



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ALPHONSA COLLEGE THIRUVAMBADY

**ALPHONSA COLLEGE THIRUVAMBADY THIRUVAMBADY POST,
KOZHIKODE DIST KERALA - 673603**

673603

www.acttdy.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Alphonsa College, Thiruvambady (ACT), established in 2014 by the Diocese of Thamarassery and affiliated to the University of Calicut, caters particularly to the educational needs of the *students* hailing from the rural and hilly regions of Northern Kerala. Since its inception, the college has been relentlessly striving to provide value based cutting edge education to its students by inculcating in them the urge to build strong character and serve their fellow human beings. The college has effectively organised its human and non-human resources to help the students achieve excellence in their respective areas of study and other activities. Over the past years, it has grown gradually and steadily, introducing a few Postgraduate programmes as well. The College keeps itself in the forefront of higher education in the district by maintaining a serene and peaceful atmosphere conducive to academic activities of high standard.

The College is adorned with 3 Departments with 8 programmes, which include Undergraduate and Postgraduate courses in Arts, Science and Commerce. ACT follows a rigorous academic programme combined with selected intellectually complementing co-curricular and extracurricular activities, thereby ensuring that students passing out of the college have an edge over others to face the challenges in the world and prove to be individually and socially useful citizens.

Vision

The vision of the institution is the attainment of ‘the holistic development of the students through the dissemination of moral values and quality education’

Mission

The mission of the institution is ‘to build up a community of staff and students which is morally upright, academically vibrant, professionally competent, socially committed, emotionally motivated and economically viable.’

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A highly safeguarded, eco-friendly and green canopied campus ambience including **Scenic view of the college** for quality sustained teaching-learning process
- **200m compulsory treaking** for the students every day to enter the college
- **Hill top buildings and contious wind blow**

- Highly committed, industrious and qualified faculty members
- Western Ghat backgrounded rural locality and first generation learners
- Student-teacher rapport conducive to interpersonal skill
- Student involvement in co-curricular activities to strengthen leadership qualities
- Digitally equipped library development
- All classrooms are ICT enabled with Wi-Fi facility
- Continuous community interaction through outreach and extension activities
- Socially Committed and proactive Management, Faculty and Students aiming Social Integrity and National Development
- Moulding a flourishing and Dynamic Student Community in a Rural Social space
- 60 MBPS Bandwidth Internet Leased Line Connectivity
- Transparency of Management in all academic and administrative functions including recruitment of staff
- Proficient and industrious Student Council and Representatives
- Provides Professional and Global opportunities through skill development training and certificate courses
- Entrepreneurial and Vocational training Programmes
- Regular and effective coaching for various competitive exams, UGC/NET, PSC and Bank Coaching. Ample Freeships and financial support provided for the needy through welfare associations.
- Professionally competent linkages and collaborations with renowned Institutions and Industries
- Systematic Teaching-Learning and Evaluation Process for high quality outcome
- Productive Research Culture through International and National Seminars, Participation in off campus research initiations, Publication of Books by Faculties and Students through Research Incubation initiatives
- Excellence through acquisition of Awards and Recognitions in Academic and Co curricular activities
- Extend value for all living beings and Nature through innumerable extension activities including Community College creating value instilled commune
- An accomplished Counselling Centre and Health Care Unit for healthy, stress free successful student

career

- Soft skill training
- Academic and administrative audit conducted regularly
- Well-maintained Infrastructure and Basic Amenities
- Placement Training
- Execution of mentoring and counselling sessions for students
- Good number of students from other Communities prompting inclusive education atmosphere
- Clubs and Committees with the active involvement of staff and students
- A very good system of recording the projects done by the students
- Ample student exposure to field visits and residential camps

Institutional Weakness

- Limited number of research publications in international journals
- Lack of permission from university to start Research Departments & New Gen courses
- Annual affiliation for self financing colleges and hence problems in the appoint permanent teachers hence teachers seek for better permanent jobs
- International Collaborations can be strengthened only after getting prior permission from the state government and university which is not easy for Self Financing colleges.
- Lack of financial support from the government for the improvement of infrastructure

Institutional Opportunity

- More Soft Skill Training programmes could be provided
- More Strategic Employment opportunities are to be provided
- More Start-ups and innovative inventions can be promoted
- International and Interdisciplinary Research Initiatives are to be promoted

- Promoting student participation in International Cultural and Sports events and competitions is to be done
- More emphasis is to be laid on special coaching for Competitive Examination and Qualifying examinations like NET/JRF
- ACT could be a complete Hub for women empowerment
- More programmes may be introduced to mould the professional skills of students
- More online certificate/diploma programmes could be provided
- More support from Alumni is to be gained
- More Collaborations with international educational institutions and universities are to be found
- More training programme to develop entrepreneurial skills are to be found
- To serve the first generation graduate learners of rural and hilly background

Institutional Challenge

- The hectic academic curriculum and the heaviness of workload do not support faculty to give more focus on research.
- Minimal employability interest among student community due to restrictions of social community and familial socio- economic reasons
- Less Career ambition among students due to influence of social background
- Difficulty to find Faculty and student exchange programmes, and other collaborative programmes outside India
- University is not providing relevant supporting documents for the application of 2f/12b status of UGC for the college
- Self-financing college faculties are not getting opportunities in academic bodies such as senate/Board of Studies etc
- Prolonged admission process of the University
- Lack of proper language skills among students
- Lack of research facilities and research centres

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Alphonsa College Thiruvambady is affiliated to the University of Calicut and the courses and programmes offered at the institute are designed as per the rules and regulations of the university. The HEI has consistently strived to extend the best in the world of academics to the young learners through a well planned, documented and effective curriculum delivery.

- Adhering to the curriculum and syllabus prescribed by the University, the institution prepares its own academic calendar coping up with the one that of the affiliated university and facilitate effective curriculum delivery and the conduct of CIE
- Some of the faculties of the HEI participate in the Curriculum Designing and Question Paper Setting by the University.
- The HEI happily implements Choice Based Credit System as per the University norms and regulations.
- The institution enriches the curriculum providing Add-On and Certificate courses introducing the learning community to newer trends in academia to keep in tune with updates around the globe from time to time. A good number of students **enrol** in the certificate courses designed by the institution.
- The HEI integrates crosscutting issues into its curriculum giving additional emphasis on Professional Ethics, Gender, Human Values, Environment and Sustainable Development. And a good number of learners gain merits from those courses.
- The institution insists the students undertake projects, internships and field visits to expose themselves to the practical application of the knowledge they have acquired.
- Structured feedback on curriculum and content delivery are collected, analysed and appropriate actions are initiated to better on quality benchmarks.
- The College promotes sharpening soft skills that enhances young learners' ability to make practical applications of the theories they have learned. The institution also regularly conducts value-based enrichment programmes to meet the wide-ranging demands for the holistic development of the students.

Teaching-learning and Evaluation

Teaching, learning and evaluation is given its utmost importance in Alphonsa College Thiruvambady. While recruiting the teachers the institution looks for continuous academic excellence, professional development, wider experience and dedication and passion for teaching. Every teacher who joins the college as a teaching faculty is given time to acclimatise with teaching learning and evaluation system practised. The classrooms are provided with high-speed internet access and smart TVs. All teachers and students use projectors and electronic devices to make their classes and presentations more effective. Teachers encourage students to come prepared with questions based on the topics to be discussed in the classrooms. Some of the best practices in the teaching , learning and evaluation at ACT are:

- Every student has a teacher as mentor
- Every student has a study-buddy
- Student make power-point presentations on courses for the conduction of their seminars
- Every student completes an assignment on all subjects attempted.
- Each student has to complete a project of not less than 12000 words for the successful completion of the course.
- The classroom is always active with student participation in debates, group discussions, presentations and experiments.
- The college makes sure that it enters into collaborations and mutual agreement for practicum, internships and placements.
- Two compulsory internal examinations and a chance for further improvement through a retest is implemented.
- Continuous evaluation of teachers' performance by peer visits, monitoring of HoDs, Academic coordinators, vice principal and principal.
- Continuous evaluation of the progress of the students are evaluated and reported to the learners, class tutors, department, principal, parents and the college management.

Research, Innovations and Extension

In order to make sure the postgraduate departments are self-sufficient in research, the college recruits teaching faculty with doctorate degrees, M Phil, vast experience in teaching, and candidates who have cleared NET and SET. The institution through its various postgraduate programmes encourages students into the world of research. Students are given openness to research opportunities through pilot studies and introduction to research methodology. Teachers who are currently in the completion of the research are given extra leave and financial assistance. The institution allocates sufficient funds to furnish the college library with research materials. The college through the postgraduate departments has made collaborations with various educational, technical and research institutes and industries to promote research, innovations and extension. The college collaborates and has signed MoUs with other leading and mentoring colleges to exchange students and faculty experts to widen the scope of extension. Educational institutions like Alpha Maria Academy has financially contributed to the research and development of ACT in the fields of innovation in teaching and learning. ACT has encouraged and helped teachers and students in the publication of their books. ACT acknowledges and promotes Intellectual Property Rights of all its stakeholders. Innovative practices are encouraged and there is an entrepreneurial club to initiate creation and transfer of knowledge.

Additionally, the HEI attempts to widen its scope, in line with its vision and mission, through various extension activities in the neighbourhood communities sensitizing students to social issues. The college was awarded for its timely assistance at the time of flood season of 2018 and for its vigours activities at the time of the pandemic

Covid 19. The institution through its different clubs and forums has contributed significantly to schemes like Swachh Bharat, AIDS Awareness, Gender Issues and so on.

Infrastructure and Learning Resources

Alphonsa College Thiruvambady is well designed to attract all people and is adequately equipped with all the necessary infrastructure. There is an **auditorium** with a sitting capacity of 1500 people at a time. It is used for conferences, university exams and annual programmes. The auditorium has a spacious stage for activities and a stable sound system. All the departments are given offices with attached washrooms. There are enough classrooms for all students to attend classes and they are all equipped with either projectors, or smart TVs to make sure ICT enabled teaching and learning takes place every day. Students have canteen for refreshments, basketball and football grounds for sports and games. The air conditioned seminar hall is often used by teachers and students to attend seminars, presentations, webinars and various other teaching and learning purposes. There is a Ladies' restroom in our college with first aid kits known as "INFIRMARY for GIRLS". The main purpose of this Infirmary is to maintain privacy for girl students. This room is helpful for them to refresh themselves and take rest during menstrual cycle and illness. The Library is spacious and is rich with a good number of books for all the students and teachers. It's used as a learning resource because students and teachers not only borrow books from the college library but also spend quality time researching reference books. The staff and students have access to ICT facilities and other learning resources like internet, e-magazines, and remote access to e-libraries. The support and service of computer assistants, office assistants, and technical support team is provided to make the life of students and teachers on the campus at ease. From gardeners, cleaners, plumbers, electricians to technical and skilled labourers engineers look after timely maintenance of all the infrastructure made available in the college.

Student Support and Progression

Every year ACT receives a mixed bag of students with hidden talents unnoticed and from different social and economic backgrounds. This college accepts them whole heartedly without any discrimination and considers them all as equal. UG students are guided to orient themselves with a three year long programme that they have enrolled. After taking them on a campus tour introducing the amenities and services on campus, they meet their principal, vice-principal, HoDs, class tutors, individual mentors, faculties of their departments, the librarian, student leaders, coordinators of various clubs, forums and associations, and other people incharge of various services. Every newly enrolled student is given 2 days of orientation on the rules and regulations of the college as well as that of the university along with their rights and duties. They meet teachers and students in charge of the student guidance cell, counsellors, placement cell and grievance redressal cell.

The Scholarship Cell of the College attempts to identify the deserving students for different government scholarships and attempts to help them gain them. Also the college has a spectrum of institutional scholarships and deserving students are identified and the scholarships are granted.

The HEI has an active grievance redress mechanism to identify, to collect and rectify various apprehensions of different stakeholders.

The students are guided and supported to excel in their career through internship and direct recruitment to jobs of their choice to various companies with which the college maintains good relations and MoU. Students are guided to choose higher studies and research as well. The college also provides assistance to complete add on

courses and skill development programmes successfully. College conducts an **annual** job fair to increase student placement immediately after the course. The college maintains a strong and healthy relationship with the alumni through regular communication and incorporating them in various programmes like the annual job fair and alumni meetings.

Governance, Leadership and Management

Since its inception ACT is fast growing in all areas because of the best practices and policies the management is following in recruiting, training and periodically appraising the human resource. Leadership is also efficient in financial management. ACT management and leadership is totally committed to build a community of staff and students morally upright, academically excellent, professionally competent, socially committed, emotionally motivated and economically viable. ACT receives the youth as they are but mentors them to be independent and lead a life of their own dreaming a better world of peace and justice. ACT is an institution that incorporates all the stakeholders in its decision making and implementation. While recruiting staff ACT makes sure that they are academically excellent, professionally competent and willing to go an extra mile for the students, institution and the community. In order to improve the professional competence the teachers are made guides, mentors, tutors, and role models to the students and the community. The performance of the staff is evaluated and appraisal in the form of certification and awards are given from time to time. The college makes sure that the budget allocates enough funds to all areas and it is well utilised without delay. The income and expenditure are subjected to regular internal and external audits. The IQAC at ACT has a spacious office with a team leader and sufficient work force to ensure that as a higher education institution it is achieving academic excellence and continuous improvement is made. Under the leadership of IQAC the college adopted quality management strategies in all academic and administrative aspects.

Institutional Values and Best Practices

Being an affiliated self-financing college to the University of Calicut ACT understands and functions as a responsible higher education institution. Adhering to the UGC regulations ACT prepares the students to face the global challenges. Some of the staff are recruited with study and teaching experience abroad. As a vibrant and responsible community all the activities both academic and nonacademic at ACT maintain international standards. ACT treats all genders equally and it has zero tolerance towards abuse of women and children. The anti-ragging cell is vigilant and active in encouraging all the students to live and grow as a community. Every year 100 students from the first year are given the opportunity to be student volunteers and are trained as future leaders. The college has a couple of eco-clubs and they create awareness on environmental issues and lead the college to practise Eco Friendly Green Life through Waste Pickup to Recycle, WasteWater Treatment to Reuse, Water Harvesting to Reduce, and Solar Energy to reduce the emission of CO₂.

The HEI is also duty bound to maintain an inclusive environment through providing tolerance and harmony towards cultural, regional, linguistic, communal, socio economic and other diversities. It celebrates commemorative days and events of national and international significance. Also the HEI conscientize its stakeholders to the constitutional obligations: values, rights, duties and responsibilities of citizens. The HEI maintains a code of conduct for all stakeholders and ensures that the harmony is achieved.

The distinctiveness of Alphonsa College Thiruvambady (ACT) is very much present in its vision and mission and it functions for the academic upliftment of the students of the hilly regions of Malabar. The College has a number of Best Practices that make the academic life in ACT more committed to society and sustainable

development.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ALPHONSA COLLEGE THIRUVAMBADY
Address	ALPHONSA COLLEGE THIRUVAMBADY THIRUVAMBADY POST, KOZHIKODE DIST KERALA - 673603
City	Kozhikode
State	Kerala
Pin	673603
Website	www.acttdy.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chacko K. V.	0495-2254055	9495643150	-	acttdy@gmail.com
IQAC / CIQA coordinator	Geo Mathew	-	9946470550	-	gpmact999@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	11-07-2014

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

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ALPHONSA COLLEGE THIRUVAMBADY THIRUVAMBADY POST, KOZHIKODE DIST KERALA - 673603	Rural	5.5	1021.933

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce And Management	36	Plus Two	English	46	41
UG	BCom,Commerce And Management	36	Plus Two	English	53	35
UG	BBA,Commerce And Management	36	Plus Two	English	30	24
UG	BA,English	36	Plus Two	English	36	26
UG	BSc,Psychology	36	Plus Two	English	36	32
UG	BA,Journalism And Mass Communication	36	Plus Two	English	40	0
PG	MCom,Commerce And Management	24	Graduation	English	17	11
PG	MA,English	24	Graduation	English	17	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				29			
Recruited	0	0	0	0	0	0	0	0	14	15	0	29
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	10	14	0	24
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	244	0	0	0	244
	Female	201	0	0	0	201
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	14	0	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	3	1	3
	Female	2	1	1	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	14	16	30	31
	Female	32	30	32	39
	Others	0	0	0	0
Others	Male	38	47	64	32
	Female	48	41	36	69
	Others	0	0	0	0
Total		135	138	164	175

1. Multidisciplinary/interdisciplinary:	Alphonsa College has always strived for a multidisciplinary approach in its academic as well as co-curricular activities. Students are encouraged to undergo minor/major projects in the Multidisciplinary/ Interdisciplinary mode by formulating teams from different courses. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the College. A seminar for the faculty members initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity.
2. Academic bank of credits (ABC):	The institution preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliated university and Higher Education Department.
3. Skill development:	The Institution is already conducting the Skill Development Courses / Audit Courses that are designed by affiliating university from Semester one to four in various programs. The college has already been running courses such as SAT (Smart Accountant Training), TALLY ACE, Soft Skill Courses and Personality Development. Students of Alphonsa College are presently being given hands-on exposure to practical subjects through mini projects, in which students identify their skills to fabricate some mini-projects and learn the concepts through experiential learning.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	ACT encourages learning of the national language - Hindi, by offering it as a second language for UG students. Programmes including webinars, seminars, observance of Hindi Diwas are offered to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi. Further, Indian ethos are taught in the course Business Ethics in the curriculum of Business Administration. The cultural values of Indian traditions are imbibed by the students through the curriculum delivery and different additional programmes.
5. Focus on Outcome based education (OBE):	ACT has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. All

	<p>courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying ,Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that students contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. Variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project based learning field work , technology enabled learning internship and research work is suggested. The student learning outcome should be defined in terms of knowledge skills understanding values employability. This institution, being affiliated with concerned university follows the guidelines as and when directed.</p>
6. Distance education/online education:	<p>Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to attend MOOC courses at college which promotes the blended learning system of learning.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
143	115	99	95	95
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	5	4	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
467	429	404	415	384
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
156	137	119	111	114

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
137	127	134	146	101
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 21

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
40.15	48.86	57.72	52.66	58.94

4.3

Number of Computers

Response: 61

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

All the programmes offered in the HEI are affiliated to the University of Calicut, and all the departments effectuate Curriculum laid down to them. The following are the indicators as how the HEI ensures effective curriculum delivery through a well planned and documented process.

- The College strictly adheres to the **Academic Calendar framed by the University**.
- The **Staff Council** plans and lays out the academic exercises every year.
- The **Academic Calendar and Detailed Timetable** are provided to the students.
- The Students are made aware of the **POs and COs** via college Website, periodical notices and instructions.
- Detailed **Supplementary Materials and References** are prepared by the department workforce which incorporates **Comprehensive Lesson Notes, Teaching Materials, PPTs , Recorded Lectures** and so on with the help of **Library, Online sources**, and Paid teaching contents like **FOLLDY**.
- The **Course Allotment** to each faculty is done according to the capabilities, qualifications, subject specialization, experience, and willingness.
- Teachers deliver the curriculum according to the **Teaching Plan**. The timely completion of syllabus is ensured by the respective HoDs and the Principal.
- Additionally, students attend **Guest Lectures** by industry experts, **Extension Programmes, Industrial and Field Visits, Add-on Courses and Certificate Courses**.
- The effectiveness of curriculum delivery is ensured by an internal **Academic Council** with the help of **CIE Cell**. Two Internal Examinations per semester are conducted. The valued answer scripts are expeditiously returned to the students with appropriate directions for improvement. The college has a system of **Additional Evaluation** of the learners' skills in language, methodology and research orientation. CIE includes **Seminars and Assignments**.
- Tutors engage their **Tutorial Hours** to provide proper guidance regarding the COs, Career and Practical applications of acquired knowledge.
- The faculties devote extra hours for the **Bridge Courses and Remedial Classes** for the identified slow learners after the completion of the internal examinations to invigorate their studies before the University Examinations. The **Slow Learners** are provided extra lectures, seminars, group discussion, and individual interactions addressing their problems.
- **Mentoring and counselling sessions** are conducted to improve their knowledge acquiring skills.
- **Advanced Learners** are provided additional assistance to increase their knowledge and skills and are given guidance to crack competitive examinations and to succeed in entrepreneurship.
- **Previous year Question Papers** are discussed.
- Periodical **Department Meetings** and **Special Meetings with precedence of the Principal** in the Departments are conducted in view of monitoring effective curriculum delivery.
- **Parent Teachers Meeting Sessions (PTA)** are conducted every semester.

- Updating the **College Library** with new books, journals, E-Sources and INFLIBNET ensures the active engagement of the college in the advancement of the curriculum.
- **Google Classrooms, Google Meet and Social Media Platforms like YouTube, WhatsApp and Telegram** played a significant role in making the curriculum delivery more participative and effective.
- **Participative Learning and Experiential Learning** happened in and outside the campus through activities of different clubs, forums and Academic Extension programmes hosted by the respective departments. Through **Project Works, Internships and Field Visits** the teaching-learning process was made more effective and outcome based.

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

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

Response:

ACADEMIC CALENDAR

- The **Staff Council** prepare the Academic Calendar in strict accordance with the directives provided by the affiliating University.
- The detailed Academic Calendar deploys **Academic, Extensional, Co-curricular and Extracurricular activities of the proposed year.**
- The students get it through **Handbook, Website, Monthly Planner Notices, periodical Public Addresses and Notice Board entries.**
- Academic Calendar notifies the dates of both **Commencement and End of each semester** along with the **Schedules of two Internal Examinations**, due dates for **Seminars, Assignments, Annual Refresher Programmes, Department wise Academic Extension Programmes, Mandatory programmes on Anti-Ragging, Anti-Sexual Harassment, Gender Equity, Intellectual Property Right and Cyber Discipline.**

CIE

- CIE Cell of the HEI is headed by a **General Coordinator** along with **Departmental coordinators** with a Physical Office functioning during the office hours.
- CIE Cell frames the **Timetable** for Internal Examinations, gives **General Guidelines**, sets **Deadlines for Answer script Valuation, Course Seminars and Course Assignments**, monitors **Question Paper Setting, Question Bank Generation, Scheme Setting, invigilation duty**, and ensures timebound valuation and entry of scores in the College Management Software.
- Students attend **Workshops** to know about the components of CIE Scores.
- Parents of wards are also instructed on the same during the induction programme and PTA meetings.

- The Question Papers are prepared by each individual faculty based on **Bloom's Taxonomy and CO (Course Outcome) identification**.
- College Management Software avails **Question Bank** which incorporates previous year question papers and other questions prepared by the course engaging teachers. Departments and college websites maintain an e-copy as well as hard copy of end-semester question papers.
- Internal Tests are conducted seriously. **Exam Timetables** along with the specific portion chosen for the internal exams are intimated sufficiently earlier and Students are allocated to specific Halls and are Invigilated at the time of examinations.
- The answer scripts are corrected within five days, and **Additional Valuation** identifies the strengths and weaknesses of each student. Generally the first year students are benchmarked on their **Writing skills**; Grammar, Precision, and Time Management, while the Second year students on their **Methodological skills** specific to their department and third year students on their **Research Aptitude**, entrepreneurship and career orientation. The Additional Valuation indicators are intimated to the students through a one-to-one counselling by the **Office of Academic Assistant to IQAC**.
- The marks are entered in the College Management Software for further consolidation. The total CIE score is calculated after the consolidation of scores obtained from two internal examinations, seminars and assignments, and the attendance percentage for each course. The Course wise CIE total score is uploaded in the software of the affiliating university.
- CIE cell manages the **Audit Courses** prepared by the affiliating University for each semester and conducts **Quizzes** and **MCQ Sessions** and records the scores obtained by the students.
- Students submit their **Feedback on the Content of every course and the Lesson Delivery** maintaining complete anonymity at the end of every semester. The feedback is collected, analyzed and appropriate actions are taken after every semester.

File Description	Document
Upload Additional information	View Document

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 7

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

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

Response: 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	14	11	09	10

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 46.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
288	179	166	171	172

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

1.3 Curriculum Enrichment

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

Response:

Alphonsa College Thiruvambady is well aware of the urgency of integrating cross-cutting issues pertaining to Professional Ethics, Gender, Human Values, Environment and Sustainability into its curriculum. The institution has a four level strategy for the successful implementation of the same via the following:

1. **Coping with the syllabus of the affiliating University with special focus on Cross Cutting Issues**
2. **Helping the students to conduct their Practicals, Projects and Internships with special focus on the Cross-Cutting Issues**
3. **Conducting Co-Curricular activities like Extension Lectures**
4. **Conducting Extra Curricular Activities via Clubs and Forums**

Thanks to the curriculum of the affiliating University, different programmes running at Alphonsa College Thiruvambady have audit courses and other courses that take up cross cutting issues. Some of the Course Names follow:

- **Environment Studies** - 1st Semester Audit Course for all programmes
- **Gender Studies/Gerontology** - 4th Semester Audit Course for all programmes
- **Rights / Intellectual Property Rights / Consumer Protection** - 3rd Semester Audit Course for all programmes,
- **Business Ethics:- Ethics and Morality:** MCM1C02-Corporate Governance and Business Ethics
M. Com: Module 5 ,I Semester
- **Protection of Minorities**-Religious, Linguistic and Sexual Minorities
- **ENG6B11-Voces of Women:** BA English - Semester VI
- **Intellectual Property Rights** - Module 5 of Managerial Economics – B. Com Students
- **Women's Writings** - 5th Semester BA English.

The HEI urges its students to do their internships, project works and practicals deepening their interests in

cross-cutting issues. Many of the students have contributed significantly to the cause. Some of the samples follow:

- **Reconstruction of Feminine Identity in R. K. Narayan's *The Guide*** (BQARAEGR07),
- **A Study on the Women Entrepreneurship Development in Kozhikode District** (BQAQBCM076),
- **Hope and Gratitude among Single and Married Individuals** (BQARSPY003)
- **A study on the Awareness of Consumer Rights among People with special reference to Thiruvambady Panchayat** (BQARBCM055).

Various departments of the college ensure the openness of their students to cross cutting issues conducting various extension programmes like:

- **TRANSCENT 2K18:** Psychological Assessment Camp on 30-11-2018 -Department of Psychology on Human Values
- **Intellectual Property Rights and Growing Entrepreneurs:** A Webinar on knowledge based intellectual property for business on 23/01/2021 - Department of Commerce on Professional Ethics
- **Ashrayam:** Awareness & Cleaning programme at Vattachira Adivasi Colony and Health Education on 05-08-2018 - Department of English on Environment and Sustainability

There are various Clubs and Forums functioning in the College that address various issues like Gender Equality, Sustainable Development, Ecological Awareness and Human Values like **Women Development Cell, ED Club, Green Club and Palliative Care Unit**. Some of the programmes conducted by these forums follow:

- **Seminar on Solar Energy, Public Rally and Meeting** held at Thiruvambady, on a message Preserving for Next Generation, "*Karuthi Vekkam Varum Thalamurakkayi*" on 14 / 12 /2017,
- **Awareness Seminar on Cyber Crimes and Drug Free Life** "*Kuttakrithya Vimuktha, Lahari Vimuktha Campus*" on 28/06/2017
- **Environment Awareness Programme & Seminar** on 6/6/2017 conducted under the supervision of OISCA and Plastic Free World
- **Cleaning programme** from Chavalappara to Thiruvamabdy on 1/11/2018

Detailed information is attached through the additional documents

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

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

Response: 27.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	32	27	27	27

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

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

Response: 35.12

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

Response: 164

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

1.4 Feedback System

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

Response: A. All of the above

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

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 78.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
175	164	138	135	137

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
235	213	178	166	170

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

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

Response: 74.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
105	102	92	89	83

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

As the students admitted are heterogeneous in terms of learning levels, the college has evolved a systematic mechanism to implement effective and efficient teaching-learning strategies on the basis of learning levels of students. They are generally

1. Assessment of Learning Levels, and
2. Arranging Special Programmes for Advanced Learners and Slow Learners

Assessment of Learning Levels

The assessment of learning levels of admitted students or identification of advanced learners and slow learners is primarily done through:

- Induction programme
- Post Admission Test
- Internal Tests with Additional Valuation
- Analysis of the Academic History of the Student
- Feedback of Mentors and Tutors
- Online Quizzes
- Assessment of Performances in Special Assignments
- Assessment of Involvement in Practical and Lab Experiments
- Assessment of Performance in Class Work
- Assessment of Problem Solving Ability

Strategies for Advanced Learners

Advanced learners are given special care and attention to advance further through the following programmes:

- **Competitive Examination Coaching Cell (CECC):** The college has a Competitive Examination Coaching Cell offering coaching to equip Postgraduate students to clear NET and CSIR. Also,

aspiring students are identified early and are given guidance and training to succeed in P.G Entrance Examinations conducted by well-known universities and institutions inside and outside the country.

- **Academic Proficiency Developing Programmes (APDP):** Different departments at ACT ensure that students attend various workshops and seminars conducted by other institutes, organizations and Universities. Advanced Learners are specially trained to develop Research Aptitude through arranging various Workshops on Research Methodology. They represent the college in National and State level intercollegiate competitions and many of them bag prizes.
- **Publications in Journals and Presentations in Conferences:** Advanced learners are encouraged to participate in Scholarly Conferences and to publish their research writing.
- **Student as a Teacher Programme:** Advanced Learners from different classes are chosen to be teachers to instruct their friends/juniors on specific topics at times.

Strategies for Slow Learners

Teachers identify Slow Learners and provide them with special classes. The other measures taken by the college are given below:

- **Analysis of the Results in Continuous Assessment Test 1 and 2:** A detailed analysis is done after every internal examination to identify the strength and weakness of slow learners.
- **Mentoring:** An effective mentoring system provides immense support to slow learners from time to time.
- **Remedial Classes** are arranged to meet the specific needs of slow learners.
- **Bridge Courses** are offered to slow learners.
- **Group Assignments and Projects** are given to slow learners.
- **Personal Counseling and Motivation** are provided to slow learners.
- **Focused Interactions with Parents / Guardians** are conducted to involve them actively in the learning process of their wards.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 16.1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem

solving methodologies are used for enhancing learning experiences

Response:

The HEI has made a learning environment that keeps the students at the centre of learning. Since the college had adopted the Choice Based Credit System, more student centric learning methods have been used by the faculty members in addition to the conventional lecture method. Details follow:

Initiatives in Experiential Learning

- Green club of the college hosts various programmes and initiates practical and experiential learning through **planting of trees** and **fostering vegetation**. Names of some of the programmes conducted are 'A Day with Nature', 'Plant a Tree Challenge', and 'Puzhanadatham' or Walk along a River.
- **Field Trips and Study Tours** have become part of the curriculum delivery
- **Poster Presentations and Exhibitions** in connection with commemoration days of literary legends and events are conducted.
- **Alphonsa F M, ACT Chronicles and Chat on Literaria** provide a venue for the students to exhibit their creative talents and critical outlook.
- **Food Fest, Soap and Detergent Manufacturing** etc., are carried out by the students under the leadership of different clubs and forums at the institution.
- **Making of Short Films** as part of education enhances students' interest in and knowledge about the motion picture development and production process.
- Psychology students assist and guide other students and resolve their personal problems by **Counselling Sessions**. During the flood period they rendered counselling services to alleviate the mental stress and difficulties of the victims who stayed in relief camps.
- The extensive use of **Libraries** and **Computer Labs** trigger the student centric learning and self-study.

Initiatives in Participative Learning and Skill based Learning

- **Group discussions, Debates and Quizzes** are conducted on a regular mode under the supervision of faculty members.
- Practice of effective **Peer Teaching** and **Team Teaching** is encouraged in particular subjects.
- Inter Disciplinary **Creative Writing Competitions** are held frequently
- Yearly publication of **Class Magazines** provides a platform for the students to showcase their talents and express their feelings and creative ideas.

- **Management Fest** named Augmenta, **Explora Literaria**, **Art Exhibitions** etc are conducted by the students.
- Different Departments and Clubs ensure that various programmes and competitions such as **Theme Based Quiz**, **Declamation Contests**, **Daily News presentation**, **Film Review**, **Nature Study Campaign** are being conducted frequently.
- The students are motivated to do **Video Lectures** extensively during the Covid pandemic period on different topics as part of their seminar presentations.
- The students of **Palliative Care Forum** engage in the palliative activities wholeheartedly and they are educated in compassion and empathy.
- **LSRW Platform**: LSRW is a forum designed with an aim to accelerate the four skills- Listening, Speaking, Reading and Writing- among the students
- **Soap and Detergent manufacturing**, **Paper Bag Making** etc. are carried out by the students under the leadership of different clubs and forums.
- Also there are skill based learning workshops for **Cake Baking**, **Paper Pen Making** and **Greetings Cards Making**

Initiatives in Learning Problem Solving Methodologies

- **Brainstorming Sessions** are held in the class room on a regular basis.
- **Case Study** and **Action Research** is conducted by tutors.
- Excellent students are trained in **methodological skills** to do their project works.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Alphonsa College Thiruvambady gives top priority in bringing innovative and creative practices into the teaching learning process. The faculty members devise creative and sustainable methods in their course plan. In addition to the traditional chalk and talk method, the faculty brought the following innovations in the teaching learning process.

1. College Management Software (CMS)

Management Software of the institution functions as a digital juncture that bridges the spheres like academia, administration, mentoring and other facilities. Class Attendance, Teaching Plans, Entry and consolidation of internal scores, Facilitating the Setting of Semesters, Timetables, Mentoring, Tutoring and so on are done with the help of CMS.

2. FOLLDY

Folldy is a Teaching Management Software that facilitates the inputs in all the Programmes under the Department of Commerce and Management. Students are given access to the software where they find the reference materials, class notes, slides and other materials prepared by the teachers. Also the software gives a space to submit assignments and conduct seminars.

3. Google ClassRooms

The faculty of the college extensively use Google classrooms as a platform to deliver the course content in an effective way. The faculty members upload course materials, instructions and procedures to be adopted during practical as well as theory sessions, and make announcements regarding assignment submissions, seminar sessions and departmental activities through this platform. Grade Sheets of seminars, quizzes and assignments are prepared with the help of G-Classroom.

4. Google Meet / Zoom

When students and teachers can not physically meet face to face, Google Meet / Zoom serves as a great creative outlet for doing e- learning or distance learning. The college utilizes this digital platform to give a personal connection at the time of Covid 19 scenario. The entire faculty of the college extensively uses this platforms for teaching.

5. Library Management System: KOHA, INFLIBNET, D Space

College has a physical library as well as access to various digital libraries via INFLIBNET. Searching, Accession, Issue, Re-issue and Returning of books are done through KOHA software.

6. Social Media Platforms like Whatsapp Groups, Telegram Groups are used to keep in touch with the students and parents for timely updates.

7. Online FDP: Teachers attend online faculty development courses and MOOC courses under MHRD and the various universities in India to enhance their erudition and teaching skills. Also platforms like Coursera and Edx are used.

8. ARPIT: Teachers join for various Refresher programmes offered by SWAYAM.

9. YouTube Channels: Many of the faculty members use youtube channels to share videos of their live and recorded classes.

10. Google Form: The college uses this platform extensively for conducting online examinations, quizzes, online surveys etc quickly and effectively.

11. Smart Class Rooms: Every class room in the college is ICT enabled with an in-built LCD projector or Smart TV facility. It has become part and parcel of classroom teaching, for all sorts of presentations, workshops, seminars and conferences.

File Description	Document
Upload any additional information	View Document

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

Response: 16.1

2.3.3.1 Number of mentors

Response: 29

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 2.9

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /*

D.Litt. year wise during the last five years

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

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 4.17

2.4.3.1 Total experience of full-time teachers

Response: 121

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Alphonsa College Thiruvambady considers the internal assessment system has a key impact on the academic performance of the college considering its influence on the teaching and learning process. As per the guidelines of the University, internal assessment is done based on student's attendance, writing skills (assignment), presentation skills (seminar) and knowledge levels (test papers).

Transparency

- **Internal Examination Committee:** The College has appointed a four-member committee to monitor the CIE process. This Steering Committee is entrusted with the tasks of framing the timetable, publishing of the same, collection, sorting and security of question papers, conducting

and invigilating of the exams, ensuring the prompt valuation, entry of scores in College Management Software and the consolidation of the results and publishing of the same..

- **The Timetable** of internal exams are published in the college handbook.
- **The Internal Evaluation Report** is handed over to each student and gets their signature on it towards the end of every semester . The students can also check their marks for assignment and seminar and meet their teacher in person or lodge verbal or written complaints if any.
- **Evaluation of Results:** The students get their valued answer scripts within two weeks of the date of exam and teachers discuss model answers and prepare the progress report.
- **Open Houses:** Once the Progress reports are prepared, Open House meetings of the parents are held to intimate the progress of their wards. In the Parent Teacher Student meeting, parents can meet the teachers in person and can obtain the progress report of their ward.
- **Internal Mark Forms:** Course wise Consolidated Reports and Semester wise Consolidated Reports are generated and published on department notice boards. Students can verify their marks and confirm it or lodge complaints if there is any discrepancy.
- **Uploading to the University Portal:** Internal examination co-coordinator ensures that internal exam forms are duly signed by the tutors, HoDs and the Principal before uploading the details in the University portal.

Robustness

- **Frequency:** The College conducts two test papers in a centralized manner and out of two of these, one is a model examination in the university examination pattern.
- **Additional Valuation:** Valuers make Additional Valuation to identify strengths and weaknesses of every student. The Additional Valuation indicators are intimated to the students through a one-to-one counselling by the Office of Academic Assistant to IQAC.
- **Personal Attention:** Tutors, mentors and the Academic Assistant to IQAC refer to the CIE progress card and Additional Valuation Statements for their one-to-one counselling.
- **Grievances Redressal Mechanism:** The College has a three level grievance redressal mechanism viz., department level, college level and university level. The students can raise their grievances in person in these bodies or via the website or student portal of College Management Software.
- **CCTV Surveillance:** CCTV cameras monitor the examination process so that the cases of malpractices are remote.
- **Re-examinations:** Absentees with genuine reasons get an opportunity to re-appear for the internal examinations.
- **Improvement Examinations:** Students can avail an opportunity to better their performances.

- **Projects:** Internal evaluation is done in the case of projects.

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

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

Response:

The institution has a Three-tier Grievance Redressal Mechanism with two levels at the college and an upper level at the University. A student needs to approach the upper level only if grievance is not addressed at the lower level.

Level 1: Department Level

- The Department Level Committee is chaired by the Head of the Department, department coordinator and teacher in-charge as members.
- **Scrutiny of the Valued Answer Script:** The teacher in charge of the course distributes the valued answer scripts during the class hours and the students can scrutinize their answer scripts in the presence of their teachers. It ensures the transparency and reliability of the internal evaluation process.
- The students can also address their grievances concerning CIE marks if any through **Grievance Redressal Application Form** available from the department on request. It is processed through the examiner, department coordinator and head of the department. Most of the times, the answer sheet is revalued by the faculty in the presence of the complainant
- If there is any discrepancy in the marks, corrections are made by the faculty instantaneously. In addition to this, corrections made in the progress report of internal examinations are given to the parents in the open house.

Level 2: College level

- The grievances which are not resolved at level 1, are redressed by a College Level Committee with the Principal as Chairman, Department Coordinator, HoD of concerned Department and a senior teacher nominated by the College council as members.

Level 3: University Level

- A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate subcommittee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examination as member-secretary.
- The Students' Grievances Portal deals with a variety of students' complaints and grievances

coming up for redressal.

- In the portal, an online students' grievance redressal forum with tracking and follow up of the complaints is provided in compliance with the UGC's mandatory requirements.

In case of evidence of Malpractices in University examinations, the matter is referred directly to the university on the same day itself by intimating the External Examiner through proper channels.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme and Course Outcomes for all Programmes offered by the HEI are stated and displayed on website and communicated to teachers and students through the following ways:

Statement and Communication to the Teachers

- Each department prepares Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) on the basis of learning objectives mentioned in the University Syllabus and Core Values and Mission of the Institution
- Each Department outlines the Course Outcomes (COs) in consultation with the concerned teachers who deal with a particular course.
- The IQAC ensures POs, PSOs, and COs have become part of the course file
- The College/IQAC of the college organises Workshops on Outcome Based Evaluation to familiarise teachers with Bloom's Taxonomy.

Statement and Communication to the Students

- POs, PSOs and Cos are well displayed on the Website.
- POs, PSOs and Cos are displayed on the Department Notice Boards.
- Head of the Department and the concerned class tutor explain various programme outcomes to the students in the Department Orientation Meeting

- Teachers who handle various courses explain Course Outcomes and relate such outcomes to POs and PSOs.
- Teachers also explain the Pattern of Questions in the Internal Question Papers and its connection with the Course Outcomes.
- Each department prepares POs, PSOs and COs and the soft copy of the same is made available to the students through 'Google Classroom'.
- A Handbook of POs, PSOs and COs is made available on the table of the Head of the Department for ready reference.

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

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

Response:

Evaluation of the level of attainment

Alphonsa College Thiruvambady has adapted the Outcome-Based Education framework for arriving at the vision and mission. The Programme Outcomes and Course Outcomes are pointers for the realisation of the objectives set for the institute. These objectives and programme outcomes are tested and evaluated on the students. The PSOs are measured through competency mapping of knowledge and skills. A Continuous Internal Evaluation (CIE) method measures the knowledge, critical thinking and skills of students.

The attainment of Programme Outcomes (POs) specifies the creation and development of students' aptitude, skill, ability and capacity for:

- Employment
- Critical thinking
- Social Responsibility
- Political Awareness
- Professional Ethics

- Social Responsibility
- Environmentally committed
- Women Empowerment
- Inclusive Education

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) concentrate on areas such as:

- Subject Expertise
- Local, national and global awareness
- Quest for Research
- Employment opportunities

Each Department adopts direct and indirect assessment methods to ensure the attainments of POs and COs.

Direct Assessment Methods:

1. Regular conduct of class tests
2. Internal Examinations (Two internal tests are conducted before each Semester exams)
3. Group discussion/Activity
4. Laboratory performance
5. Project work, Fieldwork, Rural Camps, Industrial visits
6. Assignments and Seminars
7. Semester Examinations (University)

The score of the above assessment methods is tabulated for the evaluation of COs.

Indirect Assessment Methods:

1. Feedbacks
2. Surveys
3. Co-curricular activities

4. Extra-curricular activities

A feedback mechanism is used to improve the teaching-learning process in our Outcome Based Education.

Internal examinations and evaluation are the requirement for the continuous assessment and are essential for the fulfilment of the COs and POs. The examination committee ensures to the effective implementation of the internal examinations, and the results are mapped with the course outcomes and programme outcomes.

Each Department initiates evaluation methods such as:

- Class Tests
- Field Works & Rural Camps
- Industrial Visits
- Block Placements
- Study Tours
- Practical Work & Internships
- Seminars

Besides these, our College also tries to attain the course outcomes and program outcomes by conducting:

- Cultural Activities
- Soft Skill development programmes
- Motivational Sessions
- Career Counselling
- Communication Skills
- Extension Activities etc.

Mapping of CO and Course attainment: Course plans are prepared with each activity linked to COs and the percentage of marks awarded.

Weightage 0	Nil	0%
Weightage 1	Low	1-50%
Weightage 2	Moderate	51-70%
Weightage 3	Significant	71-100%

Based on the percentage of marks attained, the programme outcomes are evaluated. PO attainment level is based on attainment levels of Direct Assessment and Indirect Assessment. 80% weightage is given to Direct assessment and 20% weightage to Indirect assessment through surveys from students (mostly) and employers (to some extent).

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

2.6.3 Average pass percentage of Students during last five years

Response: 86.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
98	112	116	134	93

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

2020-21	2019-20	2018-19	2017-18	2016-17
137	127	134	146	101

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.66

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

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	01	01	01

File Description	Document
List of endowments / projects with details of grants	View Document
Any additional information	View Document

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 80

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

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

Response:

Pursuing the holistic development, ACT provides academic, psychological and career assistance to help the students to know themselves and to unearth their talents and skills.

Academic Innovations

- **Alphonsians Promoting Research Aptitude (APRA):** APRA oversees and encourages faculty members and students to undertake various research activities. Research scholars from different colleges across India and abroad are invited to interact with the students to share their research expertise.
- **National, International and State level seminars/webinars**
- Annual workshops on **Research Methodology**
- **Academic Fests** to identify innovative ideas. .
- **Seminars and Assignments** referring to recent trends.
- **Department-specific Libraries**
- **Entrepreneurs Development Club:** ED club hosts programmes like **EUREKA** and collects novel ideas from the students and helps them to materialize them. Also, ED Club introduces successful entrepreneurs through '**Meet the Legend**' programmes.
- Products like **Washing Soap, Bathing Soap, Cleaning Liquids, Paper Bags and Paper-Pens** which are manufactured and are sold away through Marketing Fests. The products cultivated by

Green Club are collected and sold outside the campus.

- Many students gain guidance and mentoring through **Young Innovators Programme (YIP)**, a flagship programme of Kerala Development and Innovation Strategic Council (K-DISC).
- Participation in **Additional Skill Acquisition Programme (ASAP)**, an initiative of the Higher Education Department of Kerala.
- **MOUs and Collaborations with industries, educational institutions** and other bodies expose the students to successful innovators like ISDC, TRIN, G-TEC, ULCC, CAMP.
- **Academic Proficiency Developing Programmes (APDP)**: APDP co-ordinates many cells in ACT and procures programmes that create an ecosystem for innovations.
- Different **Certificate Courses** help the students to acquire practical skills with certification. Certain Skill Based Courses are conducted in collaboration with other agencies and institutions out of campus.

Mentoring in Innovations

The HEI's mentors are trained to ignite the unearthed innovative sparks of each pupil. Mentors would walk along the mentee and give them necessary confidence and support if they face initial failures in attempting innovations, inducting them the slogan: 'Failures are stepping stones to success.'

Capacity Development Forums

- **Additional Capacity Development Forms (ACDF)** monitors (1) Sports and Games Initiatives (2) Fine Art Clubs (3) College Magazine and (4) Additional Skill Development Programmes (ASDP). Sports and Games and the fine art forums like Debate Club, Oratory Club, Quiz Club and Literary Club design their programmes to foster the talents of the students. These clubs and forums identify the students with innovative skills and assist them to master their skills.
- **Annual College Magazine** is solely students' initiative which usually comes out with much innovation and creativity.
- **ASDP** engages students in activities including formulation of business plans, sourcing of funds for projects and managing various dimensions of business such as purchase, production, inventory, accounting, marketing and quality control, designing and reporting.

Innovative Career

- Career and Placement Cell conducts sessions for Interview Tackling Techniques, Professional Writings – C.V or Resume etc.
- Through '**Dream Threads**', interested students and parents are given training in tailoring, embroidery, stitching and craft works.
- Food Fests initiate healthy food culture and innovations in food habits.
- There are students' Youtube channels that describe their success stories.

File Description	Document
Upload any additional information	View Document

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

Response: 43

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	08	05	05	04

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

3.3 Research Publications and Awards

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

Response: 0

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

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

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	05	02	01	00

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

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

Response: 0.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	01	01	01	02

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

3.4 Extension Activities

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

Response:

The institution endeavours to assist the neighbourhood community by assisting them in sustainable livelihoods and enhancing their well-being through sharing knowledge, facilitating innovations and encouraging transformative actions. The College organizes various extension activities with the objective of sensitizing students about various social issues and also contributing to the community and strengthening community participation. Various social extension activities as well as awareness campaigns are carried out under the leadership of Cells and Forums like:

- **Anti-Drug Cell**
- **Gender Equity Cell**
- **Women Development Cell (WDC)**
- **Value Education Cell**

- **Jesus Youth and**
- **Compassionate & Nurturing Alphonsians (CNA)**

CNA is an Umbrella Association under which

1. **Palliative Care**
2. **Pro Differently-abled Forum (PDF)**
3. **Compulsory Social Service (CSS)**
4. **Alphonsians Rising to Impulse Social Empowerment (ARISE) and**
5. **Blood Donors Forum (BDF)**

The Departments as well as the above mentioned Clubs and Forums of the college organizes extension activities which focus mainly on **School Children, Parents of school children, Women, Adolescents, vulnerable population like Adivasis and Migrant workers**. The college always gives priority to the needs of the underprivileged sections of the society.

The institution assists the neighbourhood community by offering them **training in different Soft Skills, Waste Management, E-Governance and Environment Protection**. The training sessions conducted are beneficial for the students as well, as it exposes them to the practical application of acquired theoretical knowledge and make them more sensitive to the needs of society and this factor is evidenced from their feedback.

Major Extension activities carried out through CSS, PDF, BDF and ARISE etc during the period 2016-2021 are:

- Village Adoption Programme
- Camp and Demonstration classes in adopted villages
- Life skill Courses
- Cleanliness Drive
- Campaign on Energy Conservation
- Rain Water Harvesting Awareness Campaigns
- Psychological First Aids
- Initiation to Digital Literacy
- Tuition Classes
- Visiting Old Age Home, Care Centers and Destitute Homes
- Promoting the use of eco-friendly products
- Blood Donation & Health Check up Camps

- Tree Plantation, Water and Tree Conservation Programme by adopting a Green Protocol
- AIDS Awareness Programme
- Rallies on various social issues
- Celebration of Independence Day, Republic Day, Constitution Day, Women's Day,
- Safety Road Awareness Campaigns
- Gender Sensitization Programmes
- Extreme Poverty Eradication Survey
- Beat Covid Programme
- Pachathuruthu: Promotion of Green Initiatives outside the Campus
- Counseling for school children at the time of Covid; the Pandemic

Some of the innovative ideas which have spearheaded the institution into the limelight are the **‘CAMPUS OF KOZHIKODE’ project, the ‘Degree with a Job Programme’, Harithasena project and TRUE SHINE projects**. The promotion of embroidery and tailoring works designed and developed by Women Development Cell (WDC) of the college encouraged the women of the rural areas to be self-employed.

ACT Collaborates with **Center for Overall Development (COD)** - an NGO, **Kudambasree self help groups, Police** and so on for the successful implementation of its social extension activities.

Apart from these organized activities, ACT has contributed significantly in times of floods of 2018 and 2019 and the Covid 19 pandemic by a young group of volunteers.

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

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	00	01	00	01

File Description	Document
Number of awards for extension activities in last 5 year	View Document
Any additional information	View Document

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

Response: 88

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	13	18	16	11

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
467	429	404	415	384

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

3.5 Collaboration

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

Response: 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	09	01	04	13

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

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

Response: 26

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	2	1	00

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Alphonsa College Thiruvambady (ACT) attempts to ascend the heights of intellectual competence providing its stakeholders adequate facilities for teaching, learning and evaluation and thus for the holistic growth.

- The College Campus is located on a calm and serene hilltop of land covering an area of **5.5 acres** providing a fitting academic ambience with a **built up area of 44000 square feet**.
- The college is richly endowed with the green lush of natural landscape and is sumptuous of fresh air.
- The college has an elegant **gate** for entrance and a pretty garden embellished with Solar-charged lights.
- Administrative office, Principal's office, Vice Principal's office, Library, Parlor, Computer Lab, Office of the Controller of Examinations, Manager's office, Audio Visual Hall, IQAC office, Department Staff rooms, Sick Room, Canteen etc are the facilities provided in the campus.
- The college has well maintained **open air classrooms** for conducting discussions, classes and debates.
- The physical infrastructure of the campus with **21 ICT enabled classrooms**, one **laboratory** for the B.Sc. Psychology students, one **Computer lab** with 38 computers, one spacious college **Auditorium**, one ICT enabled Air Conditioned **Seminar hall** and one NON AC ICT enabled Seminar hall.
- **College library** provides the best environment for imbibing and imparting knowledge.
- All the classrooms are equipped with **LCD Projectors or Smart TVs**. All classrooms have **Wi-Fi facilities** to assist the effective teaching-learning process. Classrooms are well-ventilated, spacious and provided with white and dust free black boards, adequate furniture and public address system.
- The **Public Address System** of the college is also used by Alphonsa FM Radio within the campus. The whole campus is supported with Wi-Fi and, reprographic facilities are given for students.
- Separate **Toilet Facilities and Wash Area** are provided for male and female students are provided
- The institution has 38 **computers** in one computer lab, two each in every department, one in examination office, three in Library, four in administrative office, one in Principal office, four in IQAC Office and one in the office of the Bursar.
- The computer system in the library serves as a server for KOHA; the library management software. Also there is a Cloud based server for the institution on which the **College Website** and the **College Management Software (CMS)** work on.
- The college has a separate room for **Counselling Facilities** in which students can approach the counsellor.
- The college has a good **Cafeteria** in which the students can nurture themselves with healthy food provided according to their tastes
- The auditorium and the audio visual hall provide a stage for conducting seminars, workshops and symposiums.

- The institution provides a **30 KVA generator** in addition to the energy from the solar and energy rented from the KSEB to have uninterrupted electricity service in the classrooms and in the auditorium.
- **Parking Areas** are provided separately for staff and students
- Separate rooms are provided to IQAC, and various other bodies.
- There is a separate office for the Coordinator to Internal Examinations which is used for the smooth conduction of internal and external academic evaluation of the students

File Description	Document
Paste link for additional information	View Document

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

Response:

The college offers adequate facilities for sports, games and cultural activities as the following:

- College constantly endeavours to engage expert coaches for Basketball, Kabadi, Volleyball, Football, and Badminton. Competent students participates in various sports and games organized by the University and other sports associations every year.
- The **ground** in the campus is used for outdoor games like football and cricket.
- There are well maintained **Basketball, Volleyball and Badminton courts** in the college campus.
- The **gallery** situated near the Basketball court helps the students to view the games going in the ground.
- The **open area** in front of the college acts as an eco-friendly open stage where programmes like *Pookkalam* (flower carpet making) competition, Christmas carol competition, Santa Claus competition, orchestra, musical instruments competition, lunch time concerts etc. are conducted
- The **auditorium** is used to be a venue for College Arts Fest, College Annual Day celebration and other such gatherings of the students.
- The **fig tree gallery** and the coconut tree gallery provide ample opportunities for the students to conduct open air discussions and the debates.
- The **mavinchuvadu benches** are provided for the students to spend their leisure time.

File Description	Document
Paste link for additional information	View Document

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

Response: 42.86

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 09

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

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

Response: 71.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
15.70	40.45	35.86	44.02	53.35

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

4.2 Library as a Learning Resource

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

Response:

From the inception of the institution Alphonsa College Library was duly facilitated. Details follow:

- The library has a total area of 800 square feet of physical space.
- The library has enough space for reading and reference and has 18 shelves for stocking books and magazines along with Newspaper browsing.

- The library is open for both faculty and students from 8:30 am to 5:00 pm.
- Access to LMS is provided in the working time of the library
- The library is open during the vacation and holidays from 9 am to 3 pm.
- Digital library is also open to the students and public only during the working hours due to the climatic condition of this area.
- The library works on all days except Sundays, Government holidays and the specified holidays declared by the management.

Alphonsa College Library has an advisory council which convenes together at the beginning of every semester. Meetings are also held whenever there are changes and new developments to be implemented. The final decisions are taken only after having sufficient discussions in the library council meetings. The library council is composed of the following members

- The Principal
- The Librarian
- The Heads of Various Departments
- Management Nominees
- Student Representatives

The ILMS software **KOHA**, installed in the beginning of the Academic year 2021 provides a very user-friendly interface for searching documents in the library and their issue status.

The institution has access to **INFLIBNET** from the current academic year

The institution has access to the **Z library**. It provides enough opportunities for the students to enrich their knowledge. In addition to the above two, the institution has access to the Souparnika Public Library Thambalamanna.

The library is automated with bar coding technology which revolutionizes library operations such as issuing, renewing and returning the books and journals within a few seconds. Thus it can reduce the long queues in the circulation area. It is also beneficial for the stock verification process. Students and the faculties have free access to the library and they can reserve the books earlier and the books are issued by the librarian manually.

The library has a collection of 6345 Books, 7 Encyclopaedias, 11 Dictionaries, 13 Handbooks, 3 Year Books, 2 Glossaries and 170 weed out books, a number of Magazines and Journals and the prominent Newspapers.

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 1.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.49	1.59	1.57	1.09	4.56

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

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

Response: 11.09

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

Response: 55

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Alphonsa college periodically augments and upgrades its IT infrastructure facilities in tune with the technological upgradation and has successfully directed the regular activities towards integrating IT into everyday activities. The regular activities of the college like teaching, learning, evaluation and administrative processes are made more efficient, transparent and user-friendly by the effective application of Information Technology.

- The institution is keen to solve the network problems faced owing to remoteness of the district. In 2017, the college invested and established the dedicated Optical Fibre connection from BSNL and in 2019 the college has invested in the dedicated **Hi-Speed Internet Service** offered by Kerala Vision. At present our college has two internet connections; one is having **61.25 MBPS** and the other has 20 MBPS. Uninterrupted supply of power is provided in the campus with the help of generators and inverters.
- The campus of the institution is connected to **Wi-Fi network** and it makes accessing online materials easier. All the Staff rooms are provided with desktops with the internet facility, and printers.
- For ICT enabled teaching, the institution provides permanently fixed **LCD projectors or Smart TVs** to all class rooms. The college has two additional portable LCD Projectors which can be used for curricular and co curricular activities.
- The college campus is under **CCTV surveillance** which helps the institution to conduct the exams very well and to provide security to the entire campus of the institution.
- As part of the digitalization of the office, the administrative functions of the college are integrated into IT.
- The institution has a well equipped **computer lab** with 38 computers and the lab has a wi-fi network connection for the students to enrich their knowledge with practical experience. There are 4 computers, 2 all in one printers and 1 photostat machine in the office. All the computers in the office are connected to the Data Network and one of the two printers is multi colour . The IQAC office is equipped with 4 computers connected to the Data Network and one All-In-One printer and a Colour Printer. There are two computers in each department connected to the internet and one printer each. computer access is made available to the staff and students. One mobile microphone

is provided to each department for engaging the class smoothly.

- **College Management Software (CMS)** service provided by facilitates automated student management, Admission, Accounts, Attendance entry, Timetable settling, Entry and Consolidation of Internal marks, Staff profiling, Performance Appraisal, Student Portal, SMS alert and other relevant services.
- There is a separate **software to handle the accounts** of the college.
- Students can get their learning materials and question bank from the Alphonsa college management software system.
- Commerce department has the online teaching platform **FOLLDY** through which the teaching and learning process is made easy.

File Description	Document
Paste link for additional information	View Document

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

Response: 7.66

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 14.31

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic

support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
5.38	6.14	18.21	5.78	1.81

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

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

Response:

The HEI has adequate and satisfactory procedures for the proper upkeep and optimal employment of the infrastructure. The Educational Trust extends sufficient support for the development of infrastructural facilities. The institution ensures transparency, efficiency and accountability with regard to the maintenance and utilization of its facilities. Infrastructure Maintenance Policy of ACT in a single clause would be: **Feel Homely, Use Optimally and Preserve Responsibly.**

- Management has a subcommittee for infrastructural maintenance and this committee regularly holds discussion with the planning board consisting of the Local Manager, the Principal, the IQAC Coordinator and the Vice Principal together with the HoDs of various departments and the Superintendent regarding the maintenance and utilisation of amenities. The infrastructural facilities are timely upgraded and appropriately maintained under the guidance of this committee.

Procedures

1. Annual Plans for the infrastructure augmentation is called for from all departments, IQAC and other offices.
2. The Manager of the college presents the plans, estimates and quotations regarding the major projects like construction of annexure and furnishing of offices and so on before the Educational Trust. The Manager also supervises the sanctioned construction procedures.
3. The maintenance and up-gradation of facilities and infrastructure is monitored by the Bursar periodically.
4. The running requirements are checked by the purchase committee and timely addressed.
5. A register is maintained in all facilities so that the users could be identified.

6. Fines are introduced so that the students shall not misappropriate the facilities and be responsible towards the cause of the college.
7. Caution deposit is collected at the time of admission and the amount is given back when Transfer certificate is issued if no due fines.

Financial Mobilization Policy

Alphonsa College follows institutional strategies for mobilization of funds and the optimal utilization of resources through organized forums for assessment, utilization and audit. It prepares an annual budget in consultation with departments, library, IQAC, offices, clubs and forums. The management is happy to augment its physical facilities every year as envisaged by the Educational Trust of the Diocese of Thamarassery. The day to day income and expenditure is monitored by the office of the Bursar. The college conducts internal as well as external audits every year and evaluates the actualization of its financial policies.

The budget allocation and periodical audits are conducted by the following agencies

1. Financial Advisory Committee (Educational Trust) ACT
2. The Manager and his office
3. The Bursar and his office
4. Purchase Committee
5. Internal Auditor
6. Professional Auditing by Chartered Accountants

As it is directed by the policies of Educational Trust of the Diocese of Thamarassery, ACT does not perceive education as a profit making endeavour. It tries to share its fortunes to the students through scholarships and free-ships. It values the remarkable service done by the faculties and the staff and shares its income with them.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 21.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	109	89	80	77

File Description

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

Document

[View Document](#)

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

Response: 22.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	104	100	92	86

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

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

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

Response: A. All of the above

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

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

Response: 87.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
429	402	381	395	246

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 22

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	08	32	51	21

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

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

Response: 186.86

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

Response: 256

File Description	Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

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

Response: 63.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	5	10	05

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	6	12	6

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 29

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	03	02	02	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
Any additional information	View Document

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

Response:

- The College has an active Student Union elected as per parliamentary system and based on Lyngdoh Committee report consisting of the Chairperson, the Vice Chairperson who is a lady, Secretary and Joint Secretary, one University Union Councilor, Arts Club Secretary, Magazine Editor, General Captain to the Sports, one Lady Representative and one class representative each from the PG, I UG, II UG and III UG. One University Union Councilor represents the college students in the University Student Union. There are three Association Secretaries to conduct association Programmes. The student Union is elected in a two tier system. Candidates possessing academic credentials with no arrears, sufficient attendance, and no disciplinary irregularity are eligible to contest as class representatives. One boy and one girl are elected from each UG class and 1 student from each PG class. The same class representatives will elect the College Union office bearers.
- The Students Union is an official student body of the college which represents the students before college authorities for curricular and extracurricular matters. Necessary consultations are done with the college union for academic and administrative matters. The college parliament which consists of the elected class representatives/Union executive meet regularly in the presence of the Staff Advisers to chalk out various student activities and to suggest innovative steps needed for the quality improvement.
- There are student representatives in IQAC, Students' Grievance Redressal Cell, Ethics Committee, Magazine committee, Women's Welfare Cell etc. Student members participate, give suggestions and assist in organizing the meetings. The Union then informs their suggestions to the Principal in writing which will then be discussed in the College Staff council for further action.
- The student union manages all the arts and cultural programmes on campus including Fests, the annual arts and culture extravaganza and brings out the Annual College magazine. Management

provides financial aid and support for preparing students for University/ Zonal/Inter University Youth Festivals, sports and games which are undertaken by the student union. Every year the College union conducts a large number of student oriented activities; Academic, Cultural, literary, entertainment, celebrations, festivals, competitions, charity based activities, extension programmes etc.

- The College Union office bearers are the official representatives of each academic, cultural and sports activity conducted in the college. In all other activities like observance of various days of national importance, the role of the student union is ensured. For academic activities like Seminars, conferences, workshops etc. the Student Union is adequately represented.
- Thus the active presence of the College Union brings adequate benefits in matters of teaching and learning, extra-curricular activities, etc. The college has a rich and noble tradition of a student friendly campus. Faculty and students always keep strong bonds.

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

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

Response: 17.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	14	15	24	22

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

5.4 Alumni Engagement

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

Response:

The Alumni association of Alphonsa College Thiruvambady was established on 05 March 2017 with an aim to promote interaction and networking among the alumni of the institution. The college have presently 419 registered members in the Alumni Association. This association aims at establishing close contact and friendship among old students with a view to undertaking various social, cultural and academic activities. One of the main purposes of alumni associations is to support a network of former graduates who will, in turn, help to raise the profile of the university. Just like most other university student organizations, alumni associations aim to bring together like-minded individuals. But unlike sororities, fraternities, and other student organizations, alumni programmes are open to all graduates and offer a broader networking scope.

It has been successfully carrying out its goals and objectives since its inception and has steadily risen into a full-fledged association. It has been consistently taking efforts to implement its activities and been successful in all its endeavours. We used to conduct alumni gatherings with much pomp and glory thereby, instilling an intimate fellowship among the former students. We believe that maintaining good relationships with alumni over time is crucial to the success of higher educational institutions. The majority of our alumni are from middle class families and joined our institute to find their livelihood.

Alumni serve many valuable roles, such as helping to build and grow an institution's brand through word of-mouth marketing.

Alumni of the college comprises leaders who have excelled in diverse fields like academicians, spiritual leaders, businessmen, etc.

As William A. Ward says –“Adversity causes many men to break themselves and some others to break records”, even during the Covid-19 scenario the alumni associations were not given up. Under the leadership of Ms. Sani Thomas, Head of the Department of Commerce conducted five virtual gatherings (through G-Meet Live) to bridge the strong relationship with alumni.

All the students who have passed out from this college are members of the association. Members of the alumni visit the college and strengthen the cordial relationship with the college on various occasions. Besides the common alumni meeting, department wise alumni meetings are conducted to foster their relation with the department. The Alumni association of our college plays a vital role in shaping the future of our college by representing the views of its members, contributing to the infrastructure and other student facilities. Members of the Alumni association donated amounts towards the smooth function of the association. Alumni Association has never stood aside in showering its blessing through financial, academic and other means and has always been the backbone of the college.

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

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

Response: C. 3 Lakhs - 4 Lakhs	
File Description	Document
Upload any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The **Vision** of Alphonsa College Thiruvambady is the holistic development of the students through the dissemination of moral values and quality education. The **Mission** of the institution is to build up a community of staff and students which is morally upright, academically excellent, professionally competent, socially committed, emotionally motivated and economically viable. The Management has procured the **Organogram**, and defines the rights, duties and responsibilities of all stakeholders. The policies of the institution are in adherence to Constitutional Values, Gender Equity, Inclusive Environment and are Eco-Friendly. Periodic Performance Appraisal, Additional Skill Development, Extension Activities and Infrastructure Augmentation are done according to the established procedures.

The functioning of the college is essentially **Decentralized and Participatory**, footing in its vision, mission and the policies. There is always a long term plan and short term plan to augment the quality, infrastructure and profusion of the institution. **Annual Action Plans** are occasioned consolidating the action plans and budgets of the management, administration, departments, clubs and forums sufficiently earlier to the commencement of the academic year. **Monthly Action Plans** are published. All activities are evaluated as per IQAC guidelines and the reports are kept or published in website or official platforms and appropriate **Actions** are **Taken** by the concerned authorities and they are recorded in the Minutes of relevant Meetings.

The system of governance is as follows:

- College has a **Managing Council** known as the Educational Trust of the Diocese of Thamarassery and it is the top most governing body which has designed the mission and vision of the institution and regularly chalk out plans for development and improvement. The Trust is represented in the campus by the Manager who oversees all necessary infrastructural development.
- **College Council** comprises Principal, four members from among the staff and Heads of Departments; the General Staff Council comprises all teachers. Major administrative decisions of the college are taken at the College council and some decisions will also be discussed in the general staff council for implementation.
- **Department Meetings, Executive Meetings of Clubs, Cells and Forums** etc are conducted at least bimonthly and task settings, evaluation of the executed programmes are done on these meetings. These collaborative endeavours help the institution to achieve the best possible results.
- **IQAC** has played its role in promoting organizational development through various guidelines and policy statements issued by it.

Ongoing Participation of the stakeholders in the decision making bodies

- Management and Administration regularly interact with staff, parents, alumni, students, and the public for feedback aiming for improvement in quality. Inputs from stakeholders are generally invited for improving the infrastructure, the curriculum, teaching learning and evaluation processes, functioning of the various committees, administrative matters and so on.
- The institution has a very quick dynamism to address the grievances via faster recording, settling and reporting.
- The institution also acknowledges and publicly appreciates the meritorious services rendered by the stakeholders in various academic or non-academic spheres.
- Teachers are represented in the Academic Council, Finance Committee as well as other bodies like IQAC and so on.

File Description	Document
Upload any additional information	View Document

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

Response:

Case Study: Effective Assessment Procedure

- **Field Study:** The Academic Calibre of the Student is Assessed via post-admission tests, the academic history and the internal scores.
- **Effective Plan Layout:** Advanced Learners and Slow learners are identified and the former is given assistance from the Competitive Examination Coaching Cell (CECC) and the latter is given assistance through Remedial and Bridge Courses.
- **Configuring the plan layout according to the vision and mission of the institution:** CIE Cell designs Additional Evaluation Tools for UG programmes so that the Grammatical as well as Writing skills are assessed in the first year, whereas Methodological skills in the second year and the Research Orientation in the third year of their study.
- **Incorporation of the programme in Annual/Monthly General Plan:** CIE timetable is incorporated in the Academic Calender and reminders are given in monthly planners.
- **Deployment of Duties:** CIE Cell headed by a General Coordinator and assisted by Departmental Coordinators share their duties and make the HoDs, teachers and tutors participate in the process via question paper setting, valuation, marks entry and counselling for their wards.
- **Airing Timely Reminders:** Detailed CIE timetable is published at least 15 days in advance and

Days are allocated to conduct and evaluate Seminars and Assignments.

- **Publicity for the Programme:** The guardians are informed about the CIE proceedings in advance.
- **Execution of the Programme:** The schedule CIE Exams is through (1) Settling of Question Papers (2) Allotment of halls (3) Placing Invigilation Duties (4) Marking of Absentees and (5) Distribution of Answer scripts.
 - The students who have fallen short of minimum scores are given extra chances to improve or re-attempt their examinations.
 - The office of the Academic Assistant evaluates the consolidated scores of each student as well as their scores over additional evaluation and personally counsels every student. HoDs, Mentors and tutors use the score indicators for effective delivery of their course content with personal care.
- **News:** CIE being an in-house programme will not be published via dailies, however, the guardians are informed of the scores the students have acquired.
- **Collection of Feedbacks:** IT Cell consolidates the feedback over the CIE system and is shared to the CIE Cell. Further, there is a body that deals with Grievances related to CIE. The feedback of guardians is collected via convening Class wise PTA.
- **Detailed Evaluation over the participation, performance, outcome, and expenses vs the budget:** CIE Cell evaluates the participation and performance of all the people related to the evaluation process.
- **Undertaking of Corrective Measures:** The measures to improve the procedure are taken notice of with reference to other collaborating bodies like departments, IT Cell, IQAC, Academic Council and College Council.
- **Reporting to IQAC and College Council and Pleading for further action:** CIE Cell prepares Annual Reports indicating the statistics, income and expenditure, initiative taken, grievances addressed and areas to be addressed further, shares the same to IQAC, Academic Council and College Council and states it in the College Annual Report.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Sample Activity: A-Zone Basketball Competition

It was a glorious moment for the college when the university chose the college as the venue for conducting the A zone basketball competition. Even though the information boosted the athletic spirit of the college, it also demanded a challenging responsibility to be fulfilled. Hosting an event was not a simple task and therefore the college made a strategic plan for conducting the competition in a healthy manner.

As part of the strategic planning, a staff meeting was conducted to plan the entire process of that day. For the effective hosting various committees were formed. Duties were delegated to all the staff and students for the success of the event. Duties were assigned in the following manner.

General Conveners

The Principal and the Vice-principal of ACT took charge as the General Conveners and they monitored all the activities performed by the committees and gave directions.

Joint Convener

Mr. Bernard Jose was appointed as the Joint Convener, to receive information directly from General Conveners and to pass on to all the committees. Likewise the committees had to report directly to the Joint Convener.

Reception Committee

They are entrusted with the duties such as keeping files and necessary documents, verify the eligibility of the team, provide timely information and make proper announcement

Registration Committee

This committee had the duty to receive the officials, guests, team managers & players. They are also providing necessary things for the officials like whistle, stop watch, pen, files etc. They provide rooms and seating arrangements for officials, guests, team managers & players. First – Aid has to be provided if necessary.

Programme & Technical Assistance Committee

This committee performs the duties such as time management of every activity in the day, make necessary stage arrangements, preparation of programme list etc. the committee also provides technical assistance like sound arrangements, score board, etc.

Refreshment & Cleaning Committee

They have the duty to provide food and refreshment at the mean time for officials, guests, team managers & players. They had the duty to provide sufficient quantities of drinking water frequently during the match time. The committee always checked whether the cleanliness is appropriate or not

Discipline Committee

This committee always monitors the entire activities that happened on that day. They checked whether any disciplinary activities took place. They also made all the necessary precautions to avoid such a situation.

Certain duties are entrusted to the students by treating them as volunteers. Volunteers are allotted under all the committees for balancing the duties of the staff. Since all the planned activities are implemented in a systematic manner which leads to a great success for the program. The college itself took initiative to provide trophies for winners and also best player and best shooter.

Thus the overall planning process ended at the end of the victory ceremony.

File Description	Document
Upload any additional information	View Document

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

Response:

The College has an internal organizational structure that has evolved over 06 years. The system of governance is as follows:

- The College is a Catholic institution run by Educational Trust of Dioceses of Thamarassery and the **Bishop of the Diocese** is the Patron of the college and also controls the activities of Educational Trust
- **Educational Trust** mainly focuses on utilising their funds effectively for the development of the College
- The person one who holds the position of Treasurer in the Educational Trust will be the **Director of College**
- **Manager** is the person one who monitor and controls the overall activities of the college and have the authority in making policy decisions
- Manager appoints the Principal and the staff as per the University guidelines.
- **The Principal** as the Head of the Institution is the leader who is responsible for various administrative services of the institution.

- Various **associations** such as staff associations, PTA, Alumni association were established for the purpose of creating and maintaining sound relationship with concerned stakeholders
- **Vice Principal** assists the Principal for exercise of his various functions
- **The College Council** comprising of Principal, Vice Principal, Bursar, all Heads of Departments and some nominated members discusses all the major programmes and issues in the College and supports the Principal in the administration of the institution.
- **Functional management** areas are unavoidable ones which every organisations must give due care. Main areas are Ethics disciplinary committee, Anti Sexual Harassment Cell, Grievance Redressal Cell, Anti-Ragging Cell, Anti-Drug Cell, SC/ST Cell.
- **Ethics & disciplinary committee** monitor and take action in the case of problems that may hinder the discipline of the college and Anti Sexual Harassment Cell works for reducing the problems related with sexual harassment
- **Grievance Redressal Cell** performs the functions of receiving the grievances from students, teachers and communicate the same with concerned authorities
- **Anti-Ragging Cell** provides awareness to the students related to ragging, its harmful effects, legal complications, penalty etc. If any case reported in the college will be investigated under the surveillance of this cell
- **Anti-Drug Cell** provides awareness related to harmful effects of drugs consumptions
- **SC/ST Cell** promotes the special interests of students in the reserved category of the college
- **IQAC** in the college is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college
- **Clubs and Forums** carries out co-curricular activities include arts, sports
- **The HoDs** coordinate the activities of respective departments. They delegates the authorities to the faculty members in respective areas

- **The College office** comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the Principal.
- **Bursar** manages the domestic and internal finances of the College, and shall help the maintenance of the accounts and in the day-to-day financial affairs

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institution has been providing effective welfare measures for teaching and non-teaching staff since its inception. The entire faculty enjoys the support and timely assistance of the institution and management to fulfill their personal and academic requirements and thereby work in an atmosphere which is conducive and fruitful.

Welfare measures such as **Provident Fund (PF), ESI, Maternity Leave, Festival Allowance, Financial Assistance for FDP, Advance Salary for a month, subsidized food from the canteen** etc. are made available for all deserving staff. The institute has been following a practice by which up to rupees 1000 will be provided to the staff on completion of the Faculty Development Programme as a part of its course fee. Besides this, the institute provides assistance to publish the scholarly articles in journals such as UGC CARE, SCOPUS INDUX.

Faculty members are honoured on days of commemoration for their notable achievements. Events like Book Launching, Birth Anniversaries, honouring of the newly wedded staff, awards and recognitions in various fields and participation in international conferences and seminars etc. are some of the practices that the institute is keen on..

The following benefits are commonly enjoyed by regular staff of the institution:

- Christmas Allowance
- One Month Salary Advance Scheme
- Loan facilities for the purchase of academic related electronic gadgets like laptops, mobile phones etc., and the reimbursement terms are staff friendly and less rigid.
- TA and DA for the teachers who attend seminars and Conferences away from the institute.
- Higher Qualification Assistance (Financial Assistance for those who seek it while pursuing Phd MPhil. etc.)
- Subsidized food and refreshment from the canteen
- Staff Tour
- Free Wi-Fi
- Family get together of staff members
- Token of appreciation for retiring staff
- Financial assistance for the staff who are in need of it at the time of marriage, construction of house etc.
- Day care for kids of the staff
- Uniform for security guards and gardeners
- Recreation facilities

File Description	Document
Upload any additional information	View Document

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

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

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

Response: 0

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

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

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

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

Response: 21.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	4	0	0	0

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

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

Response:

The college has a proper mechanism to evaluate the performance of both the teaching and non-teaching staff. This is practiced every year to enhance the quality of the staff members.

- Student evaluation of teachers:** In order to evaluate the quality of the teaching staff, the students are asked to mark the assessment of a teacher. After analyzing the assessment report given by the students, the Principal provides suggestions for improvement to the faculty members confidentially.
- Self-Appraisal by teaching staff:** Every teacher is required to submit the self-appraisal form/ Academic Performance Indicator which records the annual performance of teachers which include curricular, co-curricular, extra-curricular activities and research and academic contributions. The self-appraisal form, which is the basic requirement for their career advancement as per UGC guidelines, is then reviewed by the Principal and the IQAC.
- Self-Appraisal by non-teaching staff:** The IQAC collects self-appraisal forms from non-teaching staff to evaluate their performance, major indicators being efficiency and time bound completion of tasks assigned to them.
- Department Annual Reports:** Head of the department prepares the reports which comprise all the departmental activities including invited lectures, seminars as well as the significant achievements of the students and the faculty members. This is often reviewed by the Principal.
- Review by the IQAC Core Committee:** It reviews the profile of teachers and gives suggestions for the improvement of the performance.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has transparent and well-structured mechanisms to supervise 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.,

Internal Audit:

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 analyzed 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 on a regular basis. The audit is conducted in accordance with auditing standards generally accepted in India.

External Audit:

Alphonsa College Management has appointed Luke & Co - Chartered accountant (Calicut) as external auditor for the conduct of audit of accounts. The External auditor verifies all the bills and vouchers with reference to the cashbook, bank balances. They prepare the annual Financial Audit Statements which are documented.

Accounting Soft-ware:

The College makes use of COMPTES software developed by Lutsel Technologies Private Limited, Malaparamba, Calicut to do the financial accounting. All the Income and Expenditure of the Institution is centralized and there is only one Cash Box for spending and receiving of income.

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

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

Response: 206.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
109.50	55.55	17.16	12.46	11.90

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

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

Response:

Alphonsa College has an effective and transparent institutional mechanism for the mobilization of funds ensuring accountability by conducting annual financial audits. The institution has clear, well distinct and methodical policies to guarantee the perfect utilization of obtainable resources. Alphonsa College follows institutional strategies for mobilization of funds and the optimal utilization of resources through organized forums for assessment, utilization and audit. It prepares an annual budget in consultation with departments, library, IQAC, offices, clubs and forums. The management is happy to augment its physical facilities every year as envisaged by the Educational Trust of the Diocese of Thamarassery. The day to day income and expenditure is monitored by the office of the Bursar. The college conducts internal as well as external audits every year and evaluates the actualization of its financial policies.

The Sources of Income for Alphonsa College as follows:

1. Collection of fees
2. Grant from the Educational Trust of Diocese of Thamarassery and
3. Interest on bank deposits
4. Agricultural income
5. Income from College Canteen
6. Income from Fines, Photocopying and so on

The budget allocation and periodical audits are conducted by the following agencies

1. Financial Advisory Committee (Educational Trust) ACT
2. The Manager and his office
3. The Bursar and his office
4. Purchase Committee
5. Internal Auditor
6. Professional Auditing by Chartered Accountants

As it is directed by the policies of Educational Trust of the Diocese of Thamarassery, ACT does not perceive education as a profit making endeavour. It tries to share its fortunes to the students through scholarships and free-ships. It values the remarkable service done by the faculties and the staff and shares its income with them. As the college grows in its heights and widths, the stakeholders would enjoy more economical benefits.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

IQAC began systematizing the academic as well as administrative schemes of the institution by providing guidance in **(1) Planning, (2) Execution, (3) Evaluation, (4) Reporting and (5) Publishing** its procedures. Two instances of institutional practices induced by IQAC are the following:

(1) Introduction of College Management Software (CMS), FOLLDY and the renewal of website

College Management Software (CMS) makes college administration as well as academic procedures paperless and eco-friendly to an extent and it makes the documentation process easy, accurate and makes the data available anywhere and anytime. CMS has both a Staff Portal and Student Portal. Student Portal has panes for

- (1) Notifications
- (2) Attendance Status
- (3) CIE Score Statements

- (4) Feedback Entry
- (5) Question Bank
- (6) Applications
- (7) Fee Payment Reports and
- (8) Mentoring Reports.

Staff Portal has panes for (1) Notifications, (2) Attendance Entry, (3) CIE Marks Entry, (4) Mentoring, (5) Teaching Plan Entry, and (6) Question Bank Entry. Reports are made available for teachers on Fee Payment, Attendance Data, CIE Scores and their consolidated statements, Mentoring Details, Teaching Plan Reports and Timetable Statements.

As per the request of IQAC, College Management has collaborated with Mesoki Edu Planet Private Ltd. and had procured a teaching management software called FOLLDY for the students of the department of Commerce and Management. Further, the institution website (acttdy.com) was renewed as per the requirements of NAAC.

(2) Introduction of SPEED (Systematic Planning and Effective Execution Dynamism)

IQAC has designed a SPEED mechanism to cater the excellency parameters in administration and academics of the college. SPEED has four major elements:

- (1) Brainstorming,
- (2) Performance,
- (3) Evaluation, and
- (4) Reporting.

The rubrics in the **Brainstorming part of SPEED** include the following:

- (1) Field Analysis i.e., a general and vague hypothesis usually presented by any stakeholder
- (2) Effective Plan Layout with Prospectus and Budget i.e., the hypothesis is studied by a concerned committee, forum or cell and analysis been done considering the economical, social, and academical merits or challenges.
- (3) Configure the plan layout according to the vision and mission of the institution i.e., the approval of the proposal after due corrections done by the competent authority or its rejection with a description of the reasons.
- (4) Incorporation of the concept in the Annual/Monthly General Plan.
- (5) Deployment of Duties, and

(6) Airing of Timely Reminders

The rubrics in the **Performance part of SPEED** include

- (1) Publicity for the Programme
- (2) Execution of the Plan and
- (3) News of the events published

The rubrics in the **Evaluation part of SPEED** include

- (1) Collection of Feedback,
- (2) Detailed Evaluation over the participation, performance, outcome, and expenses vs the budget and
- (3) Undertaking of Corrective Measures.

The rubrics in the **Reporting part of SPEED** is the submission of reports in the given format to IQAC and subsequently in the College Council so that these competent authorities can direct the hosting committee, cell or forum towards further actions.

File Description	Document
Upload any additional information	View Document

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

Response:

The academic arena of the institution has become more exuberant by the formation of IQAC in 2020, with the directions and corrections made by the same on academic matters. Some of the initiatives IQAC make in academic matters are the followings:

- There is an office named **Academic Assistant for IQAC**, by which the academic progress of every student is monitored and are given personal guidance.
- **Induction programmes** are conducted and IQAC uses that platform to convince both the students and their guardians about the semester system, credit system, POs, COs and PSOs and CIE schemes.

- **Advanced Learners and Slow Learners are identified.** Special training is given for Advanced Learners to equip them for Competitive Examinations, Merit based scholarships and Advanced Courses whereas Bridge Courses, Remedial Courses, and Basic Learning Skill Courses are provided for slow learners.
- **Tutorial system** of the institution helps to monitor the academic progression of every student and additionally, mentoring practice facilitates the students to procure better academic results through personal psychological support.
- Every teacher is asked to prepare **course-wise teaching plans** where **Course Outcomes are specified** to the learning community. HoDs verify and approve the teaching plans and monitor the progress of the teaching learning process through College Management Software
- **Periodic evaluation** is conducted by the CIE Cell thanks to their components like Seminars, Assignment, Classroom Participation and Internal Examinations. Additional Valuation is conducted by which Writing Skills, Methodological Skills and Research Aptitude of every student is continuously assessed.
- **Add-on Programmes and Certificate programmes** are provided under the auspices of departments and other collaborating agencies through which students are provided opportunities to gain additional skill developments.
- **Academic Extension programmes** and Special Workshops on IPR, Professional Ethics and Research Methodology are conducted by the departments.
- Library is enhanced with **E-Sources** and INFLIBNET so that students are provided ample opportunities for additional information.
- **Feedbacks on Content of the Courses and the Methodology and Professionalism of Course-in-Charges** are collected at the end of every semester and appropriate actions are taken. There is Exit Feedback by which the academic ambience provided by the institution is assessed. Also there is an additional office named Feedback Analyst by which the quantified feedback indicators are consolidated, audited and presented to competent authorities.
- **Alphonsian Promoting Research Aptitude (APRA)** is a best practice of IQAC where emerging research scholars are identified and are given training in research methodology and research based publications in journals and are encouraged to participate in academic conferences and to present academic papers.
- Young Entrepreneurs are identified through the **College Incubation Centre (CIC)** where ED Club plays a great role and are given proper guidance by YIP (Young Innovators Programme) - a Govt. of Kerala initiative
- **Career and Placement Cell** of the institution effectuate Placement Drives and help the graduates placed and career counseling is provided.
- Further, teachers are given **FDPs** so that they unearth the real potential of the students. Further the teaching faculties are introduced to the newer trends in education through Refresher Programmes.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Gender Equity Policy of the Institution

- ACT upholds an egalitarian gender consciousness and compels all its stakeholders to adhere to the same. It strongly believes that no one is born inferior or weaker because of their birth in a particular gender.
- Real education, ACT holds, must enable everyone to respect the other gender and amaze at the beauty of diversity in talents and worldviews, be it a male, female or a transgender.
- ACT has various projects to boost up self-confidence in one's gender status, to confront the challenges of every walk of life and also to track nefarious behavior devaluing other gender identities.

Execution of Gender Sensitization Plan

- Curricular Activities: The Admission Process of the institution is gender neutral as it admits every student irrespective of their gender status. Elective Courses on Gender-Related Issues are included in both PG and UG Curriculum.
- Co-Curricular Activities: More than a monitoring agency to deal with the grievances, Women Development Cell (WDC) acts as a platform for female students to think and act together celebrating women's identity. WDC provides opportunities for female students to share their ideas, to set their goals and to know the career opportunities and life possibilities ahead. WDC, envisioned empowering women for a life of equality; empowerment, personal enhancement and professional success, conducts various awareness camps on Health and Hygiene, Legal Aids, Entrepreneurship Schemes, Self-Defense Techniques and so on.

Facilities For Women On The Campus

Safety and security

- College buildings are monitored by CCTV surveillance and the movements of students are monitored to ensure safety..
- Attendance is recorded every hour and students are permitted to leave the campus during college

hours only after the permission letter is issued by the respective departments. The time of exit and the reason are specified in the letter.

- Public Announcement System exists for emergency communications. Helpline numbers for reporting sexual harassment are displayed on notice boards.
- The Class in-Charges (Tutors) supervise the girls personally and counsel them on safety issues. Female faculty coordinators are appointed as escorts for field trips and extension activities.
- Anti-Ragging Cell and Anti-Sexual Harassment Cell collaborate with women empowerment cell and regularly organize awareness programmes on women safety, like training in defense techniques.

Counseling Cell

- Psychological Assistance: The trained Counselors of the College affirm that the students are gender gratified. Tutors and Mentors take special care of students especially on their safety and ensure Gender sensitized ethical conduct in the campus and society.
- Special Monitoring: Tutors in coordination with wardens of the girls' hostel exchange personal details, evaluate academic performance reports and discuss behavioral patterns of the female hostel inmates.
- Career Counseling: Career Guidance and Placement Cell arranges career guice classes, skill development training, talks and interactive sessions with successful entrepreneurs and professionals, etc. in view of women enhancement. Female students are trained to develop communicative skills, cultivate excellent personalities, excel in time management, acquire interview skills and to develop leadership skills.

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

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

1.Solar energy

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

Response: C. 2 of the above

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

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

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

Response:

Solid Waste Management

The College has employed Adequate Supporting Staff to keep the campus and college premises spick and span. Dust Bins are placed at various points in the campus to collect solid wastes. All classrooms, staff rooms, office rooms are provided with waste baskets. The food wastes generated from student meals are collected in dust bins kept for this purpose. Sanitary Napkins are disposed of in the Incinerator installed inside the women's toilets for effective solid waste disposal. Solid waste in the form of dried leaves and bird droppings, food leftovers from the canteen is treated and converted into Vermicomposting in the vermi compost pit which is used as Organic Manure for the trees on the campus.

Green Club of the College conducts awareness programs for the students about the hazards of plastic and alternative ways through which Usage of Plastic is minimized. With the Green Protocol in place, the problem of solid waste management is neatly addressed. The institution takes all measures required to ensure that the campus is free of plastic items and other wastes that harm the environment.

Liquid Waste Management

A proper and well-connected drainage system is functioning in the campus for the management of liquid wastes. Toilet wastes are discharged into underground sewage pits.

E-Waste Management

The College is grappling with ways to efficiently handle the issue of electronic waste, or e-waste, on campus. The institution has taken steps to store these e-wastes in a separate room to be disposed of at regular intervals. Out-dated computer monitors, CPUs and computer peripherals are replaced through exchange policy. The cartridges of printers are refilled outside the college campus. UPS Batteries are recharged and repaired by the suppliers.

Hazardous Chemicals and Radioactive Waste Management

The campus does not generate any hazardous chemicals or radioactive waste. Pesticides for gardens, mosquito repellents and sanitation chemicals for the washroom are used within permissible limits and also disposed as per Government standards. The disposal of waste is effectively monitored by the Maintenance Committee who review the functioning on a periodic basis.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**

5.landscaping with trees and plants

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Link for any other relevant information	View Document

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

Response:

Alphonsa College Thiruvambady upholds an all-inclusive policy and promotes tolerance and harmony towards cultural, regional, linguistic, communal, social, economic and other diversities.

It strongly condemns all sectarian beliefs and ascribing privileges to certain segments of society thanks to their gender, class, educational status, financial status, caste, locale, place of origin, religion and so on. The college dreams of a world where mutual respect, support and care flourish through its dispensation of proper education.

- The college follows all **Government Regulations Regarding Reservations** and it wholeheartedly invites more students from scheduled categories to the institution. It venerates the national policy of 'unity in diversity' and works for a spectrum of students and staff with every possibility of heterogeneity.
- **SC/ST Cell:** To aware the SC/ST students regarding various scholarships program of State Govt. and UGC. The college takes special interest in facilitating financial support to students from these communities from government agencies and other sources.
- The students from weaker segments of the society are given **Institutional Scholarships and Free-ships** finding the sources from various philanthropists.
- Conducive environment is provided through collaborative learning like Group Activities; equality in leadership opportunities for several academic, cultural clubs, events, fests, where students come together to focus on their distinctive interests and talents, transcending class and caste barriers.
- To celebrate the **Linguistic Diversity**, Hindi Diwas, Malayala Bhasha Dinam etc. are observed. To facilitate diversity, religious and cultural festivals like Onam, Christmas, Eid, Diwali, Holi etc are celebrated.
- Linguistic diversity is upheld as the college offers two **Second Languages**, apart from offering English. The cultural programs on Fresher's Day, Annual Day, etc, have the students perform

various dance forms, thus representing the kaleidoscopic spectrum of India's rich linguistic and cultural diversity.

- **Traditional Day** is exclusively dedicated to upholding the rich diversity of Indian culture and heritage, as it sees both boys and girls wear the traditional attires of their community and region.
- **Friendship Day and Fresher's Day** also promote universal brotherhood.
- All inclusiveness is guaranteed in the **Admission Policy** of the institution. Staff and students are appointed and admitted without any discrimination on the basis of caste and creed.
- The institution upholds its all-inclusive policy in constituting various statutory bodies like PTA and Alumni.

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

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

Response:

Alphonsa College Thiruvambady wholeheartedly adheres to the constitutional values and instills them into the minds of all its stakeholders. Every Alphosian is reminded that he/she enjoys education only because the people of the nation pay for it.

The institution upholds the constitutional values like **justice, liberty, equality, fraternity and human dignity**. Being a catholic institution it has a Preferential Option for the Poor, Oppressed and Marginalized as it marks the height of justice.

Liberty with due respect to the world-views of the other, equality of opportunities and Fraternity with a mind to accept the mind of the other as he/she is etc are acted to the heart of the institution.

The students are made aware of the fundamental duties and responsibilities of being citizens of India as the college fosters humane values and social responsibility among the students through the activities undertaken by Department Associations and different Clubs and Forums like Environmental forums, Women Development Cell, and Compassionate and Nurturing Alphonsians (CNA).

Students are sensitized on their social responsibilities, environmental awareness and citizenship roles through Participation in Community Development Programs, Health and Hygiene Awareness Programs,

AIDS Awareness / Gender Sensitizing Programs, Blood Donation Forum Activities, Visits to Orphanages and Care-homes for the physically and mentally challenged children etc. Also programmes like Tree Plantation, Public Cleaning Programmes, Community Surveys are conducted

To abide by the Constitution and respect its ideals and institutions, National Symbols like the National Flag and the National Anthem are paid respect. The National Flag is hoisted on Independence Day and on Republic Day in its pomp and grandeur.

ACT celebrates **National Days** like Independence Day, Republic Day and Gandhi Jayanthi and wherein several programmes- quiz, poster making competitions, photography contest, flag hoisting, patriotic speeches are conducted upholding the national freedom fighters and sovereignty of the country. All the curricular, co-curricular and extension activities aim “to develop the scientific temper, humanism and the spirit of inquiry and reform” which is the key ideal of the Constitution.

To keep up the social morals of secularism and brotherhood, the college celebrates all Festivals like **Onam, Christmas, and Eid**. All employees and stakeholders are treated equally irrespective of their faith/community.

Courses on the ‘Constitution of India’ are chosen as the Complementary Course for B. English and Journalism programmes. Also there are Audit Courses that hail the constitutional values of the nation.

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

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

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

Response: C. 2 of the above

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

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

Response:

The campus culture of ACT is ever vibrant with celebration, events and festivals. The college conscientiously celebrates days, events and festivals of national and international significance, internalizing and conveying the message these occasions symbolize. National and international days of importance aimed to invite the community to focus on specific causes, are observed in the institution with numerous programs to ensure togetherness in celebrations, to make the movements of the world a subject of the campus and to make students part of the universal citizenship.

- Onam and Christmas are celebrated every year in the campus by organizing cultural events, spending time with inmates of Orphanages and providing lunch to them. On the occasion, an Onam/Christmas message is delivered to students and teachers by an apt person every year. Quiz, onappattu, Athappookalam, Malayalimanka and carol competitions are also organized by the college union and various departments on the occasion
- Alphonsa day (Patroness feast)
- All the special commemorative days, awareness programs are organized predominantly by the students with team spirit and a spirit of innovativeness and unbound enthusiasm to explore knowledge and develop social, environmental, and national consciousness through academic clubs like department associations, Women Empowerment Cell, Green club, ED Club, ASDP, ARISE etc.
- International Day of the Girl Child, International Women's Day, International Day for the Elimination of Violence against Women and International Day of Women and Girls in Science are observed by Women Development Cell to inspire the girl students to catch up their dreams and to make them capable of resisting the injustice against women rooted in a patriarchal society.
- National days like Republic Day and Independence Day are observed with great enthusiasm in the college every year. The National flag is hoisted by the Principal and the National Anthem is sung by the students

to show respect to our Nation.

- Other important days are observed by different departments and clubs to bring home the message to be conveyed by them.
- Intense learning experiences are provided by these celebrations, which are marked by a variety of activities like Poster making, presentations, caption writing, quiz, elocution, debates, flash mobs, flag hoisting, etc., apart from lectures and talks by experts in the field to give insights into the significance of the program.

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

7.2 Best Practices

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

Response:

Alponsa College Thiruvambady is envisioned as an institution that moulds, enlightens and empowers generations of people and provides holistic education that would enable them to actively participate in every facet of life. To gain this goal, the college envisages four best practices: (1) AGI; Alphonsian Green Initiatives, (2) APRA; Alphonsian Promoting Research Aptitude, (3) ASDP; Additional Skill Development Programmes and (4) CNA; Compassionate and Nurturing Alphonsians. AGI and CNA are narrated below:

Best Practice (01): AGI; Alphonsian Green Initiatives

Title: Alphonsian Green Initiatives (AGI)

Narration:

AGI is a declared best practice of Alponsa College Thiruvambady and it is an umbrella term comprising the activities of Green Club, Water Management Club and Waste Management Club. Environmental Policy of Alponsa College Thiruvambady is enacted through AGI

Objective of the Practice:

- To instill a sense of responsibility for keeping our environment sustainable
- To make the youth lovers of nature and committed to ecological prosperity
- To promote equitable use of natural resources in view of conservation of the sources to the upcoming generations
- To protect natural greenery, verdant, natural bodies and their environment
- To introduce the coherent ways for sustainable development

The Context:

The ongoing debates on ecological prognosis with particular reference to Madhav-Gadgil Report, Kasturirangan Reports and various other ecological prospectus related to Western Ghats, factors like ozone layer depletion, uncalculated climate changes, global warming and so on make it an urgency to introduce the students and stakeholders to be aware and equipped of the ecological concerns, i. e., how to make a synthesis of development versus conservation and anthropocentrism versus ecocentrism.

The Practice:

The functioning of AGI is broadly divided into two: (1) Intellectual formation and (2) Field work.

Intellectual formation is been carried out by the following:

- 1.The deliberate choice of courses which convey ecological information
- 2.The promotion of academic projects and empirical surveys basing on ecological concepts
- 3.The conduction of Ecological Awareness Campaigns both inside and outside the campus
- 4.Observances of days which are ecologically significant

Field Works are been carried out by the following:

- 1.Activities of Green Club, Water Management Club and Waste Management Clubs in the campus.
- 2.Out of Campus activities by the students of the institution to know the nature and promote the sustainable development
- 3.Collaborating activities with other sister institutions and local bodies of government in conducting ecologically sound programmes

Uniqueness in the context of Indian Higher Education

UGC in its Quality Mandate for Higher Education Institutions in India (2021) and in its Circular D. O. No. F. 1 -212017 (CPP -II) dated 19th June 2017 made it mandatory that Environmental Studies be taught in the Higher Education Institutions. Nonetheless, the world is at caution that its erratic treatment of nature in time forgone is now bouncing back as natural calamities and climate change which make life (human, animal or vegetation) untenable in the world. Thus, it is ideal to press the fact that knowing nature, turning back to nature and helping the companions to know nature is the ideal thing in academia.

Constraints faced in the practice:

The academic procedures designed by the curriculum still remain theoretical to a large extent. The outcomes are measured mostly by the capacity to remember what is taught in the classrooms and by the capacity to reproduce it exactly. The major difficulty in the execution of the AGI mission was the hectic academic schedules. There is an urgent need of rephrasing the academia where the assessment of capacity to remember is replaced with capacity to apply theory into practicum, capacity to analyse and evaluate by oneself, and the capacity to create newer designs.

There are greater things in the minds, in the paper, in the events and in the success stories of AGI clubs and forums, but not measurable in the assessment system. Education has turned from gathering information to acquiring formation in AGI schemes, but what drags them behind is the established notion that activities of environmental clubs and forums are simply 'extra' - curricular.

Evidence of Success:

Different Clubs and Forums under AGI set their targets in the form of Annual Action Plans before the commencement of every academic year. Timely reminders are given every month through the publication of Monthly Planners. The accomplishment of the targets are assessed continuously; post event evaluation sessions, monthly reviews and annual reviews. There are positive results indicators from the part of pupils, beneficiaries and other stakeholders. District Green Champion Award one of its laurels of AGI.

Problems Encountered and Resources Required:

- 1.Constant monitoring and appraisal is required for the success of AGI initiatives. The stakeholders are generally thrilled by initial impulses but few succeed. Grace marks or badges may be provided for the pupils who sustain in environmental passion.
- 2.Environmental initiatives are to be recognized as co-curricular and not as extra-curricular activities.

Best Practice (02): CNA; Compassionate and Nurturing Alphonsians

Title: Compassionate and Nurturing Alphonsians (CNA)

Narration:

CNA is a declared best practice of Alphonsa College Thiruvambady and it is an umbrella term comprising the activities of Palliative Care Forum, Pro-Differently Abled Forum (PDF), Compulsory Social Service

(CSS), Alphonsians Rising to Impulse Social Empowerment (ARISE) and Blood Donor's Forum (BDF). Alphonsa College Thiruvambady fulfils its social commitment through the activities of these five forums.

Objectives of the Practice:

- To inculcate compassionate empathy in the pupils
- To serve the people and communities nearby
- To bring the vulnerable people and communities to the forefront of the society
- To make the youth aware of their responsibilities to social causes
- To promote equitable treatment without taking into consideration the gender, race, caste and other discriminating factors.

The Context:

Man is a social animal, let alone a Graduate has to contribute to the society through his contributions, expertise and time. Every society comprises people who are denied opportunities regardless of their aspirations due to their physical disabilities, psychological problems, lack of familial support and lack of financial support. Education is completed only when it enables the educated to be empathetic. Every man in the country is educated with the tax amount paid also by the poor and illiterate and therefore every educated has to pay in return through this sparing of time and resources for the poor, vulnerable and illiterate. Alphonsa College Thiruvambady is so adamant that its pupils participate in any of the CNA forums and fulfil their social mission.

The Practice:

The functioning of CNA is broadly divided into two: (1) Academic and (2) Extension Activities.

Academic endeavours of CNA are the following:

- 1.The courses which hail the equity of human beings are chosen as electives in Academic programmes.
- 2.Students are encouraged to do their project works, seminars and assignments with special focus on humanitarian concerns, gender equity, marginalized population, vulnerable communities and differently abled people.
- 3.CNA conducts programmes that hail the above mentioned areas in and outside the campus.
- 4.CNA observes commemorative days which are of humanitarian significance

Extension Activities of CNA are been carried out like the following:

- 1.CNA conducts a bunch of out-reach programmes as extension activities with active involvement of the members of its forums.
- 2.Awareness campaigns are conducted throughout the nearby locations in order to share the messages of equality and fraternity.
- 3.College Campus is availed for the nearby people for their skill development, IT assistance, and counselling.
- 4.Adivasi villages are adopted by the institution to facilitate their holistic development.
- 5.Collaborating activities with other sister institutions and local bodies of government to conduct humanitarian programmes

Uniqueness in the context of Indian Higher Education

All major Universities have made Social Service a mandatory component for the qualification of academic degrees and the reason is the fact that real education is completed only with its openness to the poor, disabled, marginalized and the needy. Higher education is a luxury in the context of India having a great number of population under poverty line. Therefore, the duty and responsibilities of the educated to the people who are in the frontiers of the society is unquestionable.

Constraints faced in the practice:

The participation in CSS or any other social enhancement schemes still remains a mandatory card and fulfilling such a mission for many of the pupils is just a qualifier and they do not pay their heart on it. Moreover, the hectic academic schedules make it tiresome to conduct socially fruitful extension activities.

Evidence of Success:

- CNA helps generate annual action plans for all the five forums and ensure that those programmes are in line with the vision and mission of the institution and the objectives set for itself.
- CNA airs timely reminders regarding the programmes set on Annual Action Plans by incorporating them in the Monthly Planners
- CNA monitors the functioning of various activities of its clubs and forums in real time.
- CNA helps the forums to conduct evaluation sessions and report the progress report to competent authorities.
- Alphonsa College was awarded for their valuable social service at the time of Covid-19 pandemic as the best college in the district

Problems Encountered and Resources Required:

1. Societel Enhancement Co-Curricular initiatives are to be awarded more with badges, accolades and grace marks.
2. Time constraints are to be loosened. These co-curricular activities are to be given sufficient time for its execution so that the participants may enjoy some self-fulfilment and the recipients make it fruitful in their way to normalcy.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Alphonsa College Thiruvambady (ACT) is named after St. Alphonsa, who was a much loved teacher, and upholds the vision of St. Kuriakose Elias Chavara that 'right education moulds right generation'. The motto of ACT is a quote from Holy Bible: 'To Witness to the Truth' (Jn. 18: 38) and it believes that proper education enables men to witness to the truth. ACT was established on 11th July 2014 by the Educational Trust of the Diocese of Thamarassery and is affiliated to the University of Calicut. The college, therefore, renders its service, nurturing love of God and service to humanity and bolstering eco-sensitiveness and pride in the nation.

The stated vision of the institution is the attainment of 'the holistic development of the students through the dissemination of moral values and quality education' and the stated mission of the institution is 'to build up a community of staff and students which is morally upright, academically excellent, professionally competent, socially committed, emotionally motivated and economically viable'. Also the aims, objectives, motto and emblem of the institution make the distinctiveness of the institution.

Alphonsa College Thiruvambady is located in a picturesque ambience of Western Ghats and it offers an opportunity for graduation and post-graduation for the students from the south east hilly locations of the district of Calicut. Majority of the students of Alphonsa College Thiruvamabdy are the children of farmers or agricultural labourers belonging to economically and socially backward communities or minority communities. The aim of the Educational Trust of the Diocese of Thamarassery in establishing the institution was to render quality education for the children of farmers and daily labourers and thereby improve their economic condition, besides generating social and cultural reformation. Primarily, the Trust thought of enabling the ordinary farmers of the location by giving a platform for their youngsters to secure higher education that may enable them to catch up employment and thereby enhance their financial conditions. Secondly, the Trust thought of cultural, social and behavioural upheaval of the target

communities through this institution.

Alphonsa College Thiruvambady has taken up the mission of transforming the society through two ways: Primarily, by imparting to its students the notions of equality, dignity and preferential option for the marginalized both by curricular as well as extra/co-curricular enlightening inputs. Secondly, the institution takes up a leading role to sensitise and assist the common people living in the hilly locations of the district towards empowerment.

The former aspect of Alphonsian mode of education is not mere content delivery, rather every student is exposed to real life problems and are assisted to seek solutions themselves with the guidance of the expertise of their teachers. Thus, education for an Alphonsian is not only theoretical perusal in a classroom session but also the actual application of it in daily life. Therefore, the student is initiated to skill development schemes, entrepreneurial programmes, soft skills, ICT training, initiations in sports and games, unearthing of cultural talents, developing leadership qualities, career orientation, organizational skills, professional skills, and management skills. Also the students are firmly rooted in human values like equality, justice, and peace, professional values like integrity, punctuality and discipline, social values like commitment, tolerance and empathy and religious values like faith in God, service to brethren and option for the poor. Further, all the extension programmes in the college are strictly decentralized where all the opinions and suggestions of all its stakeholders are listened to and appropriated. Further, all such activities are led by the students themselves.

The latter aspect of Alphonsian mode of education is unveiling of its social commitment. The institution offers skill development workshops on tailoring, craft works, embroidery, painting, cooking, soap and balm making, ornament making, cake baking and so on to the people nearby. Also counselling sessions are hosted by the institution focusing on school children which was a great help for the frustrated student groups in the time of covid-19, the pandemic. Also special training sessions are hosted for the target group that give information and formation in communication skills, computer and digital media literacy, leadership skills, financial literacy, digital literacy, eco-literacy, marketing skills, consciousness on gender equity, AIDS awareness, Swatchh Bharath awareness, Organic farming, anti-drug awareness, empowerment of women, responsible parenthood, family planning and so on. The values of secularism, fraternity, humanitarian concern, mutual respect, collaboration, patriotism and integrity are instilled to these people.

There are also projects outside the campus that make the institution a towering one that sheds light to all the communities nearby. Adivasi Colonies are visited by volunteering students often to help them to catch up with mainstream life. Anti-Drug Campaigns are usually organized in various places nearby by which the people are informed about the hazardousness of substance abuse. Poor homes and care homes are visited regularly by some volunteers to enkindle the races of hope to those abandoned ones. Disabled people and palliative patients are visited and helped by volunteers often. Projects like 'A House for the Companion' are conducted and the students contribute to it and facilitate other well wishers to do the same.

Thus, the distinctiveness of the institution is what caused its inception i.e., its care for the unprivileged minority community migrated to the hilly regions of south east region of the district of Calicut. It attempts to enhance the target community by imparting quality education to the youngsters and physical moral and spiritual support for the rest.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

NAAC

5. CONCLUSION

Additional Information :

- The College was selected for the Green Champion Award of MGNCRE, Government of India from more than 100 colleges in the Kozhikode District of Kerala during 2020-21 for successfully setting up the Swatchtha Action Plan.
- The College has received the certificate of recognition “Beat Covid Campaign” from Mahatma Gandhi National Council of Rural Education, Govt. of India.
- The College was selected for the Campus of Kozhikode Award in Kozhikode District. A project organized by the District Administration Kozhikode to utilize the social orientation and creativity of students for Palliative Care and its services.
- Excellent result with 88 % five year average pass, A+ and A grade holders in every year and university topper in 2017 – 18.
- Green initiatives are promoted to develop eco consciousness.
- ARISE (Alphonsians Rising to Impulse Social Empowerment) initiatives are organized successfully in the adopted villages with awareness programmes and socially benefitted initiatives.
- Various social extension activities as well as awareness campaigns were carried out under the leadership of different Clubs and Forums.
- Two villages were adopted under Campus of Kozhikode Scheme. Plastic Free Campaign in adopted villages and free distribution of cloths, bags, food etc., were conducted
- Alphonsa Centre for Research and Publications (ACRP): **ACRP** encourages start up initiatives in the campus.
- Joined hands with rebuilding efforts of Kerala and actively participated in flood relief activities in the relief camp set up in the campus. Visited the land slide area and donated fund.
- Seven years of service had tremendous growth on the GER ratio of the district in Higher Education among the rural sector.
- Seven years of service to the nation building, keeping in par with fast changing academic environment.
- The quality management system of the college gained ISO-9001:2015 international certification in march 2022
- The Best Women Development Cell (WDC) in honour of the outstanding contribution to empowerment of girls by the University of Calicut in 2021-22
- The recognition certificate of "Pachathuruthu" by Haritha Kerala Mission from Government of Kerala

- SDE Exam centre
- New block and Ladies Hostel under construction

Concluding Remarks :

Alphonsa College Thiruvamabdy is envisioned as the grand repository of knowledge for the pursuers, of new horizons of quality and beneficial information, at all levels like students, teachers and different stakeholders, including the marginalized section of the locality, catering to the ever-shifting and challenging needs of the society, constantly upholding humanistic and egalitarian values and forever striving to contribute dynamically to the nation-building. The college has been striving continuously in upgrading its infrastructure to respond to the changing demands on modern pedagogic techniques.

The institution has taken quality initiatives for bringing up the greatest models in the higher educational sphere with an all-encompassing approach and it is staunchly looking for sustainable progress. The institution takes care to provide Add On and Certificate Courses to augment student's ability to enrich the fixed framework of the syllabus. The exclusively talented faculty members and dedicated Ministerial Staff stand as strong poles for consistent advancement. The programmes like Mentoring and Student Support Programmes as well as the Additional Skill Acquisition Programme have created opportunities to integrate the learning experiences. In the post accreditation period, the institution has made remarkable achievements in the multi-dimensional aspects. The institution has consistently recognised the importance of being excellent through Faculty Enrichment Initiatives, Research Engagements, Refreshers and Online Courses, Major and Minor Projects to ensure the future of the nation reflect in the quality output of our students.

The Institution initiates Social Extension Activities, Adopted Villages and consistently promotes Swachatha Mission to sustain a vibrant and committed community to accelerate the pace of development in the locality. Women empowerment has confirmed to be the corner stone crucial down the road for this institution. The noteworthy rise in the percentage of students pursuing higher studies and research in Central Universities and international centers of excellence bears testimony to the institution's success in creating an atmosphere conducive to learning and research. We are confident that we can evolve as a center of excellence in the area of higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <p>1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 7 Answer after DVV Verification: 7</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>25</td><td>14</td><td>11</td><td>10</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>17</td><td>14</td><td>11</td><td>09</td><td>10</td></tr></table> <p>Remark : Add on/ certificate programs as per supporting documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	25	14	11	10	10	2020-21	2019-20	2018-19	2017-18	2016-17	17	14	11	09	10
2020-21	2019-20	2018-19	2017-18	2016-17																	
25	14	11	10	10																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
17	14	11	09	10																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>467</td><td>402</td><td>396</td><td>367</td><td>310</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	467	402	396	367	310										
2020-21	2019-20	2018-19	2017-18	2016-17																	
467	402	396	367	310																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
288	179	166	171	172

Remark : Number of students enrolled as per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	32	27	27	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
35	32	27	27	27

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

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

Answer before DVV Verification : 164

Answer after DVV Verification: 164

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

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Options:

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

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

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

2.1.1 **Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
175	164	138	135	137

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
175	164	138	135	137

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
235	213	178	166	170

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
235	213	178	166	170

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
105	102	92	89	83

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
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105	102	92	89	83
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2.3.3 **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. Number of mentors

Answer before DVV Verification : 29

Answer after DVV Verification: 29

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 121

Answer after DVV Verification: 121

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
98	112	116	134	93

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
98	112	116	134	93

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	02	02	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	01	01	01

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	02	02	02

Answer After DVV Verification :

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

3.1.3.2. **Number of departments offering academic programmes**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.2.2	<p>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>21</td><td>08</td><td>05</td><td>05</td><td>04</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>21</td><td>08</td><td>05</td><td>05</td><td>04</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	21	08	05	05	04	2020-21	2019-20	2018-19	2017-18	2016-17	21	08	05	05	04
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	08	05	05	04																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	08	05	05	04																	
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>20</td><td>05</td><td>02</td><td>01</td><td>00</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>20</td><td>05</td><td>02</td><td>01</td><td>00</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	20	05	02	01	00	2020-21	2019-20	2018-19	2017-18	2016-17	20	05	02	01	00
2020-21	2019-20	2018-19	2017-18	2016-17																	
20	05	02	01	00																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
20	05	02	01	00																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>01</td><td>01</td><td>01</td><td>02</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>01</td><td>01</td><td>01</td><td>02</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	01	01	01	02	2020-21	2019-20	2018-19	2017-18	2016-17	12	01	01	01	02
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	01	01	01	02																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	01	01	01	02																	
3.4.2	<p>Number of awards and recognitions received for extension activities from government/</p>																				

government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	03	03	05	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	00	01	00	01

Remark : Total number of awards and recognition as per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	13	18	16	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	13	18	16	11

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
467	429	404	415	384

Answer After DVV Verification :

	<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>467</td><td>429</td><td>404</td><td>415</td><td>384</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	467	429	404	415	384										
2020-21	2019-20	2018-19	2017-18	2016-17																	
467	429	404	415	384																	
3.5.1	<p>Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>14</td><td>09</td><td>01</td><td>4</td><td>13</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>14</td><td>09</td><td>01</td><td>04</td><td>13</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	14	09	01	4	13	2020-21	2019-20	2018-19	2017-18	2016-17	14	09	01	04	13
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	09	01	4	13																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	09	01	04	13																	
3.5.2	<p>Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>11</td><td>2</td><td>1</td><td>00</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>11</td><td>2</td><td>1</td><td>00</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	11	2	1	00	2020-21	2019-20	2018-19	2017-18	2016-17	12	11	2	1	00
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	11	2	1	00																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	11	2	1	00																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>Answer before DVV Verification : 21</p> <p>Answer after DVV Verification: 09</p> <p>Remark : Number of classroom and seminar halls with LCD projectors as per supporting documents.</p>																				
4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p>																				

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.70	40.45	35.86	44.02	53.35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15.70	40.45	35.86	44.02	53.35

4.2.2 The institution has subscription for the following e-resources

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

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

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.49	1.59	1.57	1.09	4.56

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.49	1.59	1.57	1.09	4.56

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

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

Answer before DVV Verification : 55

Answer after DVV Verification: 55

4.3.3 Bandwidth of internet connection in the Institution

	Answer before DVV Verification : A. 750 MBPS Answer After DVV Verification: A. 750 MBPS																				
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5.38</td><td>6.14</td><td>18.21</td><td>5.78</td><td>1.81</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5.38</td><td>6.14</td><td>18.21</td><td>5.78</td><td>1.81</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	5.38	6.14	18.21	5.78	1.81	2020-21	2019-20	2018-19	2017-18	2016-17	5.38	6.14	18.21	5.78	1.81
2020-21	2019-20	2018-19	2017-18	2016-17																	
5.38	6.14	18.21	5.78	1.81																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5.38	6.14	18.21	5.78	1.81																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>89</td><td>105</td><td>89</td><td>80</td><td>77</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>89</td><td>109</td><td>89</td><td>80</td><td>77</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	89	105	89	80	77	2020-21	2019-20	2018-19	2017-18	2016-17	89	109	89	80	77
2020-21	2019-20	2018-19	2017-18	2016-17																	
89	105	89	80	77																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
89	109	89	80	77																	
5.1.2	<p>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years</p> <p>5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>90</td><td>105</td><td>101</td><td>93</td><td>87</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	90	105	101	93	87										
2020-21	2019-20	2018-19	2017-18	2016-17																	
90	105	101	93	87																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
89	104	100	92	86

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
429	402	381	395	246

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
429	402	381	395	246

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	08	32	51	21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	08	32	51	21

- 5.2.2 **Average percentage of students progressing to higher education during the last five years**
- 5.2.2.1. **Number of outgoing student progression to higher education during last five years**
 Answer before DVV Verification : 256
 Answer after DVV Verification: 256

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	5	10	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	5	10	05

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	6	12	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	6	12	6

- 5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should**

be counted as one) during the last five years.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	03	03	03	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22	03	02	02	00

Remark : Number of awards/medals as per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	31	15	38	28

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	14	15	24	22

Remark : Number of sports and cultural events as per supporting documents.

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

Answer before DVV Verification : C. 3 Lakhs - 4 Lakhs

Answer After DVV Verification: C. 3 Lakhs - 4 Lakhs

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

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

Answer before DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
27	4	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	4	0	0	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
109.50	55.55	17.16	12.46	11.91

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
109.50	55.55	17.16	12.46	11.90

Remark : Total grants received as per supporting documents.

6.5.3 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected,**

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

	<p>3. Environment audit</p> <p>4. Clean and green campus recognitions / awards</p> <p>5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms.</p> <p>2. Divyangjan friendly washrooms</p> <p>3. Signage including tactile path, lights, display boards and signposts</p> <p>4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</p> <p>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website</p> <p>2. There is a committee to monitor adherence to the Code of Conduct</p> <p>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. 2 of the above</p> <p>Remark : As per supporting documents.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>143</td><td>115</td><td>99</td><td>95</td><td>95</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>143</td><td>115</td><td>99</td><td>95</td><td>95</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	143	115	99	95	95	2020-21	2019-20	2018-19	2017-18	2016-17	143	115	99	95	95
2020-21	2019-20	2018-19	2017-18	2016-17																	
143	115	99	95	95																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
143	115	99	95	95																	
1.2	<p>Number of programs offered year-wise for last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	5	4	4

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	5	4	4

2.1 Number of students year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
467	429	404	415	384

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
467	429	404	415	384

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
156	137	119	111	114

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
156	137	119	111	114

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
137	127	134	146	101

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
137	127	134	146	101

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	22	22	19

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 21

Answer after DVV Verification : 21

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40.15	48.86	57.72	52.66	58.94

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40.15	48.86	57.72	52.66	58.94

4.3 Number of Computers

Answer before DVV Verification : 62

Answer after DVV Verification : 61