

2.4 Teacher Profile and Quality

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

Response: 91.73

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

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

Response: 43.48

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	22	22	20

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience of full time teachers in number of years

Response: 8.65

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average 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: 2.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	2

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

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

Response: 6.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	3	4

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

2.5 Evaluation Process and Reforms

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

Response:

In the year 2010, the University of Kerala introduced the Choice Based Credit and Semester System (CBCSS). As part of this, the University introduced a distinct pattern of evaluation, in accordance with the recent trends in higher education, for UG and PG courses. The Boards of Studies and Academic Council are the authorities in the University to initiate major reforms in the evaluation system. Higher Education Department and Higher Education Council also rivet in suggesting reforms.

A continuous evaluation of student is made possible on the basis of, active participation in class and lab through regular monitoring of attendance, assignments, seminars and internal examinations. The project and viva-voce system are introduced in the UG programs which helps to evaluate the students on the basis of their creativity and their efficiency in putting the knowledge into practice. The answer scripts of the internal examinations are evaluated by the faculty concerned and suggestions are given wherever necessary. This enables them to improve their performance in the End Semester examinations.

A College Level monitoring committee (CLMC) is set up to monitor and evaluate the quality of teaching learning process. Along with that a Department Level Monitoring Committee (DLMC) with correspondence with the Head of the Department as convener also functions effectively at the base level. DLMC regularly monitors the teaching-learning-evaluation process. CLMC is headed by the principal. The committee consists of a Convener, all HoDs, two elected faculty members and one program officer of NSS/NCC. CLMC convenes meetings before every internal examination of all semesters and decide the date of internal examinations and it will be timely intimated to students and teachers. Heads of Departments ensure the timely completion of portions. Assignments are given to students. CE mark is calculated on the basis of attendance, assignment and internal examination. A minimum of 75% attendance is mandatory for every student in every semester to appear for the University examinations. Participation in various clubs for social/extension activities of the college is also one of the mandatory criteria for all the students to complete the degree course. In addition to their core subject, the students have opportunity to select an open course during the fifth semester. The open course is also a measure for internal assessment. College ensures effective implementation of reforms suggested by the University, UGC and Higher Education Council. The recent evaluation reform made by the university is the introduction of mark system with effect from 2013 admissions.

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

Response:

The Principal and the faculty members provide a general idea to the students and their parents about the evaluation mechanism during the initial orientation programme at the beginning of the first semester. The tutors in charge of each class brief the students the details about the internal and external evaluation process. The tutors of each class assess the CE marks of internal examinations and forward it to the Head of the Department. It is thereafter reported to Principal and the CE marks will be submitted online to the University before the closing date of the University portal. Final results are published in the university website. CLMC convener collects a copy of the CE from each Department and properly documented. The

results are evaluated and discussed in the parent-teachers meeting. Thus it is possible to make a continuous internal assessment of the students. The continuous assessment marks are awarded based on the attendance, test paper and assignment.

Each Department has daily attendance register and monthly attendance of every student will be displayed in the Department notice board. Semester attendance is consolidated at the end of each semester which is sent to the University along with the continuous assessment (CA) marks. Assignment for each course will be given to students separately. Marks will be given to assignments also. Twenty marks is given for continuous evaluation. The end semester evaluation comprises of a theory examination with duration of three hours. CLMC collect and document question papers of each internal examination. Evaluation methods are conveyed to students' through Hand book. Answer scripts of all tests and examinations at college level are returned to students to make evaluation just and transparent. Hardcopies of CE grade sheets are kept as record in departments. The continuous assessment mark is published at the end of every semester and is duly authorized by obtaining signatures from the students, faculty advisor, HOD and the Principal. University exam schemes, time table, etc. are displayed on the notice board. Copies of all circulars are given to departments also.

Model examination is conducted exactly similar to University examination. Question papers of earlier examinations are collected and kept in the Depts. for reference to students and teachers, Tutors also discuss the evaluation schemes with students. PTA meetings also discuss the overall performance of the students and register their comments. Parents contact the teachers over phone and in person. All departments inform the performance of students to group tutor concerned. Tutor analyzes the performance of students and takes appropriate action like remedial teaching, counseling etc.

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

Response:

The college follows semester system for both UG and PG programmes. The evaluation method is conducted in two ways – Continuous Evaluation (CE) and End Semester Evaluation (ESE). Eighty percent of the total is done through ESE and Twenty percent by CE. The College follows a very strict and transparent evaluation process. We also have a very effective Redressal mechanism for examination related grievances.

Department Level Monitoring Committee (DLMC), College Level Monitoring Committee (CLMC), and University Level Monitoring Committee (ULMC) are entrusted with the redressal of grievances with reference to the evaluation. Grievances if any are sent to DLMC first. Special care is taken to solve the problem at DLMC itself. Unresolved problems are directed to CLMC. Any grievances need to be addressed at the University level is forwarded through proper channel by the Principal. At college level there is a redressal cell under the convener ship of a senior faculty. All types of grievances including examination are addressed by this cell. Principal is the appellate body. The committee ensures a time bound action on the complaints registered by students.

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

Response:

Academic calendar is released by the University for every semester. The institution adheres to the academic calendar for the conduct of CIE. The academic calendar is downloaded from the university website and displayed on the Department notice board. The College functions according to the academic calendar for all its internal and external activities.

The Department holds meetings at the very beginning of each semester to prepare the action plan based on the academic calendar. All matters regarding completion of portions, conduction of internal examinations and allocation and submission of assignments/seminars are displayed on notice boards. The DLMC ensures that all the academic activities within the department are followed strictly as per the academic calendar. The CLMC monitors and conducts internal examinations as per the university academic calendar and confirms the timely announcement of results.

Internal marks are prepared and displayed by the Departments. Students have given sufficient time to identify any complaints regarding their internal marks. After rectification marks are uploaded to the University.

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 details of Programmes offered by the institution are available in the institutional website and handbook. The Syllabus of each programme prepared by the affiliating university is communicated to the students by the teachers when they join the college. At the beginning of every academic year, a general orientation is given to the first year students. This is followed by a briefing given by the HOD or faculty members regarding the outcomes of their programme and what they are going to gain in life by completing the particular programme. These briefings, done at the beginning of every semester, are interactive sessions in which the students are free to clear their doubts regarding the programme and the courses that they are going to study. The teachers also inform the students about the periodic assessments done in the form of various tests and internal examinations to evaluate their attainment, and of how timely suggestions for improvement are made so that they come out with their best when the programme is completed.

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

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

Response:

The skill related POs like team spirit, communication skills (both oral and written) are attained by the students through direct assessment tools like laboratory sessions, laboratory examinations, projects, seminars, presentations, co-curricular and extra-curricular activities. The attitude related POs are assessed through participation of the student in societal work carried out by the student, observation on his overall behaviour and response and independently executed tasks. All direct and indirect assessment tools are rigorously used by all faculty members of all programs throughout the semester.

Assignments are given for each courses. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. It is the responsibility of the concerned subject teacher to ensure that most students are able to work out the assignments honestly. The questions asked in assignments are mostly aligned with Course Outcome of the respective Subject According to the performance of the student in answering each question. Mentorship system is followed; the assigned faculty member monitors the performance of the students and maintains the record of the students. COs is also monitored by the teacher through student performance in the classroom during the lecture hours. Both internal and external academic evaluations are carried out during each semester so as to assess the attainment of the course and program outcomes. The College organizes co-curricular and extra-curricular activities to enrich the outcomes.

2.6.3 Average pass percentage of Students

Response: 61.92

2.6.3.1 Total number of final year students who passed the university examination

Response: 161

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

Response: 260

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:

File Description	Document
Database of all currently enrolled students	View Document

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

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 17.39

3.1.2.1 Number of teachers recognised as research guides

Response: 8

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.06

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

Response: 13

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	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 maintains an ecosystem which provides opportunities for various initiatives for the creation and transfer of knowledge.

- The Department of Botany organized a Mushroom Cultivation Training session in which the students were able to successfully transfer their knowledge of mushroom cultivation to the members of Kudumbasree and Ayalkootam. The knowledge acquired in this session equipped the latter to do the same individually on a large/small scale and thus find better and diverse means of fulfilling the daily needs of their life.
- DCA course, offered by the College Computer Centre, helped in enhancing computer literacy among the students. This also helped them to exhibit their efficiency in various techno-firms which served as a platform to express their knowledge and creative talents.
- Tally diploma course and BFMA course, arranged by the Dept. of Commerce enabled the students to give consultancy to the needy in the community.
- Entrepreneurship Training, by the Dept. of Commerce, geared up the students to initiate a business of their own and/or also encourage others to do the same. As the majority of our students belong to economically underprivileged families, such trainings helped them to support and become earning members of their families.
- ASAP (Additional Skill Acquisition Programme), an initiative of Higher Education to increase the number of employable educated youth, was successfully implemented in our college from 2013-16. In each batch, a set of 30 students including students from our college was given residential training to improve their soft skills and language skills by the Master Trainers of the English faculty. The qualified students were entitled as SDEs and their duty was to pass on their acquired skills to the students at the school level. This programme helped in boosting the self-confidence and social responsibility of the trainers as well as the target students which is well needed in a rural area like this.

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

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-

Academia Innovative practices year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

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

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
List of Awardees and Award details	View Document

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

Response: 0.3

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 3

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	9	7	6	10

File Description

List of research papers by title, author, department, name and year of publication

Document[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:** 0.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	18	13	11	14

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

With the Motto “Missions serve humanity and clear visions rule the Missions”, our College aspires to build a world of socially committed youth to actively help in reconstructing our nation and changing it into a better place ruled solely by humanity.

- The first step towards social service was taken by the Principal in lead starting from collection of fund for the electrification of the Peringammala Panchayath thereby motivating the students.
- The **Dept. of Botany and Zoology** jointly engaged in the preparation of People's Biodiversity Register in Peringammala Panchayath. Dr. Kamarudeen, Assistant Professor, Dept. of Botany being the Co-Ordinator of the Bio-diversity Management Committee of the Peringammala Panchayath was the man behind all the activities related to biodiversity conservation. The activities included 'Grameenam Project' for medicinal plant cultivation, survey of the population of Nilgiri Tahr in 'Varayattmudi', protection of the largest freshwater myristica swamp in Kerala, the 'Sasthamnadamyristica Swamp' in Peringammala Panchayath, initiatives triggered for conventional rain water harvesting, bio-fencing in Edavam ward in the Panchayath by using traditional, eco-friendly fencing methods, a movement for the restoration of riverine species for the protection of the river belt of Chittar River. The effort was rewarded by UN's recognition for best biodiversity Management and biodiversity documentation.
- An **Anti-Drug Campaign** in continuation with the previous one was conducted by the college in the different wards of Peringammala Panchayath, specially focusing on the **Njaraneeli Tribal Settlement** where drug abuse and related suicide rates were high.
- By organizing various programmes to encourage organic farming throughout the panchayath, the NSS volunteers of the college took initiatives to ensure the safety of the society by encouraging pesticide-free food.
- As an initiative towards water conservation, the students of various clubs took up the endeavour of cleaning water bodies in the premise of the college - a Water Quality Analysis Camp was organized in which water samples collected from different houses of the Peringammala Panchayath were tested and necessary feedbacks were given.
- As a part of the Green initiatives, the students and the teachers distributed seeds and saplings of vegetables and other trees in the neighbourhood area. As a continuation of the anti-plastic campaign, they distributed paper bags made by them to replace the immense use of plastic bags which was contaminating the beauty of the area.
- Throughout the year, students engaged themselves in conducting different surveys on waste management, vector Borne Diseases, probing into the incidents of different types of cancers etc. Based on these imperative situations students and teachers organize awareness classes to the needy.
- Various **holistic programmes** were conducted by the faculty and students, showing their social commitment and moral responsibility towards their society.
 - Clothing and financial assistance was given for the victims of the 2016 Chennai flood.
 - Financial assistance provided by the students to the nearby Bud School.
 - The students collected and distributed study materials to the poor children of Njaraneeli tribal area and food packets at the Palode Govt. Hospital.

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

Response: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	1	0	0	0

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

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 35

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	7	8	9	5

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

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
953	997	982	961	945

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Report of the event	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: 23

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	4	4	4

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

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Installation and enhancement of infrastructural facilities for improving the teaching-learning process, and extending maximum possible educational amenities to its growing strength of learners is one of the primary objectives of the institution. Infrastructural changes are effected according to the needs of the concerned components of the college.

The College campus spreads over 30.65 acres. There are 6 major buildings which house 35 Class rooms, Office rooms, 9 Laboratories, an Auditorium, a Seminar hall (with 200 seats), an air-conditioned Mini Conference Hall (with 50 seats), Library and a Computer Centre. In addition, there are staff rooms, research rooms, canteen, co-operative store, gymnasium, yoga centre, rest room and rooms for IQAC, NCC and NSS. The College has a spacious playground with peculiar topographic features. All the departments have computers with Internet facility. All PG class rooms are furnished with LCD projectors and smart boards. Selected UG classrooms, laboratories and seminar halls are also provided with LCD projectors. There is a well-equipped Tissue Culture Lab functioning under the Department of Botany. Department of Physics has a Micro Ceramic Research Laboratory. Students from the College and other Colleges make use of this facility to do their B.Sc./ M.Sc./MPhil project works.

The library of the college has a valuable collection of books on diverse subjects. The Computer Lab has 40 computers with printers and internet connectivity. A Language Lab with modern language software has been installed to engage the students in language learning exercises.

A full-fledged Women's Hostel is made available near the Campus. Appropriate concessions in hostel fee are made available for deserving students. A Generator is installed to ensure uninterrupted power supply in the campus. Sophisticated laboratories are provided with UPS and air conditioners. CCTV surveillance and 24-hour security is provided within the campus. Announcements are audible to students through the speaker systems retained all over the campus. College bus is available for students and Staff to commute to and fro from the city to the college. All the information related to the college is made available to the students through the College Website.

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

Response:

The facilities available in the campus for sports, games and cultural activities are as given below.

Outdoor Games

1. Spacious Play Ground in 1 acre.

2. A mini ground.

Indoor Games

1. Table Tennis

2. Chess

Gymnasium

Multi-Gymnasium with the following facilities:

1. Weight training units (6 no.).

2. Dumbbells.

3. Barbells with different weights.

4. Pec Deck/Butter fly Machine.

5. Seated chest press machine.

6. Leg curl plus machine.

7. Arm curl machine.

8. Low Rowing Machine.

9. Bench fat.

10. Parallel bar.

11. Gym Leg Press Machine.

12. Gym cable crossover machine.

13. Abdominal Board with ladder.

14. Multi Gym Bench.

15. A.B. Board.

16. Preach Bench.

Girls and Boys are given separate timings to use the gymnasium.

Auditorium

1. Open Auditorium for cultural activities.
2. Multipurpose hall for cultural activities and seminars

Yoga Centre

A spacious place to conduct yoga classes.

Foldable floor spreads are provided in the Yoga Centre.

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

Response: 37.84

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 15.27

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.88	2.86	34.28	4.58	16.51

File Description**Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)

Audited utilization statements

[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library of the college has a valuable collection of books on diverse subjects. At present the library is housed in a calm area and an extension of it is in progress. There are 25,590 books, N-LIST & INFLIBNET accessibility and a CD section. The library is partially automated using the well-known library management software LIBSOFT (version 2.1). This is a user friendly software in the digital era. It provides quick search and access, OPAC facility etc. Photostat facility is also available in the library.

The College has a library advisory committee which formulates the guidelines of the library. The Library have a competitive exam preparation corner which is used mainly for UPSC, SSC, KPSC and other entrance examinations of higher education. Study materials and relevant magazines are also provided for the purpose. Apart from this, the library has a stack room, a reference section and separate reading zones for boys and girls.

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

Response:

The College Library is augmented with a good number of textbooks, reference books, journals and magazines. The library committee has taken initiative to enrich the library with rare books and manuscripts. The details of rare books/manuscripts added to the Library during the last five years are as given below:

Name of the Book	Name of the Publisher	Name of the Author	
Mooladhanam (Vol:11,12,13)	Kerala Bhasha Institute	Karl Marx	
The Modern Historiography Reader: Western Sources	Routledge	Adam Budd	
Recombinant DNA Gems And Genomes	Spring Harbor Laboratory Press	James A Watson	
Lewin's Genes	Jones & Bartlett Publishers	Joulyn E kerbs	
Plant Physiology	Sinara Publishers	Lincon Taiz	
At the turn of the tide: the	Maharani Setu Lekshmi Bhayi Memorial	Lekshmi Raghunatha	

Life and times of Maharani	Trust		
Setu Lekshmi Bayi: The last Queen of Travancore			
The Travancore: The foot	Konark Publishers	H.H. Uthradam	
Prints of destiny; My life and times under the grace of		Thirunal Marthanda	
Lord Padmanabha			
Hand book of Wild edible	Pointer Publishers	S.K.Sood	
Plants			
Principles of Gene Manipulation and Genomics	Black well Publishers	S.B Primrore	
Prime Ayurvedic Plant	Ane Books	Sukh Dev	
Drugs			
Historiography; An Introductory Guide	Continuum Books	Eileen Ka Marycheng	
Sree Padmanabha Swami Kshethram	Kerala Bhasha Institute	Aswathi Thirunal	
		Gouri Lekshmi	
Wonders of the Indian Wildness	Abbeville Publication	Erich Bhaucha	
Gene XI	Jones & Bartlett Publishers	Jocelyn Ekreb	
Genetics	John Wiley	D Peter	
Terror in the minor of God:	University of California Press	Mark Jurega	
The global rise of religious			
Violence			
Sage hand book of National	Sage Publishers	Gerald	
And nationalism			
Upanishad Darshan; 108	Universal Press	Irshi Sagar	
Upanishads			
Thirukural	Universal Press	Thiruvelloor	

4444 Pouranika Thaliyola

Star Books

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:** C. Any 2 of the above**File Description****Document**

Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.

[View Document](#)**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)****Response:** 0.67**4.2.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
2.59	0	0.49	0.25	0

File Description**Document**

Details of annual expenditure for purchase of books and journals during the last five years

[View Document](#)

Audited statements of accounts

[View Document](#)

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 17**4.2.6.1 Average number of teachers and students using library per day over last one year**

Response: 170

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

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The various IT facilities available in the College are given below:

Computers – The College has a total of 67 computers including laptops. All the Departments are provided with computers/laptops of advanced configuration.

LAN facility –The entire college campus is networked. The college is provided with BSNL broadband unlimited plan of 4 Mbps bandwidth. All Departments are connected using cabled network communication.

Wi-Fi facility – Wi-Fi facilities are currently available within 300 meters from the main building. All class rooms are Wi-Fi enabled using portable Wi-Fi devices.

Date of updation – 14/12/2017

Nature of updation – Bandwidth was increased from 2 Mbps to 4 Mbps.

Future Plan – Works of completely Wi-Fi enabled campus in association with Reliance Jio Communication network is in progress.

Licensed Software – The College has licensed softwares for various purposes.

Language Lab – The College has a Language Lab with a modern language software ‘*Thaaliyola*’ to engage the students in language learning exercises.

Interactive Boards – PG class rooms are aided with software enabled interactive boards.

INFLIBNET – Library is equipped with INFLIBNET facility.

4.3.2 Student - Computer ratio

Response: 14.24

File Description	Document
Student - Computer ratio	View Document

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

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: <5 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	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

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: 100

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)

2016-17	2015-16	2014-15	2013-14	2012-13
66.26	46.22	112.5	70.56	60.36

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

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

Response:

All physical facilities including Classrooms, Laboratories, Computers etc. are made available for all the students admitted in the college. The facilities in the classrooms are regularly used by the students. Sometime this is also made available for other governmental organizations like Public Service Commission for conducting examinations. Every laboratory is assigned with a faculty-in-charge and lab assistants. Lab assistants are responsible for the proper upkeep of the stock on a day-to-day basis. The cleaning of the classrooms and the laboratories are done by the staff appointed by the management. For annual repairs, the college gives the maintenance contract to local experts. The College Garden is maintained by the Botany department.

The College provide equal opportunity to all its stakeholders to use the computer and internet facilities. A technical assistant is available in the College for handling computer and ICT related issues. All computer allied service matters are solved using the contract with the system distributors and service persons. The ICT Smart Class Rooms and the related equipments are maintained with AMC of the corresponding service providers. The College website has updated regularly by the College admin and the web designer. Electrical and Plumbing related maintenance is done with the help of mechanical assistants appointed in the College and local skilled persons. All laboratory equipments are serviced by authorised service persons from the respective distributor.

The academic support facilities like library, sports, gymnasium, etc. is open to all staff and students. These facilities are also made available to the stakeholders in the neighborhood with prior permission of the authority. All students are required to pay a caution deposit at the start of their programme. This deposit

will be refunded at the end of the programme after submitting the no-dues certificate from the library and laboratories. All students are advised to handle the physical and academic support facilities with extreme care. Stock verifications are done at the end of every academic year and reports are submitted to the principal.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 90.88

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

2016-17	2015-16	2014-15	2013-14	2012-13
935	892	817	941	810

File Description

Document

Any additional information

[View Document](#)

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

[View Document](#)

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

Response: 24

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

2016-17	2015-16	2014-15	2013-14	2012-13
241	238	223	247	212

File Description

Document

Any additional information

[View Document](#)

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[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
Link to Institutional website	View Document

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

Response: 24.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
267	248	233	214	202

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

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years**Response:** 15.45

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

2016-17	2015-16	2014-15	2013-14	2012-13
162	148	154	137	146

File Description**Document**

Details of the students benefitted by VET

[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:** 34.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
106	97	90	100	110

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

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

Response: 12.7

5.2.2.1 Number of outgoing students progressing to higher education

Response: 39

File Description	Document
Details of student progression to higher education	View Document
Upload supporting data for student/alumni	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/ TOFEL/ Civil Services/State government examinations)

Response: 45.77

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	8	7	5

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	14	15	16	15

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

5.3 Student Participation and Activities

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	1	1	0

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

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

Response:

Presence of an active Students' Council is a vital factor of student management in our campus. The College administration also ensures representation of students in academic and administrative bodies and cultural committees in the institution. College Union Elections are conducted every year to elect Students' representatives through a democratic electoral process as per the directions and guidelines of the University of Kerala. The tenure of the college council will be for a period of one year. College union has sufficient fund to conduct various events in the College in each academic year.

Students' Union is initiating cultural activities, medical camps, awareness and training programs, career guidance and other social activities throughout the year. Arts festivals are organized by the college union. Winners from the college level competitions will be deployed to participate in the University level

competitions. Sports competitions are conducted every year with the support of the college council. Winners can participate in the inter-collegiate and university level competitions. Students having academic arrears are not allowed to contest in the election. Thus we ensure the inclusion of candidates with good academic track records in the Students' union. Various academic, non academic and extracurricular activities are organized by the college council with the support of government and non government agencies.

Film festivals and exhibitions are also arranged by the Students' council. Community linked programs like medical camps, mid day meal scheme, medical support, palliative care, campus cleaning and afforestation activities etc. are regularly organized by the council. Various awareness programs are conducted by the students with the support of college faculties.

Structure of the Students' Union/Council

- Chairman
- Vice-Chairperson (reserved for females)
- General Secretary
- University Union Councilors (Two)
- Lady Representative
- Arts Club Secretary
- Magazine Editor
- Department Representatives
- A faculty member acts as the advisor to the Students Council.

Activities

- Acts as a representative body of the students in the college.
- To suggest measures for the welfare of the students.
- Plan and organize student competitions such as debate, quizzes. Conduct seminars and workshops on different issues of social interest as well as the welfare of students.
- University Union Councilors function as the link with the university in various student related issues.
- Organize the college cultural fest.
- Play a pivotal role in conducting the sports day activities.
- Preparation of the College Magazine and Newsletters.
- Engage in social activities such as blood donation camp, environment protection initiatives, and Medical camps for the public.

Given below are the academic and administrative bodies having Students' representatives:

- Student Grievance Redressal Cell
- Library Advisory Committee
- Department Associations
- Sports Committee
- Ethics Committee
- Antinarcotics Body

- Stake Holders Committee

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

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	20	20	20	20

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

5.4 Alumni Engagement

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

Response:

Alumni is one of our strengths which has been functioning as a joint venture with the institution. The college has a common platform for alumni that is organized by the college. Mainly it has connected and communicated through the help of the college website which alumni are registered in the prescribed format. It organizes programmes yearly at least once before the end of every academic year. There is another gathering of alumni based on the departments that functions and organized by the different departments. These two units have been maintaining a good rapport and full hearted support between the alumni and the college. Our alumniis very much concerned about the progression of socio-economic conditions of our students, the majority of them belonging to socially backward, in extreme economic crisis and really they are struggling to meet both their ends. Hence, the alumniis yearly giving financial support to the selected meritorious students and also they are giving aid to the poor families directly. Occasionally, our alumni voluntarily conducting motivational sessions to the present students. It is really helpful to understand the experience and life of successful people who could overcome the same situation.

Iqmatesis the name of the Iqbal College Alumni. They are yearly conducting career guidance programmes for PSC and UPSC exams. We have a Gulf alumni group, they are connected through the social media frequently. They have conducted orientation classes regarding the job opportunities in the overseas. Our majority of the students are joined in the Government sector. Among them, those who are in the police

department are yearly conducting the awareness programme regarding cybercrimes, anti-ragging, moral values and civic culture. In addition to this, the institution provides invited talks from the Alumni on different subjects frequently. One of the prominent interferences of our alumni with the institution is to promote charitable activities for the needy and poor.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: ? 5 Lakhs

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

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision– To be a centre of excellence which imparts value based education to young students and empower them as full-fledged future citizens.

Mission – To translate the vision into action by giving globally relevant quality education to students irrespective of caste, creed and gender.

Nature of Governance – The College is affiliated to the University of Kerala and is directed by the Collegiate Education Department, Govt. of Kerala. The curriculum, workload, and academic matters are followed as per the guidelines of the University of Kerala. Service matters go according to Kerala State Rules (KSR), formulated by the Government.

The College is managed by the Iqbal College Trust. The prime body of the Trust is its executive committee consisting of 15 members including the President, Secretary and Treasurer, who are elected by the general body as per bye-laws. These members, belonging to various spheres of life and professions where they have proved their worth and excellence, viz., doctors, scientists, advocates, professors, engineers, businessmen, etc., visit the College regularly to plan, monitor and evaluate the performance of the institution. Based on the annual report submitted by the Principal, they compute the changing needs and demands, and take necessary actions for the general qualitative and quantitative growth of the institution. The plans and decisions of the management are implemented in the college by the Principal who is the ex-officio member of this Trust. He/She does this with the help of the College Council and IQAC.

The College Council – an advisory body comprising of the Principal as its Chief, two elected teaching staff representatives, heads of the departments, IQAC co-ordinator, one student representative and the Superintendent– plans for the enhancement of academic and non-academic performances so as to uphold the vision and mission of the institution. All decisions related to students’ discipline and the functioning of the various clubs and committees are finalised in the Council and these are passed on to the faculties through the heads of the departments, and finally to the students. The Superintendent is the functional head of the non-teaching staff.

The Internal Quality Assurance Cell(IQAC) – headed by the Principal, includes teachers, Office Superintendent, and representatives from the Management, Alumni and Students. The primary task of this Cell is to develop a system for conscious, consistent and catalytic improvement in the overall performance of the institution.

Perspective plans –The college envisages a continuous drive to improve the quality of academic activities and infrastructure of the institution. Our perspective plans includes empowering the rural and underprivileged public through quality education, dissemination of knowledge as per the University syllabi, and community linked programmes through various clubs that instill social responsibility, civic sense and environment awareness in students. The college also plans to introduce new UG and PG courses

and transform its various departments into research centres.

6.1.2 The institution practices decentralization and participative management

Response:

The college ensures a system of decentralised and participative management where information flow and decision making process is systemised and operation autonomy results in maximum productivity and quality performance. The decisions and plans of the management and the Principal towards the vision and mission of the institution are implemented through the teachers, students and the non-teaching staff. Everyone is free to express their suggestions and the valuable ones are considered and the best is implemented in the college through its various clubs, cells and bodies.

A Case Study of decentralised and participative Management in the institution

“Green Campus Clean Campus” – First step towards a Plastic Free Campus

A serious concern observed by the management and the college was the use and disposal of plastic on a large scale within the campus which was quite disgusting and hideous to the natural beauty and biodiversity of the institution. As a solution to this, the management planned an initiative towards **A Plastic Free Campus** and this was conveyed to the Principal who discussed it with the convenors of various clubs. As a result, the “Green Campus Clean Campus” programme became a reality in which all the members of the institution got engaged in cleaning the college campus and making it “green” by planting saplings.

The active and enthusiastic involvement of the students in this cleansing activity helped in transforming the campus into a beautiful locale of education. The complete strategy of this programme was planned by the students who, with the help of the NSS and NCC units, allotted various areas of the campus to the different departments who were provided with sufficient tools to clean their allotted areas. From the beginning till the winding of this programme, the students were given proper guidance, help and support by the representatives of the management, teachers and the non-teaching staff. Saplings were planted all around the campus, and this was done with the hope of preserving the natural biodiversity of the locality. The growth of these saplings is being continuously monitored by the students. The success of this joint venture of cleaning and greening the college campus speaks for itself the commitment as well as decentralised and participative management system prevailing in the institution.

6.2 Strategy Development and Deployment

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

Response:

A basic concern in the strategic plans of the institution was **to improve the communication skills of our**

students. Being a minority college placed in a remote region of Peringammala Panchayath, our students are often found as lacking proficiency in English. Even though they have academic merit, they remain passive and under-confident and this often results in incompetency in communicating their ideas. To enhance our students' communication skills, the college decided to utilise the resource of the English faculty and an external mentor.

The teachers of the English department were able to engage the students in practical sessions in communication during their English hours. In addition to this, students were given regular interactive sessions on Saturdays by Mr. Abdul Vahab, a professional external trainer. Students were given training through active practical sessions including role plays, group discussions, etc. ASAP has also served as a support programme in implementing this plan in our college. Every year, a batch of 30 students is given training in communication and soft skills by a selected SDE (who had his/her ASAP training from our English Master Trainers) since 2014, and as intended it has helped a large number of students to overcome their inherent inhibitions of communicating in English. As a result of this they were able to find themselves in good positions across the state and even abroad. This venture, implemented with the help of our resources, explicitly expresses the efforts taken by the College to execute our strategic plans.

File Description	Document
Any 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 Government, UGC and the University provides the rules and norms, finance and the curriculum, along with its transaction methods and evaluation system which directs the functioning of the institution. The institution is governed by the Manager who works within the framework of the Iqbal College Trust. The Principal is responsible for the execution of the formulated policies and plans in the college, and he receives support and guidance from various bodies functioning under him. The following are the various eminent bodies which aid the Principal in implementing the plans in the institution:

IQAC – The IQAC monitors the quality performance of the institution. It discusses the activities of the various committees, helps in resolving problems, if any; and praises the commendable.

College Level Monitoring Committee (CLMC) – The CLMC comprising of the Principal and the Heads of the Departments meet periodically to discuss the academic progress of the institution and to get update with the demands of the new CBCSS programme.

Department Level Monitoring Committee (DLMC) – In the DLMC, the faculty members meet every

month to discuss the work load, time table, work ethics, conduct of internal-external examinations and all department related matters.

Clubs and Committees – Autonomy is granted to all the clubs and committees which include CLMC, Right to Information Cell, SC/ST/OBC Cell, Minority Cell, Anti-Ragging Cell, Grievances and Redressal Cell, Anti-Narcotic Cell, Purchasing Committee, Internal Complaint Committee, Library, not to exclude the PTA and Alumni Association.

PTA - The PTA functions with the Principal as the President, a parent elected as the Vice-President and a teacher elected as the Teacher Secretary. PTA co-ordinates the parent community and the teaching-nonteaching staff for the smooth functioning of the college.

College Union – The College Union, formulated on the basis of University norms, ensures their maximum co-operation and participation in the endeavours undertaken by the college.

Office – The collective co-operation and distribution of responsibilities and duties at the administrative level strengthens the smooth functioning of their sphere in the institution. They manage matters relating to the faculty and the students.

Service rules – As the college comes under the affiliated system, it is governed by the rules of KSR (Kerala Service Rules) which is formulated by the Government of Kerala. Therefore, the college acts as per the statues of the affiliating university which clearly states the responsibilities and duties of the Management, the Principal and the members of the teaching and non-teaching staff.

Recruitment and promotional policies – The recruitment of teaching and non-teaching faculty members of the institution is as per Government norms, and it is purely based on merit. The teaching faculties are remunerated and given promotions as per UGC packages whereas that of the administrative staff is based on the pay scales fixed by the State Government.

Grievance Redressal Mechanism – The College has a Grievance Redressal Cell which is headed by the Principal and two senior faculty members. The Cell was formulated with the aim of redressing the grievances of the stakeholders

File Description	Document
Any 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: A. All 5 of the above

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

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

Response:

Various cells, bodies and committees always work jointly towards the implementation of the institution's strategic plans. Based on a common concern raised by the different cells which function for women empowerment, the college decided to organise a Self-Defence Training Programme for women under the delegation of the **Women's Study and Empowerment Cell**. This was conducted to serve as a mental support for women which will aid them to fight both personal and social inhibitions and come forward in life to face the varied challenges of life.

A batch of 30 selected girls were given a Self-Defence Training by a trainer named Sajju, a member of 'Kerala Kalari Association', Vellarada on the 6th and 7th of March 2017. Some basic self-defensive techniques were imparted to this set of genuinely interested girls who enthusiastically learnt them and were in turn really grateful to the trainer as well as the Club for arranging such a useful and needy training programme.

For boosting the mental strength and confidence of our girl students, periodic motivational classes are also rendered. This helps our girls to come forward and achieve high targets of life.

6.3 Faculty Empowerment Strategies

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

Response:

The institution offers complete support and guidance to its stakeholders for fulfilling their various personal needs.

- The Management and the Principal grants leave for research work.
 - Duty Leaves are acknowledged for officially sanctioned seminars and workshops.
 - The Management funds the registration fee required for the staff to participate in various professional training programmes.
 - The college exercises autonomy regarding the membership and operation of various staff associations.
 - Staff Association, headed by its Secretary, is committed to ensure staff welfare and extend its help to members and their families through collective participation.
 - The college provides transportation facilities for its staff.
 - The college offers a GIS (Group Insurance Scheme) for its staff.
 - Children of the staff are given priority during admission in the Management Quota, provided they have merit.
- Financial help is offered to the children of non-teaching staff who are economically challenged.
 - Canteen and recreational facilities are made available for the staff.
 - Financial help is offered for the families of deceased staff.
 - Funds are contributed to help some non-teaching staff meet the nuptial expenses of their children.
 - The college arranges an annual tour which helps in establishing acquaintance and a strong rapport with the families of their co-workers.

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: 16.52

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	6	8	9	3

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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response: 16.52

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	6	7	9	4

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Any additional information	View Document

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

Response:

Our institution practices an effective self appraisal system which has been implemented for rating the performance of both faculty and administrative staff. This is enabled through the IQAC which provides the

appraisal through the HODs and students' feedback. Before the end of every academic year, a self-appraisal is prepared by all the faculty members as per the format given by the UGC. It includes details regarding the faculty's academic achievements, training programmes (refresher/orientation courses attended, workshops/conferences/seminars attended, presentation or publication of research papers), innovative undertakings, extension programmes, etc. Likewise a Performa is collected from the students regarding the teacher's quality of teaching, communication skill, etc.

Based on the faculty's self-appraisal and the students' feedbacks, the HODs, and later the Principal assesses the performances of each faculty. The decisions taken are conveyed to the teaching and non-teaching staff by the Principal individually or in categorical/ general meetings. Such regular self-appraisals and feedbacks from the students and the stakeholders motivate the teaching and non-teaching staff to improve their overall academic/ administrative performance. This definitely helps in increasing the quality of the teaching learning process and the administrative performance of our institution.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Accounts of the Funds received other than the management contributions are prepared in the College office and audited as per the norms of the UGC, Government and University of Kerala. The external Government auditor is appointed by the Department of Collegiate Education, the Accountant General's Office and Local Fund Office. The funds received from the UGC are properly utilized, and timely Utilization Certificates along with the audited accounts prepared by a Chartered Accountant are sent to the UGC. Errors and omissions occurring in the accounts books and registers are initially detected by the Head Accountant and the Principal. In the audit report of the past 5 years done by the Deputy DCE, Kollam, certain irregularities were observed regarding PD account fund utilization but all these have been resolved.

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

Response: 11.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.00	1.75	2.40	1.74	2.74

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

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

Response:

The college ensures optimal utilisation of available resources for its benefit with the help of the Principal, Purchase Committee and the Head Accountant. Being an aided college, the salary and other allowances for both teaching and non-teaching staff is fulfilled by the state government through treasury transactions. The faculty members are also financially assisted by the UGC to undertake relevant research work (both Minor and Major Research Projects) and other research enhancements.

The college receives funds from the state government under various special heads and this is utilised for the same purpose in the best possible way. The development fund of the college, given by either the UGC or the management, is managed by the Head Accountant with the help of the Purchase Committee. This is used for the general development of the college, which includes improving infrastructure of the institution, beautification of the campus, fulfilling the necessary departmental requirements such as computers, printers, proper internet facility, laboratory equipments, and sufficient number of benches and desks for the students every year.

The examination fee which is collected from the students is fixed by the University of Kerala and the same is remitted in the University. The PTA amount collected from the parents at the time of students' admission is used to meet the expenses usually met by this Association and this includes giving timely remunerations to the Guest Faculties and also helping the Purchase Committee financially in urgent needs.

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 IQAC has initiated different programmes and practices to upgrade the quality of the institution. The below mentioned two programmes are devised focussing on the vision and mission of the institution.

Student's IQAC

In 2014-15, IQAC organized a unique platform named **Students' IQAC** which is not the part of any statutory body but could do more than it. It comprises of 22 members, including the Principal, IQAC Co-

ordinator and 20 meritorious students from different departments (fourteen UG students from the seven departments, three PG students from each discipline and three Ph. D scholars). The Principal and the IQAC Co-ordinator are permanent members whereas the other student members change yearly. There is a selected student co-ordinator who manages the functioning of this body which is purely academic-oriented where the student members organise seminars, language programmes, debates and other events. Since 2014, Graduate Seminars by students are conducted every year, and papers are invited for presentation from regular students. With the support of IQAC, this young IQAC team has published a hand-written magazine as well as a students' Journal named *Insight –IQ*, which is a multi-lingual journal. This body also supports innovative ventures of students in the realm of science. The students of the Physics Department have been recognized by the State Science Promotion Department for their submitted research proposal, the work of which is going on. It also supports the students in celebrating special days such as Pi Day, Environmental Day, Ozone Day, etc. With the motivation of the teachers and other students, this Students' IQAC is pursuing excellent job in adding to the quality of our institution.

English Saturday

Since 2015-16, a programme named English Saturday is implemented in the college through the IQAC for improving the language skill of students. Except the case of meritorious students, majority of our students come from socially backward conditions and hence they are not able to overcome this problem without an external help find it embarrassing to express themselves in English. So to overcome this issue, the IQAC selected students from each department for the programme English Saturday which is held every Saturday. This programme aims to improve the proficiency of our students in the English language with the help of a professional trainer, Mr. Abdul Wahab. The cost of the programme is free for the students and it is for selected UG students from the first year, with the total strength coming between 30 and 40. The classes are from 9.30am to 1 pm; and it employs a methodology different from the traditional ways of language learning. This programme follows a syllabus which is prepared by the joint efforts of IQAC and English Department. The programme is a grand success; and at present more than 40 students are attending it.

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:

Tutorial System

Tutorial system is an educational phenomenon which ensures personal care and attention to every student, and this fosters an intimate and healthy relationship between teachers and students.

The students of each department is divided into groups and each group is entrusted with a teacher who personally 'tutors' the students of his/her group. The purpose of this programme is to support and motivate the students in a gracious way and help them reach their set academic and personal goals. If any student is found to have any personal problem, it is identified and proper guidance and counselling is offered to help them overcome it. For introverts and those needing special attention, counselling with parent is also arranged and special strategies are chalked out.

Each tutor helps their students in the overall development of their performance such as problem solving, decision making, oral and written communication, social skills, effective time management in the examination, critical self-assessment, etc. Such activities definitely enable the students to identify their strengths and weakness, and also identify and pursue their individual interests. It has also resulted in recognizing girl students with inherent talents and they are encouraged to express and even develop it. This system has also succeeded in fostering a strong relationship between teachers and students, which helps the students to have an interest and a better understanding of their subjects.

Use of ICT enabled Classroom Teaching

ICT oriented classroom teaching has facilitated maximum academic excellence in the performance of students. In this era of technological advancements, ICT has helped in making the teaching-learning experience more enjoyable. With the use of satellite and internet facilities, the teachers are able to impart the complex instructions and other academic matters more effectively to the students who are able to comprehend and retain it well in their memory. It has also improved the inquiry-based learning process; comprehension, practical as well as presentation skill of the students through their seminar sessions. Students voluntarily got involved in doing various innovative assignments and projects during their study in this college. In addition to this, teachers are able to give more added information related to the topic that is handled, which is collected through the internet.

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

Response: 3.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	4	2	4

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

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**

- 3. Participation in NIRF
- 4. ISO Certification
- 5. NBA or any other quality audit

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: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the 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:

Various recommendations have been suggested for the quality enhancement of the institution in the first cycle of its accreditation. Majority of them have been implemented with special care.

- Proposals are submitted for starting various new UG and PG courses every year. As a result, a **PG course in Botany** and an **Open Course in Physical Education** was sanctioned. Attempts are still in progress to add more new courses.
- With the incessant encouragement of the IQAC, one Major Research and 13 Minor Research Projects have been undertaken, and funded by various agencies including UGC.
- Regarding the unsatisfactory number of books and space in the **library**, the management has taken proper initiative of extending the library which will include other facilities such as a reading section, stack room, etc. The library has been partially automated and INFLIBNET has been installed. Steps have been taken to increase the number of books in the library, with a special focus on adding recent and up-to-date books. E-journals can be easily accessed by the students to fulfil their academic and research needs.
- The management has started the construction work of an amenity centre for girls. This will include a spacious rest room, sick room, prayer hall and sufficient number of toilets with incinerators.
- A post-accreditation quality initiative of the management was to **renovate the college office** with maximum technological facilities.
- Hostel facility for girls has been made available.
- Special care was taken by the college to become a part of **the Green Initiatives** which resulted in transforming the campus into a plastic-free and eco-friendly centre of education
- Various **programmes for empowering women** were arranged both inside and outside the campus. This includes the Self-Defence Training Programme organised for our girl students by the Women

Study and Empowerment Cell and a Training Class on Soap Making for the women of our adopted village by the NSS unit. A workshop on Mushroom Cultivation was conducted by the Department of Botany for the women of the adopted village and Kudumbasree unit of the locality.

- Teachers as well as non-teaching staff were motivated and supported to organise as well as participate in various professional development programmes.
- Adequate support has been exercised for the non-teaching staff to participate in professional training programmes in relation to GAIN PF, SPARK, and office automation.
- Another initiative successfully executed was the **updating of the college website**.
- Today the campus enjoys the up-to-date information passed on through **the Campus Radio and the Public Addressing System**.
- With the special initiative of IQAC, the **Students' IQAC was able to conduct Graduate Seminars** for the students which helped in developing their organising, research, leadership and social skills.
- English Saturday was arranged with the help of an External Mentor to improve the language proficiency of students in the English language.

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: 41

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	10	7	8

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Report of the event

[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:

Fair treatment of female and male students in accordance with their respective needs is carefully maintained throughout the campus efficiently. The college follows a system of co-education and so it undertakes appropriate measures to ensure gender equity by providing counselling to needy students, conduct of seminars and workshops, film exhibitions, case studies and field visits. Our classrooms offer equal opportunities and privileges to all students regardless of their gender. Equal importance for both male and female participants are meticulously maintained in all academic, arts and sports events, activities of the cells and clubs, and also at the time of election for selecting members of Students' Council.

An Anti-Sexual Harassment Cell and a Women's Study and Empowerment Cell are actively functioning in the institution, working shoulder to shoulder to address the issues faced by girl students if any, and immediate enquiries are conducted at the earliest and reports are submitted to the College Council within a reasonable time period. In addition to that, a Grievances and Redressal Cell is functioning to address the complaints of both male and female students. The Women's Cell provides a platform to girls students for sharing and expressing their views among themselves. It also conducts women empowerment programmes for the benefit of girl students. The functioning of the cell is such that every girl student and woman feels

free and safe in the college. Such programmes also remind the students about their duties and responsibilities as responsible citizens of the nation. Every year, International Women's Day is observed in the first week of February with fervour, which includes motivational talks and discussions. As a move to enhance the confidence and self-defence of girl students, training sessions on martial arts like karate are occasionally conducted in the college. Adequate private spaces are made available for the girl students which include a sick room, rest room, and a prayer room.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 110264

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 21

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2105

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10024

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

An effective waste management system is implemented in the campus. Wastes are segregated as solid, liquid and e-waste, and provisions are made to dispose it appropriately. A representative from each class monitors the overall waste disposal measures practiced in the college.

In association with NSS and NCC, concrete ring enclosures are built in the campus to collect food waste. For destroying used napkins, an incinerator is installed inside the amenity centre. Dustbins are placed in every classroom for promoting cleanliness in classrooms and to create a fresh atmosphere for their classroom teaching learning experience. Liquid waste in the college is also effectively disposed into the underground tanks installed in each department. Effective measures are taken to keep waste water away from other usable water bodies. The flow of rain water and liquid waste are diverted through separate canals. Rainwater is collected in an open-pond and it is also harvested in the concerned unit in the campus; and this helps in meeting the shortage of water in the campus. E-wastes are collected every six months and are sold out with the permission of the concerned authorities.

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

The college has taken initiatives in imparting awareness on the importance of water conservation among students. The college gets uninterrupted supply of water mainly because of the water conservation measures adopted. The rain water harvesting programme proposed by the Peringammala Grama Panchayat and the Government of Kerala is effectively implemented in the campus. Ferro cement tank is installed outside the college building to collect rain water. The collected water is filtered in an effective way and used at a time of scarcity. Besides the roof water collection, care is taken not to squander rain water by the use of small canals and pipes.

The initiative of the college was successful on a community level, which is evident from the fact that houses in and around the vicinity of the college follows rain water harvesting methods complying with their financial conditions. The students and local people have developed a sense of 'water discipline' among themselves. They realise the value of every drop of water and hence uses it carefully. The NSS units and NCC cadets play a major role in creating such awareness among the locales.

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:

Green practice is an environmental initiation exercised to reduce the gap between students and environment. In our campus, environment friendly practices are clubbed with education to stimulate values in the students.

Our College has an enviable surrounding of indigenous plant kinds which is seldom seen in other campuses. Our college follows the “Go Green Policy” with supreme magnitude. Innumerable saplings are planted every year. The campus is distinctively a plastic free zone where students abstain from plastic products. Optimal utilisation of paper results in minimal paper waste. Energy supplies are put down after use to prevent its wastage.

A sensible approach regarding transport system has reduced the number of fossil fuel engines running around, making the campus more nature friendly. Student’s vehicles are not allowed within the campus and almost all of them rely upon the college bus or state public transport buses for commuting. The ever motivating teaching staff also opts the system of “share a cab” in which four or five members coming from the same route pool a car for their commuting, thus cutting down the possible emission level to almost one fourth.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 1.03

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0.752	0.71	0.67	0.643	0.575

File Description**Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

Green audit report

[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendlines 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: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	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: 14

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	2	4

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	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: 12

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	2	2	3

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View 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
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
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

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

Response: No

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
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: 19

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

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

Response:

The college takes great privilege in organizing the celebration of various national festivals. Onam, Christmas, Eid, Diwali, Holi are celebrated in a secular and gracious way through varied cultural events. Onam celebrations include culturally explicit programmes such as floral decorations (“Athapoo”), Thiruvathira songs, vanchi paattu (“Boat song”) competitions, along with the taste of the traditional Onam Sadya. Christmas – the season of joy, gifts and togetherness is celebrated every year with the inclusion of carol competitions along with the taste of the Christmas cake. Ifthar party is also arranged during Ramzan for the fasting friends.

The college marks its respect to great Indian personalities. It observes national days such as Independence Day and Republic Day on which the national flag is hoisted by the Principal followed by his message and NCC parade. Various cultural programmes – poster exhibition, quiz, debates and writing competitions – are organized by the clubs to instill national feeling in the students. Likewise, Gandhi Jayanti is also

observed by means of cleaning activities by the students and staff, as a way to honour the great Indian soul.

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

Response:

The college practices transparency in all its undertakings, including decisions taken and implemented, flow of information, utilisation of finance, academic and administrative matters. The utilization certificates are submitted on time, along with the conduct of auditing every year. E-governance implemented in the areas of administration, admission and examination helps in exercising transparent dealing in all related matters. All administrative information from the DCE is communicated through e-mails and hence nothing can be manipulated. Other relevant academic and non-academic matters are taken in the College Council. Admission process including the publishing of the Community Rank list by the college takes place as per the protocol of the University, either manually or through on-line procedures. Regarding examination, the answer sheets as well as the internal assessment marks are submitted via online to the University after necessary redressal of students' grievances. The Right to Information Cell is constituted in the College, with a teaching faculty as its convener, and this serves as an explicit proof of the college's transparent dealings.

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice - GREEN MARKET

The Practice

Organic agriculture in the world is booming, both for environmental reasons and also due to the health of the population and profitability. The demand worldwide for organic products is very high, because consumers want healthy and safe food, and most of them are aware that organic farming preserves the environment. The faculty with the support of the college management initiated encouraging the students to grow organic edibles in their houses. The college assured to give these young farmers a platform to market their items and they can claim entire monetary benefits. Here, a vision of empowering the society through the student started getting its shape when the sellers and buyers of a new (agri)culture practice became students themselves. A connection of trust, friendliness and respect is made between the growers and the buyers.

Best Practice - 2**Title of the Practice - SOCIAL AND EDUCATIONAL SURVIVAL OF THE UNDERPRIVILEGED****The Practice**

The schools and their surroundings shape the minds of the children who frequent them. The college thus wished to extend a helping hand for making the experience of studying and school-going attractive. The college collects study materials like books, pens, pencils and other study materials and distributes them to the students below the age of 16 in the tribal areas of Njaraneeli. The college continuously provides ample help to the needy students in association with the NSS unit of the college. These aids are made available to them through the student agents who themselves belong to the area. The materials are collected from the students on every Monday and Tuesday and are distributed to the children of the locality and the schools. The Skill Development Executives who got training from the college itself as part of ASAP visit the schools for giving sessions for fun learning of English devoid of sophistications and inhibitions. The college also collects meals from the students and distributes them to the patients of the Government Hospital Palode 6 kilometers away from the settlements.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:**

As the College is located in a bio-diversity hotspot area of Western Ghats, the teaching – learning experience of the teachers as well as the students are always in tune with the surrounding. The college takes initiatives to address any socio-environment issues, if it arises, in the locality, and imparts awareness regarding the same to the community. From the moment of becoming a part of the institution, the students and the staff are moulded and trained to become eco-friendly individuals who will always step forward to react against any anti-environmental event happening in their near about area. Majority of the college activities – seminars, awareness classes, NSS/NCC extension activities, and project works undertaken by teachers/students for their professional/academic development, etc. – centre on environment related topics and issues, with the hope of building a community who will safeguard the bio-diversity of their highly bio-sensitive area.

Preserving the knowledge of tribal community and documentation of the traditional uses of medicinal plants are the useful needs of the hour. A kani tribal settlement is very near to the college premise, where there are a few tribal medical practitioners. The practice of traditional medicine, based only on the knowledge that has been passed orally from generation has to be documented. Our students' were able to

document some traditional knowledge of these people through the project works undertaken by them.

The college had always made its eco-friendly stand clear in ventures ranging from the protest against the water hogging trees like Maanjiyam and Acacia, the Vamanapuram river protection, conservation programmes of Agasthiyamala – the biosphere reserve of rare species, rain water harvesting, study and preserving of Rare and Endangered Medicinal plants, Butterfly and Bird watching, to the various Green initiatives towards an eco-friendly society – all of which exhibits the institutions' commitment towards the environment, society and the world at large. This is best expressed in the way in which our students participated in the tree hugging event 'Ente Maram, Ente Jeevan' along with JNTBG&RI on the International Day of Forests. The event has set the Guinness World Record for maximum people hugging trees simultaneously, which speaks for itself the students' fondness with their environment. Being the only higher education institution in the area the college takes it as its privilege and sense of duty to generate an environment-conscious generation that will strongly raise voice against the anti-environment elements of the society.

5. CONCLUSION

Additional Information :

At present the College has 7 departments with 3 PG programmes, 7 UG programmes and one research centre. The College has faculty strength of 51, of which 33 are permanent and 18 are guest lecturers. Of the 33 permanent teachers 17 are women. Currently there are 15 Ph.D. holders among the teaching faculty which includes eight research guides. Fourteen teachers are pursuing Ph.D.

Concluding Remarks :

The vision of the management in starting a higher education institution in this remote area shows the commitment of the management in the development of the youth in the locality. Thousands of students have graduated from the college and are now working in various walks of life in India and abroad. The development of the Peringammala area is solely due to the establishment of Iqbal College.