YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	ALPHONSA COLLEGE THIRUVAMBADY
• Name of the Head of the institution	Dr Chacko KV
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	0495 2254055
• Mobile no	9495643150
• Registered e-mail	acttdy@gmail.com
• Alternate e-mail	office@alphonsacollegethiruvambady@gmail.com
• Address	Alphonsa College Thiruvambady, Thiruvambady (PO), Kozhikode (DT), Kerala, 673603.
• City/Town	Kozhikode
• State/UT	Kerala
• Pin Code	673603
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	**Self-financing**
• Name of the Affiliating University	**University of Calicut**
• Name of the IQAC Coordinator	**Fr. Geo Mathew**
• Phone No.	**9946470550**
• Alternate phone No.	**9946470550**
• Mobile	**9946470550**
• IQAC e-mail address	**iqacact@gmail.com**
• Alternate Email address	**gpmact999@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.acttdy.com/asset/uploads/editor_upload/KLCOGN111357.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.acttdy.com/asset/uploads/editor_upload/Hand_Book_2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.23**	**2022**	**09/11/2022**	**09/11/2027**

6.Date of Establishment of IQAC	**12/04/2023**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	1
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)
(1) Establishing Quality Processes: IQAC sets up and implements quality processes and mechanisms to ensure that the college meets the required standards for accreditation. This includes devising frameworks for continuous improvement and benchmarks for various academic and administrative activities.
(2) Documentation and Compliance: IQAC assists in documentation related to various institutional activities, policies, and procedures. It ensures that the college complies with the norms and standards set by the accrediting agency by maintaining records, reports, and other necessary documentation.
(3) Quality Assurance Reviews and Audits: Conducting internal audits and reviews to assess the college's adherence to quality standards is a key responsibility of IQAC. It identifies areas needing improvement and implements corrective measures accordingly.
(4) Stakeholder Engagement and Collaboration: IQAC often fosters collaborations with external stakeholders such as industry partners, alumni, and other educational institutions. These collaborations can lead to internship opportunities, industry-relevant curriculum development, and resource sharing, thereby enhancing the overall quality of education.
(5) Promoting Best Practices: IQAC identifies and promotes best practices in teaching, learning, research, governance, and other areas within the institution. This dissemination of best practices

contributes to the overall improvement of the college.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Embarking on a strategic journey towards academnce, IQAC of the College initiated a comprehensive plan aligning with the institution's growth and advancement. Commencing with an insightful assessment drawn from accreditation reports, it meticulously analyzed the college's strengths, weaknesses, opportunities, and threats. Building upon this foundation, the college focused on defining clear and specific objectives across diverse domains, including teaching quality, infrastructure, research output, and student services. To actualize these objectives, a series of meticulously planned workshops, seminars, and training sessions were designed to empower our faculty and staff to refine their teaching methodologies, enhance research capabilities, and hone administrative skills. In tandem with these initiatives, rigorous protocols were established for internal audits and reviews, ensuring steadfast adherence to stringent quality benchmarks. Expedited efforts were dedicated to hastening the construction of a new academic building and hostel facilities, strategically allocating resources to foster improved learning environments.	At the close of the academic year, substantial advancements were witnessed across crucial areas. The Teaching-Learning Process experienced remarkable enhancements, fostering heightened student engagement and significant improvements in academic performance. Notably, a marked rise in faculty involvement in professional development activities underscored our commitment to faculty enrichment. Infrastructural upgrades were evident, with substantial improvements in hostel facilities, seminar halls, classrooms, and laboratories, among other areas, enriching the learning environment. Additionally, meticulous documentation of the college's progress, aligned with accreditation standards and criteria, was marked.

13.Whether the AQAR was placed before	Yes

statutory body?	

- Name of the statutory body

Name	Date of meeting(s)
Educational Trust of the Diocese of Thamarassery	02/12/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	17/01/2023

15.Multidisciplinary / interdisciplinary

In its inaugural year of accreditation to NAAC, Alphonsa College Thiruvambady, an unaided institution affiliated with the University of Calicut, embraced a dynamic multidisciplinary approach to education. Recognizing the evolving landscape of education, especially at the onset of NEP 2020, the college prioritized a holistic learning experience by integrating diverse disciplines. It had appealed to the University to grant more courses from other disciplines. Emphasizing interdisciplinary courses, collaborative projects, and cross-functional learning modules, the institution aimed to nurture well-rounded graduates equipped with versatile skills and a comprehensive understanding of various domains, fostering a vibrant academic environment, encouraging innovative thinking, knowledge integration, and a holistic perspective among students, laying a robust foundation for their future endeavors.

16.Academic bank of credits (ABC):

In the inaugural year of accreditation to NAAC, Alphonsa College Thiruvambady, an unaided institution affiliated with the University of Calicut, eagerly anticipated the implementation of the Academic Bank of Credits (ABC) in line with the visionary principles outlined in the National Education Policy (NEP) 2020. However, the college awaited the University's design and execution of the ABC Project. Enthusiastic about the transformative potential of the ABC system, the institution actively embraced the NEP 2020's emphasis on flexibility, integration, and credit mobility, anticipating the forthcoming integration of this innovative framework as a catalyst for comprehensive educational reform and student-centered learning.

17.Skill development:

Alphonsa College Thiruvambady embraced a robust Skill Development initiative, marked by its pioneering Additional Skill Development Programme (ASDP). The college, cognizant of the evolving demands of the workforce, strategically focused on nurturing versatile skills in computing, software proficiency, language mastery, and effective communication among students. Collaborating with external skill development agencies, the ASDP facilitated comprehensive training modules and workshops, aligning curricula with industry standards. Notably, this proactive approach extended beyond skill enhancement, emphasizing placements for adept individuals, thereby bridging the gap between academia and industry needs, fostering employability, and positioning students for a successful transition into the professional realm.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

In its initial year its accreditation to NAAC, Alphonsa College Thiruvambady, affiliated with the University of Calicut, strategically emphasized the integration of Indian Knowledge Systems, fostering a deep-rooted connection to our cultural heritage. The institution, recognizing the significance of linguistic diversity and cultural heritage, introduced Hindi as a second language, fostering a greater appreciation for the richness of Indian languages. Additionally, the college zealously celebrated events and festivals emblematic of the Indian identity, cultivating a sense of pride and understanding of Bharat's diverse cultural tapestry among students and faculty. This concerted effort encouraged linguistic diversity and instilled a deeper understanding and respect for India's cultural ethos, aligning with the ethos of preserving and promoting the Indian heritage within the academic domain.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

In its initial pursuit of NAAC accreditation, Alphonsa College Thiruvambady, affiliated with the University of Calicut, prioritized the seamless integration of Outcome-Based Education (OBE) into its academic framework, aligning educational goals with industry requisites. Recognizing the significance of OBE in preparing students for the evolving demands of the workforce, the college diligently introduced Courses Outcomes and Programme Outcomes, ingrained within the content delivery process and disseminated through the Learning Management System (LMS). Both external and internal assessments were conducted to gauge the attainment of these outcomes, ensuring a comprehensive evaluation of students' skill acquisition and knowledge application. Furthermore, the institution

embarked on developing a software-assisted OBE system, integrating question banks, thereby fostering a structured and technology-enabled approach towards monitoring and enhancing educational outcomes.

20.Distance education/online education:

Alphonsa College Thiruvambady acknowledges the potential and challenges inherent in introducing Distance Education or Online Learning. The institution is poised with the hope that the University might grant academic autonomy, enabling the design and development of bespoke online courses tailored to the needs of affiliated colleges. While optimistic about the transformative possibilities of online education, the college anticipates challenges in infrastructure development, faculty training, and ensuring seamless technological integration. Alphonsa College Thiruvambady also endeavours to serve as an exam centre for students undertaking distance education within the same University, fostering accessibility and support for learners engaged in remote education initiatives.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**188**

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	**471**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**68**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**160**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**30**

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	**30**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**25**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**77.05**
4.3 Total number of computers on campus for academic purposes	**62**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

process

Alphonsa College Thiruvambady ensures effective curriculum delivery through meticulous planning and documented processes:

1. Adherence to the University,s Academic Calendar is stringent, overseen by the Staff Council annually.
2. Students receive comprehensive Academic Calendars and Timetables for planning.
3. Clear communication of Program Outcomes (POs) and Course Outcomes (COs) occurs through various channels.
4. Departments prepare Supplementary Materials and References using diverse resources, aiding learning.
5. Faculty course allotment aligns with expertise and qualifications.
6. Teachers adhere to a structured Teaching Plan, monitored by HoDs and the Principal for syllabus completion.
7. Enrichment includes expert lectures, field visits, and additional courses.
8. Internal Academic Council and Continuous Internal Evaluation (CIE) ensure curriculum effectiveness via exams, seminars, and assignments.
9. Tutors offer Tutorial Hours for CO guidance, career advice, and practical applications.
10. Support for slow and advanced learners includes extra sessions, mentoring, and counselling.
11. Rigorous monitoring occurs through Department Meetings, Principal-led Special Meetings, and Parent-Teacher Sessions.
12. Continuously enhance the College Library and leverage digital platforms like Google Classrooms and social media for interactive learning.
13. Engaging activities, clubs, forums, and experiential learning, including projects, internships, and field visits, enrich the teaching-learning process.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Academic Calendar:

1. Prepared meticulously by the Staff Council in alignment with the university's directives.
2. Details the year's academic, extensional, co-curricular, and extracurricular activities.
3. Disseminated through handbooks, the website, planner notices, public addresses, and notice boards.
4. Includes semester commencements, internal exam schedules, seminar and assignment deadlines, and mandatory programs on critical topics like anti-ragging, gender equity, and cyber discipline.

Continuous Internal Evaluation (CIE) Cell:

1. Headed by a General Coordinator and departmental coordinators.
2. Manages internal examination timetables, question paper setting, valuation deadlines, and exam invigilation.
3. Conducts workshops for students and instructs parents during induction and PTA meetings.
4. Rigorous internal tests with timely valuation andadditional assessments based on students' skills for each academic year.
5. Anonymous student feedback is collected regularly for course improvements.
6. CIE scores, encompassing internal exams, seminars, assignments, and attendance, are uploaded to the university's software.
7. Manages audit course, quizzes and records student scores.
8. Analyse and act upon feedback to enhance courses and lesson delivery.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	https://www.acttdy.com/naac/cllit//Office/Hand_Book_2022-23_(1).pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG	D. Any 1 of the above

programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

8

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

5

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number

of students during the year

189

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View File](#)

1.3 - Curriculum Enrichment

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

Alphonsa College Thiruvambady emphasizes integrating cross-cutting issues like Professional Ethics, Gender, Human Values, and Environment into its curriculum through a four-tier strategy:

1. Syllabus Integration: Aligning with the university's syllabus while emphasizing cross-cutting issues.
2. Practical Approach: Encouraging students to focus on cross-cutting issues in their Practicals, Projects, and Internships.
3. Co-Curricular Initiatives: Conducting Extension Lectures to deepen understanding.
4. Extra-Curricular Involvement: Engaging students through Clubs and Forums.

The institution offers courses like Environment Studies, Gender Studies, Intellectual Property Rights, and Business Ethics across various programs, addressing cross-cutting issues within the curriculum. Students are urged to deepen their engagement with these issues through internships, projects, and practicals.

Moreover, student contributions in areas like Feminine Identity Reconstruction, Women's Entrepreneurship, and Consumer Rights Awareness demonstrate their involvement. Departments conduct extension programs such as psychological assessments, webinars on intellectual property, and awareness initiatives on sustainability.

Various Clubs and Forums within the college address Gender Equality, Sustainable Development, and Human Values, organizing seminars, rallies, and environment-focused activities. This holistic approach ensures an immersive understanding of cross-cutting issues among students, integrating theory with practical application.

File Description	Documents
Any additional information	**No File Uploaded**
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

74

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

170

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students	A. All of the above

Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	https://www.acttdy.com/college/act/225/9
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows	**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	https://www.acttdy.com/college/act/225/9

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

162

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

90

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

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

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The institution adopts a multi-faceted approach to assess students'
learning levels comprehensively:

Assessment Methods utilizes:

   1.  Induction programs,
   2.  Admission tests,
   3.  Internal assessments,
   4.  Academic history analysis,
   5.  Mentor feedback,
   6.  Online quizzes, s
   7.  Special assignments,
   8.  Practical involvement,
   9.  Class work assessment, and
  10.  Problem-solving ability analysis.

Strategies for Advanced Learners:

   1.  Offers specialized programs such as Competitive Examination
       Coaching Cell (CECC) for postgraduates targeting exams like
       NET and CSIR.
   2.  Provides guidance for prestigious postgraduate entrance exams,
       research methodology workshops, participation in national
       competitions, scholarly publications, and peer teaching
       initiatives.
   3.  Additionally, comprehensive support systems are in place for
       learners requiring extra assistance:

Strategies for Slow Learners:

   1.  Includes teacher identification of struggling students,
   2.  Detailed continuous test assessments,
   3.  Personalized mentoring,
   4.  Remedial classes,
   5.  Bridge courses,
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6. Collaborative assignments,
7. Personal counseling,
8. Motivational sessions, and
9. Active engagement of parents/guardians in the learning process.

File Description	Documents
Paste link for additional information	https://www.acttdy.com/naac/cllit/AQAR-2022-23/Criterion 2/2.2/2.2.1/0_2.2.1_Uploaded_Files/2.2.1_Advanced_Slow_Learners_Consolidated.docx
Upload any additional information	View File

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

Number of Students	Number of Teachers
471	30

File Description	Documents
Any additional information	View File

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

- Experiential Learning Initiatives: The Green Club facilitates practical learning through tree planting events like 'A Day with Nature' and 'Plant a Tree Challenge,' fostering environmental awareness with programs.
- Field Trips, Study Tours, and Poster Presentations: These are now integral to the curriculum, promoting practical exposure and commemorating literary events.
- Creative Outlets: Platforms like Alphonsa FM, ACT Chronicles, and Chat on Literaria encourage students to exhibit creative talents and critical thinking.
- Hands-On Projects: Students engage in activities like soap/detergent manufacturing, short film creation, and counselling sessions during crises, displaying real-world application of their learning.
- Skill-Based Learning and Participative Activities: Debates, quizzes, peer teaching, team teaching, and interdisciplinary

competitions foster a dynamic learning environment.

- **Publications and Events:** Yearly class magazines, management fests, art exhibitions, and various departmental competitions provide avenues for students to showcase their skills and express themselves.
- **Focus on Soft Skills:** Palliative Care Forum promotes empathy, while LSRW platforms accelerate listening, speaking, reading, and writing skills.
- **Skill Development Workshops:** Workshops for cake baking, paper pen making, and greetings card creation enhance practical skill sets among students.
- **Problem-Solving Methodologies:** Brainstorming sessions, case studies, and action research contribute to developing critical thinking and problem-solving abilities among students.

File Description	Documents
Upload any additional information	**No File Uploaded**
Link for additional information	**Nil**

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

- **College Management Software (CMS):** Bridges academia, administration, and mentoring. Manages attendance, teaching plans, internal scores, semester settings, timetables, mentoring, and tutoring.
- **FOLLDY (Department of Commerce and Management):** A teaching management software providing students access to reference materials, class notes, slides, assignment submissions, and seminar conductance.
- **Google Classrooms:** Enables faculty to deliver course content effectively, sharing materials, instructions, and announcements. Facilitates grading of seminars, quizzes, and assignments.
- **Google Meet / Zoom:** Utilized for e-learning, maintaining personal connections during COVID-19. Entire faculty extensively uses these platforms for teaching.
- **Library Management Systems:** Manage physical and digital libraries via KOHA, INFLIBNET, and D Space, facilitating book transactions.
- **Social Media Platforms:** Utilized for timely communication with students and parents, utilizing WhatsApp and Telegram Groups.
- **Online FDP and Platforms (Coursera, Edx):** Teachers engage in

- online faculty development courses and MOOCs to enhance teaching skills.
- ARPIT and YouTube Channels: Teachers participate in refresher programs and share live and recorded classes via YouTube channels.
- Google Form: Extensively used for conducting online examinations, quizzes, and surveys efficiently.
- Smart Classrooms: Equipped with ICT facilities for presentations, workshops, seminars, and conferences, integrating technology seamlessly into classroom teaching.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	No File Uploaded

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

2.3.3.1 - Number of mentors

30

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	No File Uploaded
Mentor/mentee ratio	No File Uploaded

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

30

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

3

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

80

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Transparency

- **Internal Examination Committee: Responsible for overseeing the Continuous Internal Evaluation (CIE) process. Their tasks include framing the timetable, paper collection, invigilation, result consolidation, and publishing.**
- **Internal exam schedule available in the college handbook.**
- **Internal Evaluation Report handed to each student.**
- **Students can check assignment and seminar marks, lodge complaints if necessary.**
- **Students receive answer scripts within two weeks, discuss model answers with teachers.**
- **Parents meet teachers to discuss student progress after progress report preparation.**
- **Course-wise and semester-wise Consolidated Reports displayed on department notice boards for mark verification or complaints.**

Robustness:

- **College conducts two centralized test papers, including one modeled after university exam patterns.**
- **Identifies student strengths and weaknesses, communicated through one-to-one counseling by the Office of Academic Assistant to IQAC.**
- **CIE progress card and Additional Valuation Statements used for individualized counseling by tutors, mentors, and Academic Assistant to IQAC.**
- **Three-tier mechanism allows students to address grievances at department, college, or university levels through various channels.**
- **CCTV surveillance to prevent malpractices during examinations.**
- **Absentees with valid reasons offered re-examinations; students have chances to enhance their performance.**
- **Projects evaluated internally to ensure comprehensive assessment.**

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**Nil**

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

The institution has a structured Three-tier Grievance Redressal Mechanism to address student concerns effectively:

Level 1: Department Level

- The head of the department, the department coordinator, and the teacher in charge lead the committee.
- Valued answer scripts distributed during class hours for students to review.
- The Grievance Redressal Application Form is available for CIE mark disputes, handled through theexaminer, department coordinator, and HoD. Revaluation often occurs in the student's presence.
- Immediate corrections are made if discrepancies are found, and updates are provided to parents during open house meetings.

Level 2: College Level

- Unresolved grievances from Level 1 addressed by College Level Committee, chaired by the Principal, with Department Coordinator, HoD, and senior teacher as members.

Level 3: University Level

- Committee led by Vice-Chancellor, Pro-Vice-Chancellor, Convener-Syndicate Subcommittee on Students Discipline and Welfare, Chairman-Board of Examinations, and Controller of Examination as member-secretary.
- Students'Grievances Portal manages a variety of complaints with online grievance redressal, tracking, and follow-up, complying with UGC's mandatory requirements.
- Immediate referral to the university for evidence of malpractices in university examinations, notifying External Examiners promptly through proper channels.
- This comprehensive structure ensures the systematic resolution of grievances at different levels within the institution, maintaining transparency and fairness in the redressal process.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**Nil**

2.6 - Student Performance and Learning Outcomes

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

ACT systematically communicates POs, PSOs, and COs to both teachers and students through various channels:

Communication to Teachers:

- Departmental Preparation: Each department formulates POs and PSOs aligned with University Syllabus learning objectives and Institution Core Values and Mission. COs are outlined in consultation with teachers handling specific courses.
- Integration into Course Files: The Internal Quality Assurance Cell (IQAC) ensures the integration of POs, PSOs, and COs into course files.

Communication to Students:

- Online Display: POs, PSOs, and COs prominently featured on the institution's website.
- Departmental Notice Boards: Displayed for student reference at departmental notice boards.
- Orientation Meetings: Head of the Department and class tutors explain POs and PSOs to students during department orientation sessions.
- Teachers clarify COs and their relation to POs/PSOs.
- Internal Question Paper Patterns: Teachers elucidate the question paper pattern and its alignment with COs for students' understanding.
- Google Classroom Access: Soft copies of POs, PSOs, and COs provided to students through Google Classroom for easy access.
- Handbook Availability: A Handbook of POs, PSOs, and COs accessible on the Head of the Department's desk for immediate reference.

This comprehensive dissemination strategy ensures that both teachers and students are well-informed and aligned with the intended learning outcomes.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	View File

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

ACT implements Outcome-Based Education (OBE), aligning its vision and mission with POs and COs, which serve as benchmarks for institutional objectives. The Continuous Internal Evaluation method assesses students' knowledge, critical thinking, and skills, while PSOs are gauged through competency mapping.

The attainment of POs emphasises the development of students' capabilities in various domains such as employment readiness, critical thinking, social responsibility, ethics, environmental consciousness, and inclusive education. COs focus on subject expertise, global awareness, research inclination, and employment opportunities.

Direct assessment methods encompass class tests, internal examinations, group activities, projects, and semester exams, providing a structured evaluation of COs. Indirect assessments rely on feedback, surveys, and extracurricular/co-curricular activities to enhance the teaching-learning process. Internal examinations remain integral for continuous assessment and alignment with COs and POs.

Departments execute diverse evaluation methods including fieldwork, internships, seminars, and cultural activities, all linked to COs for PO evaluation. The mapping of CO attainment is detailed in course plans, with exercises weighted based on mark percentages. PO attainment evaluation combines direct and indirect assessments with an 80:20 weightage ratio derived from student and employer surveys, respectively.

This comprehensive evaluation framework enables the college to measure and enhance students' development, aligning with OBE principles.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

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

year
101

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<u>View File</u>
Upload any additional information	<u>View File</u>
Paste link for the annual report	<u>https://www.acttdy.com/naac/cllit/AQAR-2022-23/Criterion 6/6.5/6.5.3/0_6.5.3_Uploaded_Files/6.5.3_Annual_Report_2022-23.pdf</u>

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<u>https://www.acttdy.com/naac/cllit/AQAR-2022-23/Criterion 2/2.7/2.7.1/0_2.7.1_Uploaded_Files/SSS_2022-2023.xlsx</u>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0.00

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	<u>View File</u>

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

3.1.2.1 - Number of teachers recognized as research guides

0

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

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

ACT prioritizes holistic student development by offering academic, psychological, and career support to unearth individual talents and skills. They foster academic innovations through the Alphonsians Promoting Research Aptitude (APRA), hosting seminars, workshops on research methodology, and department-specific libraries. The Entrepreneurs Development Club nurtures entrepreneurial ideas, showcasing products like soaps, cleaning liquids, and paper items through marketing events.

The institution actively engages in programs like the Young Innovators Programme (YIP) and the Additional Skill Acquisition Programme (ASAP) while forging partnerships with industries and educational institutions. Academic Proficiency Developing Programmes (APDP) offer certificate courses and skill-based training both on

and off-campus.

Mentoring in Innovations aims to instil confidence in students by guiding them through failures. Capacity Development Forums, including Sports and Fine Arts Clubs, encourage student talent through various activities and the Annual College Magazine, which highlights student creativity.

Innovative career paths are encouraged through the Career and Placement Cell's sessions, 'Dream Threads' for tailoring and crafts, and Food Fests promoting healthy eating habits. Additionally, students run YouTube channels sharing success stories.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

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

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

02

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<u>View File</u>
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	<u>View File</u>

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

0

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	<u>View File</u>

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institution prioritises holistic student development by engaging in extension activities that sensitise students to social issues and actively contribute to the neighbourhood community. Through various

Cells and Forums such as Anti-Drug, Gender Equity, Women Development, and Value Education, as well as initiatives like Compassionate & Nurturing Alphonsians (CNA), the institution conducts diverse programs benefiting school children, parents, women, adolescents, and marginalised groups like Adivasis and migrant workers.

These efforts focused on empowering the underprivileged include soft skills training, waste management, e-governance, and environmental protection workshops. The institution's collaborative approach involves partnering with NGOs, Kudumbashree self-help groups, and the police for successful execution.

Extension activities conducted in the academic year2022-23encompass rural helpprograms, the dissemination of life skill courses, cleanliness drives, energy conservation campaigns, psychological aid, digital literacy initiatives, tuition classes, health camps, tree planting, and awareness rallies on social issues. Innovative projects like 'Campus of Kozhikode' and 'Job Fare'have gained prominence. Additionally, the Women Development Cell's promotion of embroidery and tailoring empowered rural women towards self-employment. The institution's impactful endeavours span diverse domains, fostering community participation and societal welfare.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

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

0

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	**No File Uploaded**

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

09

File Description	Documents
Reports of the event organized	View File
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

269

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

07

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

07

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Alphonsa College Thiruvambady aims for intellectual excellence by offering comprehensive facilities for education and assessment, fostering holistic growth. Situated on a serene 5.5-acre hilltop, the campus spans 44000 sq. ft., creating an ideal academic environment amidst natural greenery and fresh air. Adorned by an elegant entrance gate and a solar-lit garden, it houses

administrative offices, a library, a computer lab, an auditorium, and various departmental spaces.

Featuring 21 ICT-enabled classrooms, Psychology lab, a computer lab, two seminar halls (AC and non-AC), and an AV hall, the college ensures modern infrastructure for learning. The library serves as a hub for knowledge exchange. All classrooms have LCD projectors, Wi-Fi, and quality amenities.

The campus offers Wi-Fi access, reprographic facilities, separate restrooms, and wash areas for male and female students. With computers distributed across departments and administrative offices, the institution employs cloud-based servers for its website and management software.

Moreover, it provides counselling services, a healthy meal cafeteria, and dedicated spaces for various functions. The college ensures uninterrupted power through solar energy, a KSEB grid system, and a 30 KVA generator. It allocates parking separately for staff and students, while new developments include a hostel for 100 girls and an upcoming academic block.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

The college prioritizes sports, games, and cultural activities by engaging expert coaches for Basketball, Kabaddi, Volleyball, Football, and Badminton. Competent students actively participate in various university and external sports events annually. The campus boasts grounds for outdoor games like football and cricket, along with well-maintained courts for Basketball, Volleyball, and Badminton.

A viewing gallery near the Basketball court allows students to observe on-going games. Additionally, the eco-friendly open stage hosts diverse events such as Onam celebrations, Christmas carol and Santa Claus competitions, musical performances, and lunchtime concerts.

The auditorium serves as a venue for the College Arts Fest, Annual Day celebrations, and student gatherings. Moreover, the fig tree galleries provide spaces for open-air discussions and debates. To facilitate leisure time, students have access to mavinchuvadu benches. These amenities collectively encourage a vibrant atmosphere for sports, cultural activities, and student engagement within the college campus.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

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

21

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<u>View File</u>

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

169.32

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	[View File](#)
Upload Details of budget allocation, excluding salary during the year (Data Template	[View File](#)

4.2 - Library as a Learning Resource

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

Alphonsa College Library, spanning 800 square feet, provides ample reading and reference space with 18 shelves for books, magazines, and newspapers. It is open from 8:30 am to 5:00 pm on regular days and 9 am to 3 pm during vacations and holidays.

An advisory council, comprising the Principal, Librarian, Department Heads, Management Nominees, and Student Representatives, makes decisions after thorough discussions at the semester's start and whenever changes are proposed.

Utilizing the user-friendly ILMS software KOHA (Version: 20.11.02.000) and accessing INFLIBNET, Z library, and Souparnika Public Library Thambalamanna, the library empowers students' knowledge enrichment. Automated with barcoding technology, it streamlines book transactions, reducing circulation queues and aiding stock verification. ACT Library provides N-List facility to its patrons. It has access to 6,000+ journals, 1,99,500+ e-books and 6,00,000 e-sources through NDL. All the registered users can remotely access to e-resources through their credentials.

Students and faculty enjoy free library access, book reservations, and manual issuance by the librarian. The library boasts a collection of 6345 Books, 7 Encyclopaedias, 11 Dictionaries, 13 Handbooks, 3 Yearbooks, 2 Glossaries, along with various magazines, journals, and prominent newspapers.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	**Nil**

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

1.69

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

33

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Alphonsa College consistently upgrades its IT infrastructure, integrating technology into daily operations for teaching, learning, evaluation, and administration. Addressing remote network issues, the college invested in dedicated Optical Fibre from BSNL in 2017 and high-speed Kerala Vision Internet in 2019, currently boasting two connections with speeds of 61.25 MBPS and 20 MBPS. Continuous power supply is ensured via generators and inverters.

The campus is Wi-Fi enabled, facilitating access to online resources, and all staff rooms are equipped with desktops and printers. Each classroom features fixed LCD projectors or Smart TVs for ICT-enabled teaching, complemented by two portable projectors for various activities.

CCTV surveillance enhances exam security and overall campus safety. Administrative functions are digitally streamlined, integrating IT systems. The college's computer lab houses 38 computers, offering Wi-Fi connectivity for practical learning. Office computers, including those in the IQAC office and various departments, are network-connected with printers provided.

The College Management Software (CMS) automates student management, admissions, accounts, attendance, internal marks, staff profiles, and more. A separate accounting software manages college finances, while FOLLDY serves as an online teaching platform for the Commerce department, aiding the teaching-learning process.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

62

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

20.97

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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.

Alphonsa College prioritizes infrastructure maintenance and efficient utilization through its "Feel Homely, Use Optimally, Preserve Responsibly" policy. A subcommittee, comprising the Local Manager, Principal, IQAC Coordinator, Vice Principal, Department Heads, and Superintendent, oversees discussions on maintenance and usage.

Procedures involve soliciting annual infrastructure plans from departments and offices, with major projects presented by the Manager before the Educational Trust. The Bursar monitors facility maintenance and upgrades, while the purchase committee addresses running requirements. Registers track facility usage, implementing fines to deter misuse, while caution deposits collected at admission are refundable upon issue of a Transfer Certificate without outstanding fines.

Financially, the college follows strategies for fund mobilization and resource utilization, preparing an annual budget in consultation with departments, offices, and forums. Regular audits, conducted internally and externally, evaluate financial policy adherence. Various agencies, including the Financial Advisory Committee, Manager's office, Bursar's office, Purchase Committee, Internal Auditor, and Chartered Accountants, manage budget allocations and audits.

The institution, directed by the Educational Trust of the Diocese of Thamarassery, prioritizes education over profit-making, offering scholarships and sharing income with faculty and staff to support their remarkable service.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	https://www.acttdy.com/college/act/173/1

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

10

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File](#)
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

27

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

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

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

79

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

79

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | `A. All of the above`

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View File](#)
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

72

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

72

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

4

File Description	Documents
Upload supporting data for the same	View File
Any additional information	**No File Uploaded**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one)

during the year

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

03

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	**No File Uploaded**
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The College Union, structured per the Lyngdoh Committee report, comprises various elected members and office bearers responsible for representing student interests in academic, administrative, and extracurricular affairs. The Union consists of a diverse team: Chairperson, Vice Chairperson, Secretary, Joint Secretary, University Union Councillor, club secretaries, representatives from different academic levels, and association secretaries. Eligible candidates meeting specific criteria contest for class representative positions.

This Union serves as the official liaison between students and college authorities, actively participating in decision-making processes regarding academics, administrative matters, and quality enhancement initiatives. They regularly meet with staff advisors, discussing and suggesting innovative steps for various student activities.

Student representatives also play pivotal roles in different college committees, providing suggestions, organising meetings, and communicating recommendations to the Principal for further action. They manage cultural events and the college magazine and receive financial aid for student-centric programs and competitions.

The Union's involvement extends to academic events, cultural festivals, and national observances, ensuring comprehensive student representation. Their active engagement significantly contributes to the college's student-friendly environment, fostering solid faculty-student relationships and enhancing the overall teaching, learning, and extracurricular experiences.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

25

File Description	Documents
Report of the event	[View File](#)
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	[View File](#)

5.4 - Alumni Engagement

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

The Alumni Association of Alphonsa College Thiruvambady, established in March 2017, boasts 936registered members, focusing on fostering amity among former students. It promotes social, cultural, and academic activities, nurturing a strong network among graduates. Unlike student organisations, the association offers extensive networking opportunities and supports the college's profile.

Conducting grand alumni gatherings has been a tradition, nurturing a

close-knit bond among former students. Maintaining enduring relationships with alumni is deemed vital for the success of educational institutions. Notably, most alumni hail from middle-class backgrounds, seeking educational opportunities at the college.

The alumni are invaluable ambassadors, aiding the college's brand-building through word-of-mouth marketing. Distinguished alumni, excelling across academia, spirituality, business, and various fields, contribute significantly to the association's prestige.

All past students are automatically members, and department-specific meetings further nurture connections. The Alumni Association significantly impacts the college's future, representing member views, contributing to infrastructure, and aiding student facilities through generous donations and unwavering support. Their continuous financial, academic, and overall contributions make them the institution's backbone.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Alphonsa College Thiruvambady envisions holistic student development through moral values and quality education. Its mission aims to cultivate a morally upright, academically excellent, professionally competent, socially committed, emotionally motivated, and economically viable community of staff and students. The institution's policies align with constitutional values, gender equity, inclusivity, and eco-friendliness.

Operating on decentralised and participatory principles, the college follows long and short-term plans to enhance quality, infrastructure, and institutional growth. They strategise through annual and monthly action plans, evaluated per IQAC guidelines, with reports published on official platforms and subsequent actions recorded in relevant meeting minutes.

The governance structure includes a managing council, representing the Diocese of Thamarassery andsetting the institution's mission and vision. Decision-making involves the College Council, General Staff Council, and various departmental meetings, promoting collaborative efforts for optimal outcomes. Continuous stakeholder participation informs decisions, seeking feedback for infrastructure, curriculum, administrative matters, and more.

The institution maintains a swift grievance redressal system, publicly acknowledges stakeholder contributions, and ensures teacher representation across key decision-making bodies like the Academic Council and Finance Committee.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Effective leadership within Alphonsa College Thiruvambady is notably demonstrated through its implementation of decentralisation and participative management practices. Decentralisation empowers various departments, clubs, forums, and stakeholders within the institution, granting them autonomy in decision-making processes. This approach fosters a sense of ownership, responsibility, and accountability among individuals, encouraging innovative ideas and swift actions.

Moreover, the college's participative management style ensures that diverse voices and perspectives are considered in crucial decision-making forums. The institution cultivates an environment where stakeholders actively contribute ideas, evaluate programs, and collectively work towards achieving common goals through regular departmental meetings, executive gatherings of clubs and forums, and collaborative task settings.

This leadership model emphasises inclusivity and collaboration, leveraging the collective expertise and experiences of staff, students, alumni, and management. The college consistently seeks to enhance its infrastructure, teaching methodologies, administrative processes, and overall academic environment by soliciting feedback and input from various stakeholders.

This decentralised and participative approach strengthens the institution's decision-making capabilities and nurtures a culture of shared responsibility and continuous improvement, reflecting the institution's commitment to fostering a conducive and collaborative learning environment for all involved stakeholders.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Alphonsa College Thiruvambady's strategic deployment involves embracing accreditation from NAAC as a cornerstone achievement. The institution's comprehensive journey to achieving an 'A' Grade with a remarkable CGPA of 3.23 reflects strategic planning and persistent effort. This pivotal accomplishment signifies the college's commitment to academic excellence and continuous improvement.

The pursuit of accreditation commenced with inspirational sessions from key figures and the Paramarsh scheme introduction. With a dedicated IQAC team, systematic planning began, involving meticulous documentation, mentorship from St. Joseph Devagiri, and multiple evaluations.

The Peer Team Visit (PTV) marked a crucial milestone, showcasing the institution's infrastructure, research initiatives, and diverse talent. This process involved committees, mock evaluations, and student engagement, culminating in a comprehensive assessment of every aspect of the college.

The accreditation success was a collective effort attributed to the relentless dedication of faculty, staff, and students. The impact of

this achievement spans elevated reputation, increased opportunities for collaborations, and access to funding for innovative initiatives. This accreditation underscores the college's commitment to holistic student development and continuous educational empowerment.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Under the Diocesan Educational Trust, the college's governance structureoperates with critical roles and functional bodies ensuring effective management. The Bishop oversees trust activities as the Patron, while the Treasurer doubles as the College Director. The Manager, wielding policy-making authority, appoints the Principal and staff, adhering to university guidelines.

A hierarchy exists with the Principal as the administrative head, supported by the Vice Principal and College Council, comprising Heads of Departments and nominated members. Various associations foster stakeholder relationships.

Functional committees address issues like ethics, harassment, grievances, ragging, drug awareness, and SC/ST interests. These cells manage discipline and sexual harassment, redress grievances, prevent ragging and drug abuse, and support marginalised students.

The Institutional Quality Assurance Cell (IQAC) steers quality enhancement initiatives. Clubs, forums, and Heads of Departments oversee co-curricular activities and departmental affairs, while the College office, led by the Office Superintendent, handles administrative functions. The Bursar manages finances, aiding in account maintenance and daily financial affairs.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the institution webpage	https://www.acttdy.com/college/act_uniform_or/34
Upload any additional information	**No File Uploaded**

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**B. Any 3 of the above**

File Description	Documents
ERP (Enterprise Resource Planning)Document	**No File Uploaded**
Screen shots of user inter faces	[View File](#)
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	[View File](#)

6.3 - Faculty Empowerment Strategies

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

The institution prioritises comprehensive welfare initiatives for teaching and non-teaching staff, fostering a conducive work environment. Staff benefit from the Provident Fund, ESI, Maternity Leave, Festival Allowance, and financial support for Faculty Development Programs (FDPs). The institute assists in publishing scholarly articles, honours achievements, and commemorates special events such as book launches and staff accomplishments.

Regular staff receive benefits including Christmas Allowance, salary advances, loans for academic gadgets, travel allowances for conferences, support for higher qualifications, subsidised canteen meals, Wi-Fi access, staff tours, family gatherings, retirement acknowledgements, financial aid for personal needs like marriage or housing, daycare facilities, and recreational amenities. Furthermore, security guards and gardeners receive uniforms,

emphasising inclusivity in welfare measures. These diverse initiatives create a supportive and rewarding atmosphere, ensuring staff well-being and motivation within the institution.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

8

File Description	Documents
Upload any additional information	[View File](#)
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

6

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The college implements a comprehensive performance evaluation system for teaching and non-teaching staff, promoting continuous improvement. Feedback mechanisms include student evaluations of teachers, enabling confidential assessment reports analysed by the Principal for faculty improvement. Teaching staff submit self-appraisal forms detailing annual performances across curricular, co-

curricular, and research domains, reviewed by the Principal and IQAC as per UGC guidelines.

Similarly, non-teaching staff undergo evaluation based on efficiency and timely task completion through self-appraisal forms assessed by the IQAC. Heads of Departments compile Annual Reports summarising departmental activities, including student and faculty achievements, subsequently reviewed by the Principal. The IQAC Core Committee conducts profile reviews, offering suggestions to enhance staff performance. This multifaceted approach ensures a holistic evaluation, fostering continual growth and quality enhancement among the staff members.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution has transparent and well-structured mechanisms to supervise the effective and efficient use of obtainable monetary funds from various sources like the Fee from Students, Financial Assistance from the Educational Trust, Income from College Canteen etc,.

Alphonsa College Management has appointed a qualified internal auditor who checks the receipts/payments of all accounts. The internal auditors will ensure that budgets are on file. The budget figures shall be analysed with historical data. Internal Auditors shall submit the detailed audit report to the management for consideration and approval. Certified Accountant Subi Sebastian & Co conducts the Internal Audit regularly. The audit is conducted by auditing standards generally accepted in India.

Alphonsa College Management has appointed Luke & Co - Chartered Accountant as an external auditor to audit accounts. The External auditor verifies all the bills and vouchers concerning the cashbook and bank balances. They prepare the annual Financial Audit Statements, which are documented.

The College uses the COMPTES software developed by Lutsel Technologies Private Limited, Malaparamba, Calicut to do the financial accounting. All the income and Expenditures of the institution are centralised, and there is only one cash box for spending and receivingincome.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

11.6

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Alphonsa College maintains a robust financial framework ensuring transparency and accountability via annual audits. Clear policies govern resource utilisation and mobilisation strategies, aligning with the Educational Trust's vision. The institution collaborates with various departments, offices, and forums to draft an annual budget. Continuous enhancement of physical facilities adheres to the Trust's directives.

Income Sources:

1. Fee collections
2. Grants from the Educational Trust
3. Bank deposit interest
4. Agricultural revenue

5. Canteen proceeds
6. Miscellaneous income like fines and photocopying charges

Allocation and audits are overseen by:

1. Financial Advisory Committee (Educational Trust) at ACT
2. Manager's office
3. Bursar's office
4. Purchase Committee
5. Internal Auditor
6. Chartered Accountants for professional audits

Aligned with the Trust's ethos, ACT perceives education as non-profit, channelling resources into student scholarships and staff benefits. The institution values faculty and staff contributions and shares its income with them. As the college expands, stakeholders anticipate increased financial benefits.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Internal Quality Assurance Cell of Alphonsa College Thiruvambady has been pivotal in institutionalising quality assurance strategies and processes. Two noteworthy practices highlighting its significant contributions include:

1. Effective Work Sharing Regarding Quality Initiatives: The IQAC facilitates efficient work-sharing concerning quality initiatives. It collaborates across departments, forums, and administrative bodies, ensuring a collective approach towards quality enhancement. Through collaborative efforts, it delegates responsibilities, delineates action plans, and allocates resources effectively. The IQAC promotes a participative environment, encouraging the involvement of stakeholders in decision-making processes. This inclusive approach fosters a shared responsibility for implementing quality measures, enhancing the overall institutional quality culture.

2. **Effective Feedback Collection and Action Taking:** The IQAC has established an efficient system for collecting feedback and taking prompt action. It solicits input from various stakeholders, including students, faculty, staff, and alumni, through structured mechanisms such as surveys, suggestion boxes, and meetings. Upon collecting feedback, the IQAC meticulously analyses and synthesizes the data, identifying areas of improvement. Subsequently, it formulates action plans, implements necessary changes, and monitors the outcomes. This cycle of continuous feedback collection, analysis, and action-taking ensures a responsive and adaptive approach towards addressing concerns and enhancing the institution's quality standards.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

At regular intervals, ACT conducts comprehensive reviews of its teaching-learning processes, operational methodologies, and learning outcomes through its established Internal Quality Assurance Cell (IQAC), adhering to set norms and guidelines. This systematic evaluation ensures continual enhancement and monitors the institution's overall academic and operational facets.

The IQAC diligently assesses and documents incremental improvements across various activities. It employs a multi-faceted approach that involves:

1. **Teaching-Learning Process Review:** The IQAC analyses pedagogical methods, curriculum relevance, faculty development initiatives, and student engagement practices. This evaluation ensures the alignment of teaching methodologies with contemporary educational trends and learning needs.

2. **Operational Methodologies Evaluation:** Assessment of administrative processes, infrastructure development,

governance practices, and compliance with regulatory standards occurs to streamline operations and optimize institutional effectiveness.

3. Learning Outcomes Assessment: The IQAC tracks and measures learning outcomes vis-a-vis predefined objectives. It evaluates students' academic achievements, skill development, and overall growth, contributing to a more holistic educational experience.

These periodic reviewsare meticulously recorded, documenting the identified areas of improvement, action plans implemented, and subsequent progress. This systematic approach ensures compliance with quality assurance norms and fosters a culture of continuous improvement and accountability within the institution, ultimately enhancing the overall educational quality and experience for stakeholders.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.acttdy.com/naac/cllit/AQAR-2022-23/Criterion_6/6.5/6.5.3/0_6.5.3_Uploaded_Files/6.5.3_Annual_Report_2022-23.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

ACT prioritises gender equality by fostering an inclusive environment. It rejects inherent gender biases and advocates for respect and celebration of diverse gender identities. This commitment is reflected in various initiatives:

- Curricular Inclusions: Admission processes are gender-neutral. Gender-related courses are integrated into both undergraduate and postgraduate programs.
- Co-curricular Empowerment: The Women Development Cell (WDC) is a platform for female students, offering support, career guidance, and awareness programs on health, legal aid, entrepreneurship, and self-defence.
- Campus Safety Measures: CCTV surveillance, monitored movements, attendance records, and permission protocols ensure campus safety. Emergency communication systems and helplines for reporting harassment are prominently displayed. Female faculty members supervise and support students during field trips.
- Prevention Cells: Anti-ragging and Anti-Sexual Harassment Cells collaborate with the Women Empowerment Cell, conducting regular awareness programs and defence technique training.
- Counseling Support: Trained counsellors and mentors provide psychological assistance, ensuring gender-sensitive ethical conduct. Special monitoring and evaluation by tutors and hostel wardens maintain a safe and supportive environment.
- Career Guidance: Career counselling and skill development

programs are organised specifically for women, focusing on
communication, personality development, time management,
interview skills, and leadership development.

ACT's comprehensive approach prioritises gender equity, safety,
empowerment, and holistic development within its educational
ecosystem.

File Description	Documents
Annual gender sensitization action plan	https://www.acttdy.com/naac/cllit/AQAR-2022-23/Criterion 7/7.1/7.1.1/GENDER SENSITIZATION ACTION PLAN 2022-23.docx
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has a structured waste management system
encompassing various types of waste:

Solid Waste Management: The campus employsdedicated staff to
maintain cleanliness. Dustbins across the premises collect solid
waste, including food waste from student meals. Sanitary napkins are

disposed of in incinerators within women's toilets. Organic waste like dried leaves and food leftovers from the canteen are converted into vermicompost and used as organic manure for campus trees. The Green Club raises awareness to minimise plastic usage, effectively managing solid waste.

Liquid Waste Management: A well-connected drainage system manages liquid waste, directing toilet waste into underground sewage pits.

E-Waste Management: The institution stores electronic waste in a designated room for periodic disposal. Exchange policies replace outdated computer equipment, while printer cartridges are refilled externally. UPS batteries undergo recharging and repairs by suppliers.

Hazardous Chemicals and Radioactive Waste: The campus does not produce hazardous chemicals or radioactive waste. Chemicals like pesticides and sanitation products are used within permissible limits and disposed of according to government standards. The Maintenance Committee oversees waste disposal procedures regularly.

Through these initiatives, the institution efficiently handles solid, liquid, and e-waste and ensures proper management of chemicals, maintaining a clean and environmentally conscious campus.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	**No File Uploaded**
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**A. Any 4 or all of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage	**A. Any 4 or all of the above**

including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment   5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen   reading

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Alphonsa College Thiruvambady advocates inclusivity across cultural, regional, linguistic, and socioeconomic diversities, rejecting sectarian beliefs and privileging societal segments. Embracing the national ethos of 'unity in diversity,' the college adheres to government reservation policies, encouraging students from scheduled categories. Special efforts aid SC/ST students in accessing scholarships and financial aid from various sources.

Institutional scholarships support students from marginalised backgrounds. Collaborative learning fosters an environment transcending class and caste barriers. Celebrations of linguistic, religious, and cultural festivals like Hindi Diwas, Onam, Christmas, Eid, and others emphasise diversity. The college offers multiple second-language options and cultural events showcasing India's rich diversity.

Events like Traditional Day, where students wear traditional attire, highlight India's cultural richness. Initiatives such as Friendship Day and Fresher's Day promote universal brotherhood. Admission and appointment processes remain unbiased, ensuring a discrimination-free environment. The institution's inclusive approach extends to

constituting bodies like PTA and Alumni, emphasising an all-embracing ethos.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Alphonsa College Thiruvambady deeply embeds constitutional principles within its community. Emphasising justice, liberty, equality, fraternity, and human dignity, the institution exhibits a Preferential Option for the Poor, Oppressed, and Marginalized, reflecting its commitment to justice.

The college cultivates liberty while respecting diverse worldviews, provides equal opportunities, and encourages fraternity by fostering acceptance of others. It educates students on fundamental duties and citizenship responsibilities, nurturing humane values and social consciousness through departmental associations, clubs and community engagement programs.

Various initiatives sensitising students to social responsibility, environmental awareness, and citizenship roles include community development, health and hygiene awareness, AIDS awareness, blood donation, visits to care homes and orphanages, tree plantation, public cleaning programs, and community surveys.

ACT reveres national symbols like the flag and anthem on Independence Day and Republic Day. National Days are celebrated through various activities honouring freedom fighters and the nation's sovereignty, aligning with the ideals of the Constitution.

The institution fosters a spirit of inquiry, humanism, and scientific temper through curricular, co-curricular, and extension activities. Celebrating diverse festivals like Onam, Christmas, and Eid, the college promotes secularism and treats all stakeholders equally regardless of their faith.

Courses on the 'Constitution of India' and Audit Courses aligning with constitutional values are offered, emphasising the nation's

foundational principles within the academic curriculum.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	**Nil**
Any other relevant information	**Nil**

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**A. All of the above**

File Description	Documents
Code of ethics policy document	[View File](#)
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Alphonsa College Thiruvambady cultivates an energetic and vibrant campus culture, actively commemorating national and international events and festivals. It emphasises the significance of these occasions, aiming to foster a sense of global citizenship among students.

The institution observes various national and international days focusing on specific causes and engaging the community through diverse programs. Celebrations of Onam and Christmas involve

cultural events, interactions with orphanages, and particular messages delivered to students and faculty. Competitions like quizzes, cultural performances, and floral carpet designs further enrich these festivities.

Students organise commemorative days and awareness programs through academic clubs such as department associations, Women Empowerment Cell, Green Club, ED Club, ASDP, and ARISE. Days like International Women's Day, National Republic Day, and Independence Day are celebrated fervently, including flag hoisting and speeches to honor the nation.

These events offer intensive learning experiences, featuring diverse activities like poster making, presentations, debates, flash mobs, and expert talks. They serve as platforms for students to delve into the significance of these occasions, fostering social, environmental, and national consciousness within the campus community.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Alphonsian Green Initiatives (AGI) at Alphonsa College Thiruvambady amalgamate Green, Water, and Waste Management Clubs, aiming to instill environmental responsibility and nurture sustainable practices. Urgency arises from pressing global environmental concerns, necessitating the practical implementation of ecological teachings in academia. AGI emphasises relevant course choices, projects, and significant environmental day observances, yet theoretical academic structures impede practical application. Despite challenges, AGI's success is gauged through planned targets, monthly reviews, and district-level accolades, demanding continuous monitoring and recognition as co-curricular activities for sustained success.

Compassionate and Nurturing Alphonsians (CNA) integrates palliative care, social service, and forums for differently-abled individuals, aligned with the institution's societal commitment. CNA aims to foster empathy, engage students in societal causes, and elevate vulnerable communities. However, student commitment remains a challenge for mandatory social service. Implementation involves academic courses on equity, humanitarian projects, and outreach programs. CNA's success is evident through meticulous planning, real-time evaluations, and district-level recognition during the pandemic. To address challenges, incentivising participation, allocating ample time for activities, and emphasising co-curricular recognition are crucial for sustained engagement and success.

File Description	Documents
Best practices in the Institutional website	https://www.acttdy.com/college/act/220/9
Any other relevant information	https://www.acttdy.com/college/act/222/9

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Alphonsa College Thiruvambady,established in 2014 under the Educational Trust of the Diocese of Thamarassery, rooted in the motto "To Witness to the Truth," derived from the Bibleemphasises education's role in enabling truth-seeking. Located amidst the Western Ghats, it caters primarily to students from economically disadvantaged backgrounds in the Calicut district's hilly areas.

The institution's vision aims at holistic student development through moral values and quality education. Its mission involves cultivating a morally upright, academically excellent, socially committed, and economically viable community. ACT's education model focuses on practical problem-solving, skill development, cultural enrichment, and values formation, integrating theoretical learning with real-life applications.

ACT promotes social upliftment by offering skill development workshops, counselling sessions, and extensive training programs to neighbouring communities. Beyond campus borders, student volunteers participate in various outreach projects benefiting marginalised

groups, such as Adivasi Colonies, anti-drug campaigns, support for
care homes, and initiatives aiding the disabled and palliative
patients.

ACT's distinctiveness lies in its dedication to providing quality
education to underprivileged rural youth while actively engaging in
holistic community development, aiming to uplift the marginalised
through education, support, and social initiatives.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

- **Curricular Development:**

  - Enhance curriculum with practical applications and
    industry-relevant content.
  - Introduce new courses aligned with emerging fields and
    technological advancements.

- **Skill Enhancement Programs:**

  - Expand skill development workshops in diverse areas like
    entrepreneurship, ICT, and soft skills.
  - Introduce specialised training in emerging sectors to
    foster employability.

- **Community Engagement Initiatives:**

  - Strengthen outreach programs to neighbouring communities
    through skill workshops and counselling sessions.
  - Conduct awareness campaigns on health, environment, and
    social issues.

- **Student Empowerment:**

  - Establish mentorship programs for students, focusing on

personal and academic growth.
- Encourage leadership development through clubs, societies, and participatory roles in college governance.

- **Infrastructure Development:**

  - Upgrade facilities for better learning experiences, including labs, libraries, and sports amenities.
  - Implement eco-friendly practices, promoting sustainability across the campus.

- **Partnerships and Collaborations:**

  - Forge alliances with industries for internships, placements, and collaborative projects.
  - Collaborate with NGOs and governmental agencies for community development initiatives.

- **Evaluation and Feedback Mechanisms:**

  - Implement robust assessment methods to gauge student progress and program effectiveness.
  - Encourage regular feedback from stakeholders for continuous improvement.

- **Contingency Preparedness:**

  - Develop contingency plans for online learning and campus safety protocols.
  - Provide support systems for students and faculty during uncertain times.