



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST. PIUS X COLLEGE

ST. PIUS X COLLEGE RAJAPURAM P O KASARAGOD DISTRICT

671532

www.stpius.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Pius X College is recognized as premiere institute of learning has been started with the pious intention of providing high quality higher education to the common people of an educationally, socially and economically region, Rajapuram in Kasaragod district of Kerala State. The long cherished dream of the people of the locality has become a reality through the starting of St. Pius X College in 1995 with specialized courses. Children of farmers and the tribals got opportunities for higher studies, which enabled them to get employment and thereby improve their economic condition, besides generating social and cultural reformation. Thus the institution has been making a lasting impression on the society.

The college commenced with B.Sc. Microbiology, Physics and B.A Development Economics in has started three more degree courses BBA, B.Sc. Computer Science and B.Com in 1999, 2001 and 2014 respectively. In 2005, the college has started Post graduate course in Development Economics. In order to supplement and enrich the learning process, the College also conducts various add-on certificate courses. Thus the college now offers six degree courses, one postgraduate course and 13 Certificate courses. ICT enabled teaching is used for effective implementation of the curriculum. The college has developed e-content and made available to students. At present the college has a faculty strength of 36, which includes 26 permanent and 10 Assistant Professors on contract. We have 21 non-teaching staffs including administrative and supporting staff. Four teachers have successfully completed their Ph.D programme during the assessment period. During the last five years four minor projects have also been completed.

The infrastructure includes a playground with 200 meters track, Indoor Stadium, and gymnasium for physical fitness and training. The library is fully automated and has a separate digital section with a broadband internet connection and INFLIBNET facilities by which students have access to E-journals and E-books. Activities of various forums like Fine arts club, Nature Club, ED Club, Value Club, Bhoomithrasena, Sargasangamam contribute significantly to the overall development of students. The NSS and College Students Union provide sufficient opportunities to bloom the leadership qualities of the students.

Vision

The Vision of the institution is to become **“A centre of excellence affordable to common man”**. To attain this vision, college consciously plans its functions and inspires staff and students to attain excellence in their specific endeavours.

Mission

Our mission is to be **“A beacon of eternal inspiration, to be the wheel within wheels to fulfil the aspirations of students, staff, alumni and the society at large”**.

We try to communicate the mission to stake holders by clearly stating it in writing wherever possible. For instance, it is printed in the college hand book and displayed in the office, library, in all departments and the main corridors. It has been effectively internalised by clearly earmarking specific objectives, which are to be

obtained within a specific period of time. The mission statement of the college is one that reflects both activities and aspirations of the college. Accordingly, every year the performance by the students and the staff is a step towards betterment. The college considers itself to be its own best competitor and so strives consistently towards bettering its performance and attaining excellence. Besides, every action of the college is targeted towards the creation of an ambience conducive to materializing its declared goals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Sufficient opportunities for co-curricular activities.

Well equipped laboratories.

Extension activities with significant contribution from departments, NCC, NSS and other clubs.

Well-structured mentoring system with high Mentor-student ratio

Faculties from the college as chairman and members in BOS, Board of Examinations and Question setters of the various Universities and autonomous colleges.

Very strong student support system in the form of mentor-mentee scheme, Walk With the Scholar (WWS), Scholar Support System (SSP), remedial teaching, student counselling, and NSS.

Good Parent Teacher Relationship established through PTA and PTS meetings

Curriculum enrichment through add-on certificate /diploma courses.

Adequate Sports Infrastructure

Feedback analysis system

Regular Academic and Administrative audit

Fully automated library with more than 12,000 books and INFLIBNET facility.

Scholarships and other financial assistance to the deserving students by institution and government.

Gender equity visible in College administration and women empowerment through “Manini” – the women cell

Highly qualified and committed faculties having a good combination of newly recruited and senior members.

Eco friendly campus in a serene location with abundant natural resources.

Well organized and supportive Alumni.

Participative and collaborative management approach reflected in various committees, quality circle meetings,

clubs and forums.

Students from diverse demography reflected in the number of minority, SC/ST, backward community, financially backward and female students.

Institutional Weakness

Limited numbers of courses offered.

Limited to students mainly from the neighbourhood due to its location in rural area.

Insufficient Tie-ups linkages with other Institutions and Industry due to the specific geographic condition.

The majority of students hail from severely disadvantaged and poor economic backgrounds and hence their motivation levels and language competency are low.

Lack of funds prevent us from providing all that we would like to provide our students with.

Tight academic schedule restricts availability of time for co-curricular and extracurricular activities.

Lack of maintenance grant from the government.

Less Doctoral degree holders among the faculties.

Less focus on research activities due to lesser number of post graduate programmes.

Government policy restricts appointment of Permanent staff.

Lacks fully furnished Seminar hall.

Low Student – Computer ratio

Insufficient placement opportunities to students

Institutional Opportunity

Opportunity to serve the marginalized (SC/ST/OEC/Minorities)

Extending the Resources and Facilities to the Public/Neighbouring Communities

Ample opportunities for Extension activities

Flexibility in curriculum makes the students to choose the topics of their interest

Opportunities to the students to develop their skills by getting involved in co-curricular and extra-curricular activities.

The only aided college in this locality

Opportunity for the teachers to get involved in University level activities

Institutional Challenge

Students belonging to educationally marginalised families having low motivation and aspiration.

Lack of interest from the industry to engage industrial linkage/ tie-ups.

Semester system suffocates co-curricular and extension activities

Lack of orientation in the curriculum with the fast changing trends in the industry is a challenge.

Difficulty to get expert resource persons to this rural area.

Large investment requirement in technology to make the entire process of education technology-based is a challenge.

Lack of interest of girl students to pursue higher education due to marriage

Bigger challenge in building up a vibrant research and consultancy culture

Inability to utilize the full potential of the Alumni

The policy of the Government of not giving sanction for more UG and PG programmes

Self-financing colleges and courses started in nearby areas

Excess clerical and administrative work of teachers, with the introduction of semester system, has reduced the qualitative use of time with the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St.Pius X College, Rajapuram is a Government aided college, affiliated to Kannur University. It follows the curriculum offered by the University. The college currently offers six UG programmes viz B Sc Microbiology, B Sc Physics, B A Development Economics, B.Sc Computer Science, BBA and B.Com under the Choice Based Credit and Semester System (CBCSS) and one PG programme, M A Development Economics. There are elective and open courses in the curriculum of both UG and PG programmes. The curriculum of various programmes offered by the institution integrates different issues like gender, environment and sustainability, human values and ethics. Seventeen faculty members of our institution, are members of various Academic bodies of Kannur University, and have contributed significantly to the curriculum design of Kannur

University.

The college also offers many subject related and life skill oriented certificate/ diploma course courses in different departments for the benefit of students. The college introduced thirteen certificate/ diploma courses during the last five years. On an average, 28.57 percentage students had undergone subject related certificate/diploma courses conducted by the college during the last five years. Fourteen value added courses imparting transferable and life skills were introduced during the last five years. Students are encouraged to undergo online certificate courses also.

The college prepares an academic calendar based on the University academic calendar every year. The academic activities in the college are co-ordinated by the Academic Council (AC) An Academic Monitoring Cell (AMC) functions in each department to facilitate the curriculum delivery and monitor the teaching learning processes. The curriculum is effectively delivered through different mechanisms including student centered methods with ICT enabled class rooms. The college provides a fully automated library and well equipped laboratories.

Field projects and industry visits conducted in various departments for the students improve the practical skills of students. On an average, 20.68 percentage of students have undertaken field projects in last five years.

Structured feedbacks on curriculum are collected, analyzed and actions are initiated to implement changes in the curriculum. The feedback is intimated to the University through the members of Kannur University Board of Studies.

Teaching-learning and Evaluation

Most of the students of our college hail from the local villages of the district, although we have some students from other districts too. The College has 6 undergraduate courses and one post graduate course. The institution aims at providing an all-inclusive education to the students.

An orientation program is organized in the beginning of every year for the fresh students with the aim of providing a better learning environment. An Induction program is also organized by various departments to motivate the students. A post admission diagnostic test is conducted in order to identify the knowledge level of the students and based on that a bridge course is conducted to fill these gaps.

Programs like WWS and SSP are conducted in order to cater the bright students and the weaker students respectively. Peer teaching is encouraged using an innovative program known as FINE. (Friend in Need of Education). Remedial classes and compensatory coaching are also organized to uplift the weaker students.

The institution has defined Program Outcome (PO) and Course Outcome (CO) for every program and course. The student's achievements in the national and state level examinations and the student's placements in the public and private firms are indications of the student's satisfactory learning outcome of the students.

A continuous Internal Assessment System has been implemented with internal examination, Attendance, Assignments and Presentations with specific marks allotted to each item adhering to the university pattern. The marks of the internal marks are recorded in a progress report and are presented to the parents for the monitoring of their wards in a PTS meeting organized every semester. Online assignments are promoted by using various digital platforms. Video presentations of students on assigned topics are created by students using webcam,

mobile phone platforms etc.

A mentoring system is in place where every student is assigned to a mentor. The ratio of student to mentor is 19.2. The institution has qualified and experienced faculties. Most of the faculties are with PhD. The teaching experience per full time teacher is 10.33. The student-Full time teacher ratio is 18.67.

Research, Innovations and Extension

Several research projects have been done by our faculties during the last five years. Around 1.9 lakhs is sanctioned for various research projects by UGC and other agencies. The institution has established a Business Incubation Centre with the assistance of District Industries Centre (DIC), Kasargod. Many of the faculties have published research articles in UGC listed journals and book chapters. We have 36 full time teachers working in the college and most of them are either having PhD or pursuing PhD. Three of the faculty members are recognized as research guides. The institution has conducted 7 workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years.

The college has extended its activities to the neighbourhood communities through NSS, NCC, Various Clubs, Associations and Departments. National Service Scheme (NSS) regularly organised various extension activities like house construction to the needy, organic kitchen gardening and other sensitising activities. 25 wheel chairs were gifted to various beneficiaries in the villages. Thus NSS has been instrumental in sensitizing the entire campus in social issues. Activities of NSS and NCC in the neighbourhood community have invoked a sense of responsibility to social issues among students. The NSS Programme Officer of our college was awarded with the 'Best NSS Programme Officer' in the state in 2014. All the six departments perform extension activities in the nearby villages on a regular basis. Microbiology Department conducted extension programmes on drinking water analysis, mushroom cultivation training and rainy season diseases awareness and so on. An energy conservation awareness campaign was carried out by Physics Department, Rural Women and Local Self –Government. Members were benefited by the Digital literacy programmes of Computer Science Department. Department of Development Economics has conducted socio-economic survey in nearby rural villages to identify financial inclusion along with a skill development centre to train women from a nearby colony on tailoring. The Management Studies Department has organised extension activities of analytical surveys of rural businesses and Kudumbashree, and reports with findings were submitted to various authorities. Social awareness programme on road safety was conducted by the Department of Commerce.

Infrastructure and Learning Resources

Buildings, classrooms, laboratories and equipment, education infrastructure, sports and cultural infrastructures are crucial elements of learning environments in St. Pius X College Rajapuram. Well-equipped science laboratories exist in the college for the subjects of Physics, Chemistry, Physiology and Microbiology. Computer Science department has a well-furnished computer lab with 35 computers. Uninterrupted power supply is provided in the campus with the aid of generator, storage battery and solar panel. We have a college auditorium with seating capacity for 700 people.

All departments are provided with computer, printer and high-speed Internet access. The Department of English has a Language Lab supported with sufficient software to fine-tune the language skills. All the classrooms are spacious, well- furnished and ICT enabled. The library is fully automated with the ILMS software service provided by MeshiLogic and the brand is BookMagic software. Presently BookMagic version 4 is used. It

facilitates Books details, classification of Books, Issue and return of books. All the library documents are bar-coded and books are issued to users by reading the barcode of the document. Library has a collection of 15851 volumes, 8200 titles, 27 Journals, 55 magazines, Audio-video materials, photocopying facility, News Papers, Rare books, e-resources portal like <http://www.stpiuslibrary.yolasite.com/> and previous years' question papers etc. Most of the departments have their own reference library. Separate computer labs are available for Physics, Economics and Management studies department.

College has adequate facilities for sports and cultural activities. The first indoor stadium in the district is in this institution, which was built with UGC assistance. Institution possesses a spacious playground and a number of specialised courts for various sports and games. Yoga and fitness centre is also available in the campus. The institution has sufficient equipment for various sports and games activities.

In 2017, the college has invested and established the dedicated Optical Fibre connection from BSNL for the high speed internet access. At present the institution has two internet connections. One has 100 MBPS and the other has 10 MBPS. The college has installed CCTVs in examination halls as well as at some selected areas to ensure general security in the campus.

Student Support and Progression

In student support and progression, college wholeheartedly undertakes a number of initiatives. One such area is the creation of a level playing ground by the provision of scholarships and free-ships. Governments as well as other agencies assistance are sought in this matter. On an average 75.44% students benefit from the Government assistance and another 7.34 % students benefit from the non-Governmental assistance in this respect. Since the college is situated in a backward region and most of the students are from the marginalized sections, the scholarships and free-ships are great value to such students.

Creation and enhancement of capabilities are another vital area college is focusing on. Variety of programmes like Soft skill development, language lab facility, coaching for competitive examinations ,remedial coaching ,Bridge courses, etc were provided at very low costs .Vocational Educational Training is regularly provided and on an average 53 students benefitted from this programme. College also has an effective placement cell helping outgoing students to find placements .Every year, on an average, 23 students find placements with the help of placement cell . About 28% of students benefitted from guidance for competitive examinations and career counseling offered by the college. Statistics also reveal that from the last graduating batch about 55% students progressed to higher education. 73 students qualified state/National level competitive examinations like NET, SLET, GATE, CAT, TOEFL etc.

Augmentation of sports infrastructure is reflected in the improvement in the participation and medal tally of the institution in recent years.

College has a democratically elected active students Union to organize curricular, co-curricular and extracurricular activities .Other than this elected representatives , students are nominated into various academic and non-academic bodies such as IQAC,RUSA, Anti-Ragging cell, etc, so that students get exposure in various academic and non-academic bodies and train them in parliamentary democracy.

College also have a registered and functional Alumni Association .Alumni Association offers a platform for the old students to contribute their talents and resources to their Alma mater and the existing students to benefit from the experience of Alumni.

Governance, Leadership and Management

St. Pius X Rajapuram is managed by the Corporate Education Agency of Colleges, Malabar region, Arch Diocese of Kottayam with the vision “to be a centre of excellence in higher education affordable to common man”. Due to its versatile aims and objectives; the college was described as an “Educational Ashram at the hill top-of Rajapuram” by the first NAAC peer team in the year 2005.

The institution has a committed management working towards quality improvement and overall development. Hierarchy of authority of the institution includes Manager, Governing Body, Principal, Staff Council, teaching staff and Administrative Staff. The institution practices decentralization and participative management through various cells, bodies and committees for the effective implementation of various curricular and extracurricular activities. Various bodies/cells/committees in the college functions effectively and the minutes of the meeting are documented and implemented. In order to empower the faculty, the College provides a number of welfare measures for the staff and they avail those benefits as and when required. The Internal Quality Assurance Cell of the college organizes various administrative and professional development programmes for teaching and non- teaching staff. The IQAC has also conducted a number of activities regularly over the years to support the quality improvement. On an average 5.4 programmes per year were conducted for the development of staff.

In order to assess their performance in the teaching/learning process and in the administrative tasks, the college makes use of various kinds of effective appraisal mechanisms. Student’s feedback of teachers is one of the main mechanisms for assessing the performance of the teachers.

Student’s feedbacks are collected in the prescribed format by the Principal, analyzed and the report is communicated to the teacher concerned for taking corrective measures. The Principal interacts with the faculty members of each department in order to have first-hand information regarding the teacher’s performance. The institution conducts academic and administrative audits regularly. Funds are received from non – governmental sources and during the last five years Rs.81,28,975 (Rupees Eighty one Lakhs Twenty Eight Thousand Nine Hundred and Seventy five only). The institution regularly participates in NIRF Ranking also.

Institutional Values and Best Practices

The best practices of our college are FINE, Micro-Farming, Digital Literacy and Donating a Book to Library on Birthday. FINE is managed under the mentoring system prevailing in the college. The mentor coordinates the activities of FINE in which expertise of advanced students is enhanced and the weaker students are uplifted. DigLit helps in empowering people belonging to different fields in the vicinity of the college. The practice of Donating a Book to Library enables our students to open a new vista to the world of books.

The institution succeeds in the noble venture of micro-farming and attains fame in Kallar village. The main aim of this venture is to promote health and wellness and to procure fresh green vegetables. Rainwater harvesting attains special significance. A number of green initiatives such as plastic free campus and ten acres of cash crop plantations add beauty to our campus.

The institution regularly conducts activities related to gender equity, women empowerment and observe all the days of National importance like Gandhi Jayanthi, Onam, Teachers Day, Kargil Day etc.

BODHI the literary club of St. Pius X College is vibrant and active in the campus. This club helps the

students to think creatively and to sharpen their intelligence. Students are offered classes and special sessions on human values by EHV club which is also known as value dissemination centre.

Clubs like Bhoomithrasena and NSS of our college take up the responsibility of environmental issues and beautify our college by making it eco-friendly and pollution free. Alternate energy sources are tapped at the best possible manner and a green audit is conducted to examine the efficiency of the institution in its green initiatives. The counseling cell provides avenues to the students to get relief from their stressful lives. Handbooks are prepared every academic year for students, faculties and management. We give a special care for differently-abled students. During end semester exams special space is allocated to differently abled students to write exam in the most perfect manner. Locational advantages and disadvantages are addressed through various initiatives.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. PIUS X COLLEGE
Address	St. Pius X College Rajapuram P O Kasaragod District
City	RAJAPURAM
State	Kerala
Pin	671532
Website	www.stpius.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Marykutty Alex	0467-2225766	8921975247	0467-2224775	stpius@gmail.com
IQAC / CIQA coordinator	Biju Joseph	-	9446168975	-	bijumarangattu@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	CHRISTIAN ROMAN CATHOLIC
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-01-1995			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Kannur University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	08-03-2004	View Document		
12B of UGC	08-03-2004	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1574249412.pdf
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Pius X College Rajapuram P O Kasaragod District	Hill	25	5176.61

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Post Graduate Department Of Development Economics	36	Plus Two	English	50	50
UG	BBA,Department Of Management Studies	36	Plus Two	English	42	42
UG	BCom,Department Of Commerce	36	Plus Two	English	40	40
UG	BSc,Department Of Computer Science	36	Plus Two	English	34	34
UG	BSc,Department Of Microbiology	36	Plus Two	English	34	34
UG	BSc,Department Of Physics	36	Plus Two	English	34	33
PG	MA,Post Graduate Department Of Development Economics	24	Degree	English	20	17

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				5				31			
Recruited	0	0	0	0	3	2	0	5	19	12	0	31
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	7	10	0	17
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	2	3	0	10
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	6	2	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	7	6	0	13

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	95	0	0	0	95
	Female	136	0	0	0	136
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	17	0	0	0	17
	Others	0	0	0	0	0
Certificate / Awareness	Male	148	0	0	0	148
	Female	250	0	0	0	250
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	6	7	10
	Female	2	10	6	6
	Others	0	0	0	0
ST	Male	19	11	10	11
	Female	31	21	17	9
	Others	0	0	0	0
OBC	Male	22	15	23	11
	Female	58	45	66	46
	Others	0	0	0	0
General	Male	51	66	41	68
	Female	66	72	60	85
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		252	246	230	246

Extended Profile

1 Program

1.1

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

Response: 242

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	7	7

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
672	648	662	677	636

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 the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
51	51	51	51	51

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
212	202	239	207	192
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**

2018-19	2017-18	2016-17	2015-16	2014-15
36	36	36	35	34
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	36	36	35	34
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 27****4.2****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
56.035	62.737	58.454	125.663	130.978

4.3**Number of computers****Response: 74**

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Well-designed curriculum is the core of academic activities of the college. Being a Government Aided College, affiliated to Kannur University, the college is bound to follow the curriculum framed by the University. The college currently has six UG programmes under the Choice Based Credit and Semester system (KUCBCSS) and one Post- graduate programme. Presently, Flexibility is allowed to affiliated colleges to a certain extent. The colleges can choose elective courses from a list provided by the University. Undergraduate students are provided with the freedom to choose any one open course offered by other departments, prescribed in the syllabus.

The college takes earnest efforts to enrich the curriculum, through various means such as the introduction of diploma and certificate programmes, encouraging students to undergo relevant online certificate courses, presentation by experts from different domains, promoting students to access online library resources such as INFLIBNET, N-List, etc. As a case of curriculum enrichment, the Department of Computer Science invites experts from industries to orient the students on relevant advanced programming languages to develop application software.

To equip the new entrants to imbibe the curriculum, orientation programmes are conducted in two phases. At the institution level, the scheme, programme outcome and evaluation criteria are discussed. At the department level, programme specific outcome and course outcomes are introduced in detail. Bridge courses are provided to update their past knowledge and to prepare them to adapt the specific programme.

Based on the University academic calendar, the college prepares an institutional calendar every year. Academic Monitoring Cell (AMC) of each department designs their Curriculum delivery as per the institutional calendar. Courses are allotted to the faculty members of the department, based on their workload and subject preference and the department timetable is prepared according to the Master timetable of the College. Teaching plan of the allotted courses is prepared by each teacher, keeping in mind the academic calendar.

The planned curriculum is effectively delivered through various means such as lectures, assignments, seminars, quizzes, projects, case studies, role plays, ICT enabled presentations and videos prepared by students and teachers. A language lab facility provided by the college with required software is expected to improve the curriculum delivery process. Experts from various fields, former faculty members and distinguished alumni are contributed in this process. The advanced learners are given opportunities to interact with experts through a government sponsored programme, Walk With a Scholar. The slow learners are supported through another initiative called Scholar Support Programme. These two initiatives contribute to the effective delivery of curriculum.

Feed backs are taken from students, teachers, alumni, parents and employers about the curricular aspects to

incorporate latest developments in related fields and to improve competence and employability. Those feedbacks are communicated to be discussed with the members of the University Board of Studies of the concerned programme from the college and later these recommendations are presented during the preliminary workshops for curriculum revision to make necessary changes.

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

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

Response: 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	2	0	2

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

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

Response: 48.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	0	7	2

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 56.61</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 137</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 7</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 28.57</p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	

2018-19	2017-18	2016-17	2015-16	2014-15
418	227	176	66	59

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

1.3 Curriculum Enrichment

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

Response:

The implementation of the curriculum of various programmes of the institution is well integrated to mitigate the issues relevant to environment and sustainability, human values and professional ethics along with the problems relevant to gender. Considering the environment and sustainability aspects along with the human values, all graduate and postgraduate programmes have some courses, modules, chapters or topics which solemnly focus on these issues. For instance, the Microbiology Department offers a core elective course for their fifth semester students on 'Environmental Microbiology' to emphasise the environmental aspects of microbes and other biologically relevant materials. Adding to that, they have an open course 'Microbes and Environment' to handle the topics meticulously to non -Microbiology students, to make them conscious of the way they need to handle biological materials and their impacts on our environment. Furthermore in 2017, the Department conducted a seminar on 'Biodiversity and Conservation of Frogs' and also observed World Ocean Day and World Water Day in the campus and invited experts in the fields to conduct classes. The Postgraduate Department of Development Economics has multi-directional curriculum structure to learn the environment, sustainability and gender. Both graduate and postgraduate students are offered a core course named 'Environmental Economics' and a complementary course 'Gender Economics'. Synchronizing to the above, the Commerce Department has courses such as Environmental Studies and Disaster Management. Even in the case of core fundamental science group, Physics department conducts an open course, 'Joy of Star watching' to understand our universe better, and to make the students to be wise enough to differentiate between science and pseudo-science, which is very much relevant to build a well civilised society.

The Business Administration Department of this institution provides 'Business Ethics and Corporate Social Responsibility' course for their fourth semester students and has topics such as Problems of Women Entrepreneurs to focus on the gender issues in businesses. The Microbiology Department has an open course 'Biosafety and Bioethics' in which the students get an opportunity to learn ethical issues in biological experiments and medicine.

The Language Departments have several topics which give importance to most of the issues discussed

above. The English prose text includes many essays such as 'Is Humanity Suicidal?' by Edward O Wilson, that explicitly discusses various humanity related issues and focuses much on the environment. The Malayalam poem 'Silent Valley' by the famous poet and environmentalist Sugathakumari orientates students towards various environmental values.

The vibrant Education in Human Values (EHV) club of the college was instrumental in organizing six -months -certificate courses for teachers in the topics 'Value Inculcation Methods' and 'Value Based Parenting' with the assistance of UGC during 2005-07. It conducts various programmes for inculcating human values among students some of which are residential camps, seminars, essay competitions and debates on value based topics, and service activities. All of these highlight the institutional interest to integrate issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum.

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

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

Response: 14

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

Response: 14

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 20.68

1.3.3.1 Number of students undertaking field projects or internships

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

1.4 Feedback System

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	2	1	0

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 96.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
248	246	230	246	252

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

2018-19	2017-18	2016-17	2015-16	2014-15
254	254	254	254	254

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

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

Response: 83.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
37	36	40	48	51

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

2.2 Catering to Student Diversity

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

Response:

An **orientation programme** is organized in the beginning of every year for the fresh UG and PG students with the aim of developing a better learning environment. Furthermore, an **induction programme** is also conducted for the freshers by various departments to motivate the students. A **post-admission diagnostic** test is conducted for all the newly admitted students, who are assessed using statistical tools to get a better insight in terms of knowledge and skills of the students. On the basis of post-admission test and departmental interaction with the students, the knowledge gaps are identified. **Bridge courses** are conducted to fill these gaps. Every student is monitored by a **mentor**, who personally follows up the students and maintains close supervision. Additional support and help is given to the students through **WWS** and **SSP** programmes. **“Walk With Scholar”** (WWS) programme is provided to cater to the need of the meritorious students. It is a new initiative of the Higher Education Department of Kerala in which six students known as Mentees are given to each faculty known as Mentor and are provided with special training, institutional visits and exchange programmes. Mentoring sessions are organized every week. Personal mentoring acts as a care for students with emotional issues. **Student Support Programmes (SSP)** is a project tailored for the under-achievers. Various study materials and books are provided to them to help them in their academic excellence. Various coaching programmes are also organized to crack competitive examinations like CAT, UPSC etc. Peer teaching is encouraged where bright students teach slow learners through a programme called **FINE (Friend in Need of Education)**.

Interactive teaching - learning is organized using the **language lab** and audio visual equipment. **Remedial coaching and compensatory classes** are also organized for the slow learners. The students are continuously evaluated through by conducting two college level internal examinations and department

level **Academic Challenge** (quiz on courses taught) every week. The learning instincts of high achievers are promoted and slow learners are identified and special coaching is given using remedial classes and retests. **Student counselling centres** are established to cater to the emotional needs of the students and to improve the performance of slow learners. The students are encouraged to pursue **online certificate courses** to widen their vistas of knowledge. Every department conducts diploma and/or certificate courses to impart soft skills along with academic skills. The **Career Guidance Cell and Counselling Cell**, guide the students in matters related to academics and career. The **AC (Academic Council)** monitors the overall academic progress of the students. The language lab provides opportunities to students to improve their listening, speaking and writing skills in English and improve their communication skills. Audio visual equipment is made available to teachers and the students to make learning more attractive and student friendly. E- contents such as study materials, PPTs, previous question papers of university examinations, videos are uploaded in the college website so as to enable the students to get the study materials at the click of the mouse.

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

2.2.2 Student - Full time teacher ratio

Response: 56:3

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.04

2.2.3.1 Number of differently abled students on rolls

Response: 7

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

2.3 Teaching- Learning Process

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

Response:

Every department prepares an academic plan in the beginning of every year, and based on the academic plan, an academic calendar is prepared in such a way that maximum experiential learning and participative learning is imparted to the students. To elucidate, the Department of Management Studies has a clearly laidout guideline in its syllabus for field visits. The Management Studies Department takes up an industrial visit every year. Every department has a mandatory project work to be completed as part of their syllabus and a final viva voce is conducted to ensure their proficiency and skill in the topic undertaken. Case studies are given to the students to enable them solve industrial issues and suggest practical solutions. The science departments have a well-equipped laboratory facility to provide them with a first- hand experience in the respective stream. Practical sessions are conducted for the science students to enable them to improve their practical knowledge. A well-furnished language lab is established in the college in order to improve the communication and conceptual skills of the students. Various departments occasionally organize seminars and workshops in which the students participate actively by way of organizing, content creation and delivery. The Microbiology Department organizes mushroom cultivation workshop for the interested students. Bhodi club is an initiative of the language department to enlighten the students to the world of literature by way of observing 'reading week' and various literary competitions like film review, book review, Bodhi tree and Talk on Basheer day etc. Most of the classes are conducted using ICT enabled methods, E- resources are uploaded with soft copies of PPTs, lecture notes and previous question papers are made available in the college website. Lecture videos of teachers are uploaded so that the students can access them online. The Commerce and Management Departments also use case studies and role plays to make classes more active and experiential. The teachers and students are given accession to INFLIBNET and N List journals for reference and research. Mock tests, group discussions etc are conducted so that they can cope with the industrial need of the time. Mock interviews are conducted for the final year students to face interviews. Special training in group discussion and interview etiquettes are organized before campus placements organized in the campus. The students are encouraged to join various online tailor- made courses under MOOCs platform for soft skill development so that they complement their core areas of the study. All the students of the college have undertaken at least one course in the previous academic year. Invited talks and seminars are offered to the students to enrich knowledge in their relevant disciplines. The PG department of Development Economics, Microbiology Department and Computer Science Department organized one-day workshops of IPR for the students and interested public. The college has various clubs like science club, SPEF, skill development centre etc in order to organize various programmes which enhance the skills and practical knowledge of the students in their respective fields.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

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

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

Response: 96:5

2.3.3.1 Number of mentors

Response: 35

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The college imparts innovation and creativity in teaching and learning by incorporating various means. The Department of Physics organized energy awareness campaign to propagate the idea of energy saving in students and public. The department of Microbiology in association with Entrepreneurship Club conducted a workshop on mushroom cultivation to instill into the students an entrepreneurial trait and skill upgradation. The students of the Department of Computer Science regularly conduct Digital literacy programmes (DigLit) for the public using ICT enabled-learning methods, which enable them make their learning more output oriented. In order to enhance their participative learning, the students of PG department of Economics organized sessions on financial inclusion to make SHG members manage financial resources prudently. The Department of Management Studies organized an outreach programme to understand the problems faced by small and marginal business firms. The **Academic Monitoring Cell** at a Department level and **Academic Council** at the College level follow up the academic status of the college through an academic audit. Bringing innovation into the classroom, the teaching faculty employs Peer teaching, collaborative teaching, student seminars, case studies, role plays, etc. An innovative programme called **FINE** has been practised regularly to uplift the weak students through group learning. An innovative programme named '**Academic Challenge**' has been conducted every week to improve academic performance of the students. An **Academic Retreat** is organized in the beginning of every year for the teachers to reenergize their enthusiasm and motivation. Seminars and invited talks are organized for the teachers and students by various departments to update the latest trends and changes in the respective fields of knowledge. The students are encouraged to take up online and certificate courses to improve their

knowledge level and soft skills.

The Department of languages, The Sargasangamam Club and Women's Cell organize quiz competitions, debates etc to mould the reasoning and verbal ability skills of the students. Book reviews and film reviews are conducted to promote literary sensibility. The language department also has created a 'Bodhi Tree' and organized 'Reading Week' with various literary programmes to celebrate the Reading Week. Various clubs organize forums and celebrates special days like World Population Day, Women's Day, Water Day, Blood Donation Day, Forest Day, Ocean Day, Environment Day, Aids Day, Population Day, Literary Day, Reading Day, Biodiversity Day, MSME Day and Yoga Day.

E- content modules are uploaded in the college websites and video lectures of teachers are uploaded in Youtube, which are accessible through the websites so as to enable the students to collect materials from anywhere at the click of the mouse. Most of the classes are ICT enabled so that the classes are student friendly and informative. The college also conducts government - sponsored programmes like WWS, which cater to the high achievers, SSP (Student Support Programmes), which support the slow learners and ASAP giving training in soft skills and employability. A Merit Day is organized every year to facilitate the best students of each passed out batch and encourage the present students

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 24.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	9	8	8

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.33

2.4.3.1 Total experience of full-time teachers

Response: 372

File Description	Document
Any additional information	View Document

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

Response: 22.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	1	1	2

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

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

Response: 27.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	11	9	8	8

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

2.5 Evaluation Process and Reforms

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

Response:

Affiliated to the Kannur University, the college is bound to follow the rules and regulations regarding the internal evaluation system stipulated by the University. However, the college is given adequate freedom to make the continuous evaluation process more effective and objective. Internal evaluation assessment mode includes marks for internal examinations, attendance, assignments and seminars.

The college has framed significant reforms in Continuous Internal Evaluation System at the institutional level to improve the academic performance of students. Academic performance evaluation is an essential element of teaching and learning process. Students are made aware of the evaluation process during the orientation programmes conducted prior to the commencement of their course. Academic Calendar with tentative internal examination dates is given to the students in the beginning of every academic year. The institution conducts minimum two internal examinations in a semester.

The academic council monitors the fair and transparent conduct of internal examinations. The committee periodically organises meetings to discuss the modalities of conducting examinations. It fixes the dates of examination in advance and executes the resolutions time-bound. The students are provided with pre-printed answer scripts, as in the university style. The question papers are set in the university pattern in order to familiarise them with the end semester examination. The evaluated answer scripts are returned to the students within a period of two weeks. After each internal exams, the marks are recorded in the progress report maintained by the department, which is presented before the parents at the PTS (Parents-Teachers-Students) meetings organised regularly in each semester. This exercise enables them compare their academic performance with their previous performances.

Previous years' question papers are made available in the college website and library for easy reference. Re-examinations are conducted for students who fail to attend the internal examinations due to genuine reasons. Oral exams are also conducted in certain instances. Apart from the regular college level examinations, the Economics Department adopts periodic computer-based objective type examinations. Remedial classes are conducted for the slow learners. This practice helps the struggling learners to improve their subject knowledge and enables them to catch up with their peers. FINE, SSP etc are also incorporated in this process.

Seminar presentations, assignments, viva voce and dissertation are compulsory at the graduate and post-graduate level as a part of their course requirement. Video presentations created by students on assigned topics, using webcam, mobile phones, etc are also used for internal assessments. The students submit their assignments mostly on digital platforms.

In all matters related to the internal assessment, transparency is maintained and fair evaluation is ensured. Clear instructions are given to the faculty members and students regarding evaluation process and the modalities of assessment. The evaluation of all components of CIE is published and acknowledged by the students. Students have an opportunity to raise their grievances in the process. An academic audit is organized at the end of each semester to verify and analyse the time-bound execution of CIE and all other programmes put forward in the action plan.

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

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

Response:

For the internal assessment in all courses, the institution strictly follows the norms set by the University. The yardstick of evaluation includes attendance, seminar/viva voce and marks of internal examination. The internal examination is conducted twice in a semester for all courses. The principal convenes staff meetings before the commencement of the internal examination to carry out the examinations in a smooth and transparent manner. The College Council decides the dates of the internal examinations and timetable is made accordingly, and the Controller of Examinations of the college coordinates the whole process. An exam timetable for all the UG and PG programmes is published well in advance. The concerned faculty members are instructed to set the question papers as per the University examination pattern in a confidential manner. The invigilators are directed to record the attendance of the students. CCTVs are installed in the examination halls to ensure utmost transparency. The principal and CoE monitor the whole process. The answer sheets are evaluated and discussion is carried out by teachers and students after the distribution of answer scripts. Marks of the examinations (theory and practical) are displayed on the department notice boards. Poor performers are directed to improve their marks by writing the Re-examination. Parents are informed of the performance of their children through PTS meetings organized every semester. Progress report of each student is made available to the parents for their valuable assessment. Apart from the internal examination every department conducts an 'academic challenge' which includes test papers, quizzes, oral tests etc for evaluating the efficiency of the teaching- learning process

In the beginning of each semester, the students are given direction to submit assignments on specified topics within a stipulated time. The topics are syllabus-related or pertaining to current issues. As part of evaluation, interactions based on assignments are promoted. Assignments are returned to the students after evaluation. Departments promote online submission of assignments and presentation of projects.

Every department records hourly attendance each day. The consolidated percentage of attendance prepared by the office is published on the notice board monthly. After considering grievance, if any, final attendance details are published.

Prior to the commencement of the University examination, internal assessment marks are tabulated as per the stipulations of the University, considering the marks obtained for attendance, assignment/viva voce and internal examinations. The consolidated Continuous Evaluation mark sheet is given to students for verification and they are asked to put their signature against the marks obtained. Students are given guidance by the assigned teachers for the preparation of project reports and performance in viva voce.

File Description	Document
Any additional information	View Document

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

Response:

The University norms are strictly followed in the conduct of examinations and evaluations. Information of the same is given in the college calendar and the college website. The procedures of examination are explained to the students in the orientation session itself and periodically again at mentoring sessions. Transparency and fairness are ensured and proper communication is sent well in advance.

The timetable for internal examinations is prepared by the controller of examination and approved by College Academic Council. Exam- related grievances which are entertained in the College are pertinent to the conduct of internal exams. If any grievance arises during or after the discussion, the teacher concerned can redress the grievance. If it remains unsolved in the first stage, the issue can be brought to the notice of the Head of the Department and redressed at the Department level. The third stage vests with the Principal. The unsolved issues at the first two levels are brought to the Principal.

Clear instructions are given to faculty members and students regarding internal evaluation process and modality of assessment. Students have an opportunity to raise their grievances at varying stages of the process. Answer scripts of internal class tests/assignments are returned to the students after assessment, thereby giving an immediate opportunity for students to report their grievances if any. Students verify and approve the final internal mark sheet by signing it before sending it to the University. It is once again scrutinized by the faculty. Thus grievances in examinations are addressed in a transparent, time-bound and efficient manner

University examination related grievances are communicated to the university through the Principal. All support from the side of the college is extended to the students to ensure that the grievances are aptly addressed within shortest span of time.

The visually and physically challenged students are provided with the assistance of the scribes as per the university norms, and are given extra time. When there are complaints regarding the anomalies in the question papers of the university examinations, the college brings them to the notice of the University, and

if the anomalies are grave, requests are made for re-examinations, to the benefit of the students. University examination hall ticket -related problems of the students are properly communicated to the University and are solved in time-bound manner. The departments address the students' grievances regarding the results of examinations by applying for revaluation of the answer scripts. Students who are not satisfied with the semester results, can improve their marks by getting proper remedial teaching so that they can reappear for improvement examination with confidence.

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

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

Response:

The college prepares a comprehensive Academic Calendar in the beginning of the academic year in keeping with the General Academic Calendar of the Kannur University, to which the college is affiliated. The Academic Calendar, prepared by the IQAC and the college Academic Council and duly attested by the Principal, is included in college handbook, and is made available in the college website.

Based on the general Academic Calendar, departments prepare a schedule of their activities, which is then forwarded to the Academic Council. The Academic Council reviews the same and prepares the final draft of college's schedule of internal examinations. Display of CE marks and submission of projects and assignments are formulated in tune with the University Academic Calendar. Dates for conducting different academic and extracurricular activities are also included in the academic calendar. Tentative dates for Arts Day, College Day, Merit Day, Sports Day, NSS, NCC and club activities are also mentioned. The college Academic Council and the IQAC ensure that all activities of the college are conducted systematically as per the academic calendar. A full-fledged academic calendar helps to bring into practice the vision and mission envisaged by the college. It provides a sense of direction and discipline to the activities as well as to the students who partake in organizing the activities of the college.

The institution strictly follows an academic calendar for the conduct of Continuous Internal Evaluation (CIE) of students. The academic calendar clearly states the time line for the conduct of test papers, seminars and submission of assignments. The Continuous Internal Evaluations are blueprinted and implemented as per the Academic Calendar.

The IQAC and the College Academic Council monitor the progress to meet the academic requirements on the basis of the Academic Calendar. Similarly, departments hold regular meetings to take complementary measures to adhere to the Calendar. Special classes are conducted to complete the portions in case class days are lost owing to various reasons.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The College offers six undergraduate programmes and one postgraduate programme through six departments. Each department of this college designs the outcomes for all the courses of the programmes offered. The teaching, learning and assessment strategies for the programme are selected in such a way as to help students and achieve these outcomes.

The teachers and students of this college are made aware of the program outcomes, programme specific outcomes and course outcomes of their respective programs. After the completion of the admission process, the department initiates the process of communicating the syllabus and curriculum of the particular discipline to the students succeeded by an orientation session. The details regarding the program outcomes, program specific outcomes and course outcomes are discussed in the student meetings. This would help the students to get a sense of scope and extent of the discipline concerned, the possibilities for further studies and career development. The syllabus is discussed in detail at the department level and various core courses, complementary courses and elective courses of the syllabus are allocated to individual teachers. The teachers who are entrusted with the responsibility of monitoring programmes and course outcomes, employ various means such as internal tests, seminars, projects, assignments and field visits. Alumni of various departments are invited to interact with both the students and the teachers. They share their experiences and convey how the various courses they studied helped them in evolving their career. This is also an opportunity for the faculty to take feedback on the courses. This process helps the modification of the syllabus in accordance with the present scenario.

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

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

Response:

The evaluation of the attainment of programme outcome is an important mechanism which provides a yardstick to visualize how far the institution has succeeded in attaining its purpose. The college has different types of methods and mechanisms of assessment for the attainment of programme outcomes, programme specific outcomes and course outcomes. The College monitors and ensures the achievement of learning outcomes in the following ways.

- External examination results (University Examinations)
- Comprehensive student feedback in prescribed formats
- Feedback from students
- Feedback from parents
- Feedback from alumni
- Seminar presentations and classroom debates
- Continuous assessment
- Involvement in curricular and extracurricular activities
- Details of student progression
- Performance in practical sessions and field trips
- Involvement in pursuing UG and PG projects
- Performance in viva voce

The college is bent on frequently monitoring the accomplishment and attainment of the course outcomes. The results of the assessment and evaluation of the outcomes are discussed and analyzed in detail by the college Academic Council and IQAC, and proper measures are taken to improve teaching and learning process and thereby to increase the outcomes to the desired level. The college has designed the teaching, learning and assessment strategies in such a way as to give enough weightage to each of the specified learning outcomes. Provision of a sufficient learning environment, proper implementation of the curriculum and effective evaluation system are intended to achieve the specified learning outcomes.

In terms of the overall result of the University examination, the college occupies a better position. This is a clear indication of the satisfactory learning outcome of the students. The college has got an effective mechanism for collecting feedback from students, teachers, parents and alumni on the curriculum, which is rightly used as a tool to explore the constraints and limitation in the attainment of the learning outcomes, and to chalk out corrective measures.

The students' achievements in the national and state level examinations and the students' placements in the public and private firms and institutions are the indication of the satisfactory learning outcome of the students. The student progression to higher studies in the institutions of national and international repute is an indication of attainment of the learning outcome. Students' performance in the regularly conducted mentoring sessions is used as another criterion to assess the attainment of their learning levels, and thereby to devise a proper strategy for channelizing their talents in curricular and co-curricular activities. The entire continuous evaluation system followed in the college helps to assess the learning outcomes by incessant monitoring of the academic performance of the students through internal examinations, model tests, seminar presentations, projects and mock viva.

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

2.6.3 Average pass percentage of Students

Response: 70

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

Response: 147

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

Response: 210

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.81

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 3.9

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	.3	0.7	0	2.9

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 8.33

3.1.2.1 Number of teachers recognised as research guides

Response: 3

File Description	Document
Any additional information	View Document

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

Response: 0.56

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

Response: 4

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years	
Response: 36	
File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Entrepreneurship in higher education is a core element of the objectives of smart, sustainable, inclusive growth of the students of St. Pius X College, Rajapuram. The Entrepreneurial Development (ED) Club of the college plays a crucial role in training students in the skills and knowledge needed for societal advancement and, thus, is a crucial conduit for changing attitudes and developing the skills and knowledge that enable entrepreneurship.

There is a need to promote and support student venture initiatives, for example, by providing sound guidance at all levels of education and make available mentoring and incubators for aspiring entrepreneurs. Recognizing this need of the hour, the college is running a Business Incubation Centre (BIC), guided and managed by the Department of Management Studies. The District Industries Centre, Kasargod, is providing us with necessary advice for the smooth running of BIC. The college has established a 300 square feet computerized and smart incubation centre in the Department of Management Studies.

The ED club and BIC function together and have organized a number of activities in the last 5 years.

The BIC has conducted a hands - on training session for the students on Mixer Grinder Assembling which has helped in the skill development of many students. Ornament Making Training for girls was another venture of BIC. In collaboration with the Department of Microbiology, BIC trained the students of the college in Mushroom Cultivation. BIC joined hands with the Women Cell in training our students for umbrella making and the students sold the umbrella inside the campus. ED Club and BIC organized a seminar on the topic 'Entrepreneurship in Financial Services' in the year 2018. Another seminar on the topic 'How to Become an Entrepreneur' was also conducted in the current academic year.

BIC and ED Club put sincere efforts in learning the success stories, failures, struggles and issues of small entrepreneurs in several villages of Kasargod. BIC, in association with the Department of Management Studies, imparted training to small entrepreneurs of the district, visiting their work place.

Following few instances are the evidence of the effective functioning of BIC and ED Club in the college. One such case is the fifth semester BBA student Mr. Kiran Kumar, who successfully developed an entrepreneurial venture known as Phoenix Gifts which deals with the delivery of gifts using a mobile platform. Another instance is that of Mr. Abhay Gopal from the Department of Management Studies who

succeeded in building his own brand name 'Memories Gifts'. Mr. Nithun C Vengayil of BBA has established an advertising firm 'Ad Dale' headquartered at Rajapuram with branches in Bangalore and Cochin. Mr Jaykrishnan of BBA is running a successful event management company in Cochin.

BIC has been successfully imparting entrepreneurial skills to the student community of the college right from its inception.

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

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	1	1	2

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

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

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

Response: 1.33

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

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

Response: 3

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

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

Response: 1.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	11	6	11	4

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

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

Response: 0.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	7	1	1	2

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

3.4 Extension Activities

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

Response:

The college is executing its extension activities in the neighbourhood communities through NSS, NCC, Various Clubs, Associations and Departments. National Service Scheme [NSS] regularly organises various extension activities like house construction to the needy, organic kitchen gardening and other sensitising activities. NSS has constructed four houses in the last 5 years and cultivated four acres of land through micro-farming (Kitchen Gardening) in the nearby villages. 25 wheel chairs were gifted to various beneficiaries in the villages. Thus NSS has been instrumental in sensitizing the entire campus in social issues. When Kerala was in the plight of floods NSS volunteers collected various items and sent it to Kasaragode Collectorate and they took part in cleaning activities. Activities of NSS and NCC in the neighbourhood community have invoked a sense of responsibility to social issues among students. The students express their love towards nature by planting trees and avoiding plastic in the campus.

All the six departments perform extension activities in the nearby villages on a regular basis. Extension activities are chosen by each department with a view to enhancing not only sensitisation or responsibility of students to society but also learning to apply classroom knowledge into practical application in the society. For instance, Microbiology Department conducted extension programmes on drinking water analysis, mushroom cultivation training and rainy season diseases awareness and so on. An energy-conservation awareness campaign was carried out by Physics Department. Rural Women and Local Self –Government members were benefited by the Digital literacy programmes of Computer Science Department. PG Department of Development Economics has conducted socio-economic survey in nearby rural villages to identify financial inclusion. As an initial step, it also started a skill development centre to train women from a nearby colony on tailoring. The Management Studies Department has organised extension activities of analytical surveys of rural businesses and Kudumbashree and reports with findings were submitted to various authorities. Social awareness programme on road safety was conducted by the Department of Commerce. The students of Physics department have conducted a Mathematical skill development program for the local school children.

The locality of the college has been severely affected by the pesticide application of Endosulfan. Chronic diseases such as cancer, physical deformities, mental retardation and genetic disorders are common in this

area. Hence many of the programmes of NSS and NCC focused on alleviating the sufferings of local population affected by this tragedy. The college conducts regular blood donation camps and Swachh Bharath activities. We embarked on projects such as building houses to a few victims, popularising organic cultivation, financial assistance to the cancer patients and distribution of wheel chairs to the differently-abled.

The above extension activities impacted the students in their holistic development and sensitised them to the important issues and empowered their social commitment. As a whole, these activities resulted into the attitudinal change of students towards a responsible citizenship.

File Description	Document
Link for Additional Information	View Document

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

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

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

Response: 72

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	15	13	12	13

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

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
672	648	662	677	636

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

3.5 Collaboration

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

Response: 5

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	0

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

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	2	1	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Our college campus is situated in a hillock region of Rajapuram with a land area of 25 acres and built-up area of 5176.61 sq. mtrs, richly endowed with the greenery of natural landscape and free of air pollution by industry or motor vehicles. The college has the added advantage of having an easy accessed Panathur-Kanhangad state highway. The physical infrastructure of the campus with 20 Classrooms, 4 science laboratories, computer lab, college auditorium, BBA lab, seminar hall, language lab and library provides the best environment for imparting and imbibing knowledge. Infrastructural and other facilities of the college are created through government and management assistance. At the inception of the institution in 1995, there were only three UG programmes, viz, B.Sc Microbiology, B.Sc Physics and B.A Development Economics. Later in 1999, Business Administration and in 2002 B.Sc Computer Science programmes were added. In 2005, MA Development Economics, the only PG programme, and in 2014, B.Com Programme were started. The needed infrastructure was added from time to time as the expansion took place.

The current infrastructure facilities include the Administrative section, IQAC room and departments for various subjects. Well-equipped science laboratories are functioning in the college for the subjects of Physics, Chemistry, Physiology and Microbiology. Computer Science department has a well-furnished computer lab with 35 computers. Uninterrupted power supply is provided in the campus with the aid of generator, storage battery and solar panel. We have a college auditorium with audio-visual facilities and seating capacity for 700 people.

All departments are provided with computer, printer and 100MBPS high-speed Internet access. The Department of English has a Language Lab supported with sufficient software to fine-tune the language skills. All the classrooms are spacious, well- furnished and ICT enabled. Each department has a classroom with a smart board. College library is facilitated with advanced technologies for the subscriptions and have a very large collection of books and periodicals. Most of the departments have their own reference library. Separate computer labs are available for Physics, Economics and Management studies department.

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

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

Response:

College has adequate facilities for sports and cultural activities. The first indoor stadium in the district is in

this institution, which was built with UGC assistance. Institution possesses a spacious playground and a number of specialised courts for various sports and games. Yoga and fitness centre is also available in the campus. The institution has sufficient equipment for various sports and games activities. The college auditorium facilitates the cultural development of the students. Details of the infrastructure facilities are shown in the following table.

Sl. No	Facility	Year of Establishment	Size/ Area
1	Indoor Stadium with Multipurpose Wooden Court (Basket Ball, Volleyball, Badminton - 4 courts)	2016	864 m ² 36m x 24m
2	200 m Athletics Track and Football Court (Playground)	2014	9900 m ² 110m x 90m
3	Basket Ball Court (Outdoor)	1998	600 m ² 30m x 20m
4	Volleyball Court (Outdoor)	2004	264 m ² 22m x 12m
5	Badminton Court (Outdoor)	2004	112 m ² 14m x 8m
6	Kabaddi Court	2014	180 m ² 15m x 12m
7	Kho Kho Court	2014	432 m ² 27m x 16m
8	Fitness centre	2016	38.43 m ² 12.2 m x 3.15m
9	Yoga Hall	2016	42.64m ² 10.4 m x 4.1 m
10	Weightlifting & Powerlifting Hall	2016	25.01 m ² 4.1 m x 6.1 m
11	College Auditorium	2013	598.5 m ² 57 m x 10.5 m
12	Language Lab	2008	18. 2 m ² 9.3 m x 2 m
13	Seminar hall	2015	121.6 m ² 19 m x 6.40 m

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

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

Response: 24.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	73.36	83.14

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

4.2 Library as a Learning Resource

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

Response:

The Central Library of St Pius X College is fully automated . Automation was introduced in the year 2005 to facilitate fast and quality services to the stakeholders. The ILMS software service is provided by MeshiLogic and the brand is BookMagic software. Presently BookMagic version 4 is used. It facilitates Books details, classification of Books, Issue and return of books. All the library documents are bar-coded and books are issued to users by reading the barcode of the document. This software acts as a facilitator in Entry/Exit and stock verification of the Library. The library users list is also generated from this software. Library has a collection of 15851 volumes, 8200 titles, 27 Journals, 55 magazines, Audio-video materials, photocopying facility, News Papers, Rare books, e-resources portal like <http://www.stpiuslibrary.yolasite.com/> and previous years' question papers etc. The students are able to borrow books for a period of 14 days, after these days there is an option for renewing 3 times. The Library is a member of INFLIBNET-Nlist project and provides web access to Books, Periodicals, Theses, Dissertations etc. The digitalisation of the Library through Online Public Access Catalogue (OPAC) has resulted in the easy access of information from any computer within the campus on subject/ author-wise book, account information like books borrowed and due date to return, penalty to be paid, if not returned in time, and so on. It also facilitates retrieval of information. St Pius X College Central Library has a Library advisory committee which helps in guiding the library for effective services. The library committee meets at regular intervals for selection of books and other Library material. They also suggest ways and means to improve the services and monitor Registers and Files. The files relevant to Library and Library services are well maintained and labelled for easy access to any of the Library staff. The central library also provides newspapers for updating day to day information.

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

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

Response:

The central Library of St. Pius x College was established in the year 1995, which is a collection house of information. The aim of the library is to provide information services and access to bibliographical and full text digital and printed resources. From the very beginning of the college it is our culture to accumulate rare books and the books which are out of print. Today we have nearly 45 rare books. Some of the rare books are really classics . The stake holders of our college make optimum use of rare books for reference . Apart from rare books we have a section of books which is termed as reference books. Students and scholars of our college make use of these reference books. Thus we are able to fulfil the first law of S.R Ranganathan “books are for use” . Moreover the collection of rarebooks for reference helps our faculty members and students to enrich their knowledge and to open a new vista to the world of thoughts. Details

of the collection of some of the rare books are given below.

We are fortunate enough to have eleven volumes of Encyclopaedia Britannica published in the year 1890. This book is really a great asset in the present scenario. This book is a document of all the major events happening around the world. "Is Paris Burning" is a masterpiece of Adolf Hitler published in the year 1965. This book deals with the liberation of slaves of Paris. Kerala has a rich cultural heritage;" Dictionary of Kathakali" published in the year 1979 is a rare document which portrays the cultural beauty of Kerala. 'Kerala Vishwa Vijyana Kosham' exalts the history, myth and serene beauty of Kerala. This book is also termed as the "Affidavit of Kerala".

Some other rare books in our collection are, Mahatma: Life of Mohandas Karamchand Gandhi, Handbook of Marketig Scales, Swathanthryam Ardharathriyil, Beyond The Transition phase of WTO, Rabindranath Tagore, Glimpses of World History, The wealth of Nations, Saroja Sundararajan, BHAKTI - YOGA, Sabthataravali, Kerala Festival At Fascinations, Illustrated Light on Yoga, Malayala Sarva Vidnana Kosam vol.8, Freedom at Midnight, A Guide To Kathakali With The Stories Of 35 Place, Vatmeeki Ramayanam, Simple history of modern europe: 1871-1956 AD, The Art Of Man Making Talks on the Bhagawad Geeta, Peter Nartons Inside P C, Mastering DOS 6.0 & 6.2, The Selected Works of Mahatma Gandhi, Soviet Economic Development Since 1917, Mastering PC Software :Lotus 1-2-3, Wordstar, Errors in English and Ways to Correct Them, America as a Civilization : Life and Thought in the US, A History of Ancient India

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

4.2.3 Does the institution have the following:

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

Response: C. Any 2 of the above

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

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

Response: 2.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.92	.57	.53	2.44	7.39

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.88

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

Response: 77

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution 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 the remoteness of the district. In 2017, the college has invested and established the dedicated Optical Fibre connection from BSNL for the high speed internet access. At present the institution has two internet connections. One has 100 MBPS and

the other has 10 MBPS. Uninterrupted power supply is provided in the campus with the aid of generator, storage battery and solar panel.

All the departments, library and office are connected to LAN with 12 D-Link N150 and 1 CISCO routers and the academic block is connected to WiFi network based on device IP address. Even though campus WiFi network was available earlier, updation was effected in 2017 by installing 12 access points with better quality devices.

All academic blocks are connected to WiFi network and it makes accessing online materials easier. All the Departmental staff rooms are provided with laptops including the internet facility (both WiFi and LAN ports), printers and scanners. For ICT- enabled teaching, the institution provides LCD projectors to all classrooms. The language lab has the facilities for Internet browsing, printing and photocopying. All these facilities are open to faculty members and students. The management has appointed an assistant for helping the students for availing themselves of these services including online registration related to university examinations and employment. Smart boards are made available to all the departments.

The college has installed CCTVs in examination halls as well as at some selected areas to ensure general security in the campus.

As a part of the digitalisation of the office, most of the administrative processes of the college are integrated into IT. We have a WIPRO server machine with 4GB RAM and 1TB hard disc. Personal computers are provided for each clerk, typist, Head Accountant and Superintendent, all of which are networked and have high speed Internet connectivity. In addition to that, sufficient number of printers, scanners and copiers are provided for the smooth functioning of the administrative office.

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

4.3.2 Student - Computer ratio

Response: 336:37

File Description	Document
Any additional information	View Document

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

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 18.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
14.02	13.84	9.38	11.12	29.42

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

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:****PHYSICAL AND ACADEMIC FACILITIES**

The college has a prescribed procedure for maintaining and utilising physical, academic and support facilities and made available in the college website. The college has been upgrading its infrastructure during the last five years. The infrastructural amenities are timely upgraded and properly maintained. There is a Planning Committee constituted solely for this purpose. To meet the quality standards and needs, the IQAC as well as the College Council makes proposals for infrastructure development to the Planning

Committee chaired by the Principal. Depending on the nature of the demand, the Planning Committee presents the proposal before the staff and PTA for their concurrence. The Management takes the final decision on a priority basis. New infrastructure is created and existing ones are upgraded to enhance academic standards and increase efficiency.

The Mechanic of the college resolves the electricity- related issues of the institution. Under some circumstances, electricians and plumbers from outside are assigned for the service of the institution. The management meets the service cost of the electricians and plumbers. A maintenance register is kept with the office superintendent to inform the services needed.

Class Rooms

The ministerial staff of the college are very much conscious of keeping the classrooms very neat and tidy. At the end of every academic year, the classroom furniture is repaired or replaced if necessary.

Computers

Computers are properly serviced and re - used for the proper functioning of academic and non-academic purposes and to minimise e-waste. A technical assistant and a mechanic are available in the campus for the regular monitoring and functioning of computers. Under some special circumstances, the maintenance of computer hardware and software of the institute is carried out by third party experts.

Laboratory

Normally at the end of the academic year, the Heads of various departments prepare a list of nonfunctioning equipment and give a proposal for the repair and new purchases. The equipment/instruments are repaired by professionals and, if necessary, replaced and kept ready for use before the commencement of the new academic session. Some of the members of the staff and laboratory assistants make the maintenance of the equipment in their laboratory and seek the service of skilled technicians from outside for the major issues. Purchase Committee calls for quotations of the materials needed for the lab. Annual stock verification of instruments, chemicals and glassware is done promptly. A stock register is kept in each department to record the status of the laboratory facilities and other IT facilities.

Library

The Librarian initiates the requirement and maintenance of the library facilities with the help of the library assistant. The Library Advisory Committee plays an active role for the smooth and efficient functioning of the library. The Library was automated using Integrated Library Management Software. The library assistant maintains books, manuscripts and reports with special care and they ensure a dust-free atmosphere in library. Purchase Committee Calls for quotations and issue of purchase order for books, journals and other library facilities. Online Public Access Catalogue (OPAC)-system for book search has been devised and regularly updated. Stock verification of library books is done every year.

Sports Facilities

The Department of Physical Education monitors the maintenance of sports equipment and service of Sports Facilities at least once a year. Professionals are hired for special sports training and field maintenance. The equipment is regularly serviced and new ones are purchased whenever required. Logbooks are kept in the

college indoor stadium and gymnasium for ensuring the responsible usages.

Auditorium and Seminar Hall

Access to college auditorium and seminar hall is available only with the permission of college principal. Those who need the facility must give a written request to the principal at least a day before the event. The concerned teacher/ student in charge should sign in the register kept in the college office.

Ladies' Room

Since majority of the students are girls, a separate facility is made available for their special needs. The college women cell ensures the better functioning of the Ladies' Room. There is a mechanism to redress the complaints, if any, through the women cell.

Other Facilities

College is on a hillock and no stationery stores are available in the vicinity. Hence a co-operative store is functioning in the campus. Management and staff together run this facility. A committee is constituted to manage the day- to- day affairs of the store. An external auditor audits its accounts annually. The management has hired a separate staff for the smooth functioning of the store. Reprographic facility is available along with textbooks and stationery items.

The College canteen provides hygienic, good quality food to the students and staff. It is supplied at a subsidised rate. A committee constituted by the Principal monitors the functioning of the canteen. The committee includes the representatives from staff and students. An effective grievance redressal mechanism is available in the college to ensure the efficient functioning of the canteen. The complaints are forwarded to the grievance redressal cell, which in turn are directed to the Principal. Principal entrust the committee to resolve the issue.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 75.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	0	0

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

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

Response: 7.34

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	00	0

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

Response: A. 7 or more of the above

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

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

Response: 27.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
477	300	57	31	51

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

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

Response: 8.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	64	33	28	110

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 23.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	28	56	78	70

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 54.72

5.2.2.1 Number of outgoing students progressing to higher education

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 30.62**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
5	10	8	5	3

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

2018-19	2017-18	2016-17	2015-16	2014-15
53	52	42	45	46

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

5.3 Student Participation and Activities**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national**

/ international level (award for a team event should be counted as one) during the last five years.

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	1	0	0

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

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

Response:

College has an active student council, namely the College Union. The role of the Union is to organize student related curricular, co-curricular and extra-curricular activities of the institution, advised and facilitated by the Union Advisor. Major objectives are to train students in parliamentary democracy, responsible citizenship, leadership, efficiency and spirit of service.

College conducts students' Union election every year in the parliamentary mode as per the J.M. Lyngdoh Commission Report. It is mandatory that at least 50 percent of the class representatives must be female students. Election is conducted for selecting three types of Student functionaries. This three-tier structure helps decentralized administration. At the primary level, class representatives are elected. A second elected group includes Association secretaries for each programmes. There are 6 such secretaries since college has major programmes in 6 subjects. At the apex level, Student Council representatives are elected for major posts, responsible for the entire Institution. Representatives are elected for Student Council which includes 8 major posts (Chairman, Vice Chairman (reserved for girls), General Secretary, Joint Secretary (reserved for girls), University Union Councilor, Fine Arts Secretary, Student Magazine Editor and Sports Captain. All the arts, cultural and sports activities are organized by student leaders with the assistance of teachers concerned. Students contribute at the University level and state level competitions.

The college Union council under the chairman is responsible for organizing activities for that academic year. Regular Union meetings are organized for planning and execution of programmes under the supervision of a teacher representative known as Union Advisor. Finance for activities is provided from

sources like fee collected such as College Union fee, magazine fee and sports fee. PTA also provides financial support. Management also provides finance as and when situation demands. All accounts are regularly audited at Government and Institutional levels.

Other than the elected representatives, students are nominated in the various academic and administrative bodies of the college. In the administrative bodies such as Planning Forum, IQAC, RUSA, Anti-Ragging Cell, Library Committee, Grievance Redressal Cell, Canteen Committee and Language lab, student representatives are nominated. Students are represented in the academic bodies like FINE which functions in each Department.

For the efficient conduct of co-curricular activities, students are nominated as co-ordinators into the administrative body of NSS and NCC under the supervision of teacher representatives. Student representatives are selected from various clubs and forums of college like Science Club, Nature Club, Forestry and Tourism Club, Entrepreneurial Development Club, Education in Human Values Club and Audio –visual Club etc for the smooth conduct of these under the supervision of teacher coordinators.

College Union provides leadership to extra-curricular activities like celebrations of Onam, Christmas, St.Pius Day, Teachers' Day, Arts Day, Sports Day, Paliative Care, Sargasangamam, etc.

Thus college provides sufficient exposure to students in the academic and administrative bodies function in the college.

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

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

Response: 57.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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

5.4 Alumni Engagement

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

Response:

The college has a vibrant registered Alumni Association, which strives to promote an enduring relationship between old students and their Alma Mater. Following are the major objectives of the Alumni association:

- 1.To promote and nurture a flourishing and long -lasting relationship between teachers and students
- 2.To create a platform for former students to contribute their skills, talents and other resources to the development of their mother institution.
- 3.To provide an opportunity to the old students to interact with the present students, and for the latter to benefit from the experience and knowledge of the former.
- 4.To offer an opportunity for the old students to showcase their talents and to relive their campus life

Alumni Association of the college takes initiatives in implementing the above mentioned desired goals of the institution. It consists of a President and executive members elected in the annual Alumni meet.

Alumni contributes to the institution financially as well as through other means:

Financial contributions:

Alumni of various Departments provide financial assistance in a number of ways. For instance, Alumni of Computer Science and Development Economics provide cash prizes to the toppers of final year examinations in their respective departments. Every year, outgoing students contribute Registration fee to the Alumni Fund.

Non- Financial contributions

Alumni contribute to the development of their Alma mater in innumerable ways. They offer their skills and talents when an opportunity arises. All the departments have alumni, who reached academically high positions. Departments invite such academically prominent Alumni to conduct classes and thus ensure that present students are benefitted from their experience and expertise in the subject through interaction.

The alumni also contribute in the form of books to Department and General library. Efforts of the BBA Department needs special mention in this respect. Alumni of this department have contributed 582 Academic books during 2014-16 worth Rs 4.46 lakhs. The Alumni also have assisted in the infrastructure development of various departments. They have a great involvement in placement of the students. For instance, a former student of the First Economics batch, Mr. Shojo, who now heads a placement agency, conducted a number of recruitment drives in the campus.

Alumni of Economics department have assisted in the creation of a "Skill Development Centre" by donating three sewing machines worth Rs.12000/-

Thus the Alumni of St.Pius X College, spread all over the nation and abroad serving in different capacities as academicians, scientists, managers and professionals in various walks of life .They add good will and reputation to their mother Institution and act as an inspiration to the present students .

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

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

Response: ? 5 Lakhs

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

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

Response: 23

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	6	5	3

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college is named in the loving memory of its patron, Pope St. Pius X. The college is managed by the corporate educational agency of colleges, Malabar region, archdiocese of Kottayam. Mar Joseph Pandarasseril, Auxiliary bishop of Kottayam Archdiocese is the Manager. Pro-Manager Rev.Fr.Jose Nedungattu is responsible for the functioning of the college. Local Manager Rev.Fr.George Puthuparambil is taking care of the day-to-day functioning. Once an abandoned and unknown backward area came to the limelight and became nodal centre of growth with the establishment of this college.

“To be a centre of excellence in higher education affordable to common man” is the vision.

St. Pius X College, aims to be a centre of excellence in higher education affordable to common man. The college is especially devoted to uplift the rural poor, common man and the under- privileged of this hilly and backward area by giving quality education. So the Institution acts as a channel for rural development. The larger vision of our college helps to mould the students into better individuals and so far the college has taken many successful steps in this endeavor. Due to its versatile aims and objectives, the college was described as an “Educational Ashram at the hill top of Rajapuram” by the first NAAC peer team in the year 2005.

“To be a beacon of eternal inspiration, to be the wheel within wheels to fulfil the aspirations of students, staff, alumni and the society” is the mission.

The management, principal and the faculty invest collective effort in maintaining conducive academic atmosphere in the college. The Principal is the Head of academic and administrative wings of the college, assisted by the IQAC, Staff Council and the administrative staff. The IQAC takes initiatives in planning, implementing and streamlining various quality improvement strategies of the college and discusses the policies in the staff council for effective implementation.

Many students have benefitted from our commitment to give affordable education to the common man. There are many examples to point out the materialization of mission and vision of our college. Many of the students from each department coming from backward stream of society excel in education and other areas. College in its two decades of existence has produced a number of exemplary alumni such as Sri.Binesh Balan who secured admission in London School of Economics and Dr. Bibin K Joy, who secured employment in World Bank. Dr. Felix Bast, student of Microbiology department was a member of Antarctic Expedition team in the year 2016-17

The college provides a level playing ground for the students and conducts many programmes to make them intellectually competent, morally uplifted and spiritually motivated. This is effective through programmes including Walk With Scholar(WWS), Scholar Support Programme (SSP), Career Guidance classes, Personality Development Classes, Visit to Charity Institutions, Yoga Training, Mentoring and Friend In Need of Education program (FINE) and, moreover, the college focuses in providing a value- based

education, which is the underlying theme of Vision and Mission of our college.

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

6.1.2 The institution practices decentralization and participative management

Response:

The Auxiliary Bishop of Kottayam is the Manager of the college, and he carries out his day- to-day responsibilities on a three tier management system, where the Pro-Manager is responsible for the functioning of the college, the local manager, the Vicar of the Holy family church, Rajapuram along with the Bursar manages the day-to- day functioning of the college. The IQAC and Staff Council decide upon the various quality enhancement strategies.

The institution adheres to participative management strategy in the planning and execution of institutionally relevant initiatives. One of the activities of paramount importance is the conduct of college Union election. The mode of election is decided by the manager. The college adopts the parliamentary mode of election. The University stipulates important dates and informs of them to the college well in advance. The management entrusts the Principal to oversee the smooth conduct of the election. The Principal, in consultation with the College Union Advisor, convenes a meeting of staff council. The Union Advisor prepares the duty list of teachers and non-teaching staff required in each stages of the conduct of the election. During the time of the scrutiny of the nominations, candidates or representatives deputed by the candidates are admitted to take part in this democratic process. A staff meeting is convened before the polling day in which all the teaching staff take part and a familiarization of the nuances of the poll process and clarification for the queries from the faculty are clarified.

On the day of the poll, the faculties concerned, in the presence of the students, maintaining the secrecy of voting and transparency in the process, administer polling. After the stipulated time for polling, the ballot papers are counted in the presence of the candidates or representatives and the result is declared. The result is then intimated to the Returning Officer. The second phase of the election starts with the submission of the nomination from the elected representatives from the classes. It is followed by the scrutiny which leads to the actual polling in the second phase. The allotted faculty in the second phase takes part in the conduct of the poll under the leadership of the Returning Officer. The elected representatives cast their votes through the secret ballot system. The total number of votes cast is counted at the end and the result is intimated to the Principal, he thereby officially declares it.

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

6.2 Strategy Development and Deployment

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

Response:

In the beginning, the institution developed a strategic plan that includes various developmental activities such as construction of new classrooms, digitalization of library, ground construction, ICT enabled campus, seminar hall, Indoor stadium, alternative source of energy etc. **As a successfully implemented activity based on a strategic plan, we present the case of construction of Outdoor and Indoor Stadium.**

Development of sports infrastructure was a prime concern of the management and college authorities from the very beginning of the college. Keeping this plan in mind, the landscape was leveled using mechanized devices in 1996-98 periods when such equipments and machineries were unfamiliar to the locality. The leveling was done with the purpose of constructing 300 meter running track. Later in 2005, the ground was shifted to another site above the hill top due to space constraints. The new outdoor stadium at the hill top has an area of 10,000 square meters and includes foot ball/cricket ground and running track for track and field athletics. An amount of Rs. 42,96,792 (Forty two Lakhs Ninety Six Thousand Seven Hundred and Ninety Two Rupees) was utilized for the construction of outdoor stadium during the period 2014 -16.

The institution was looking for ways of developing sports infrastructure further, as part of the strategic plan. The next plan was to construct an indoor stadium; none of such is existent in Kasargod district of Kerala State. The institution approached UGC for financial assistance to construct a state-of-the art indoor stadium in the campus. In March 2014, UGC sanctioned financial assistance of Rs.70 Lakhs (Rupees Seventy Lakhs only) to the college for the construction of an Indoor stadium as part of developing sports infra-structure and equipment. It was completed and inaugurated in the year 2017 with a total cost of Rs.1,08, 59,471/- with the matching grant contribution of Rs.38,59,471 by the College Management .

The sprawling stadium with built up area of 864 square metres has one basket ball court, one Volleyball court, four Badminton courts and areas for Judo, Boxing and Chess. A well equipped Gymnasium with latest gadgets and Yoga practicing facility is also available. The entire floor is furnished with imported wood. The Stadium can accommodate 1000 persons in its gallery alone.

Now, this stadium is a hot spot of the college and it generates enthusiasm among the students and staff in sports matters. Being the first Indoor stadium in the district, a number of events were conducted in this stadium. The facilities in the stadium were extended for the summer coaching camp of All Kerala Junior Basketball team in 2017 and 2018 and the team emerged as runners up and winners in National Championships in these years respectively. All Kerala Junior Basketball tournament and Kannur University Basketball tournament were conducted in the indoor stadium in 2019. College initiated St. Pius Sports Academy in 2019 with the purpose of providing coaching to the college students as well as enthusiastic youngsters from the locality in various sports activities.

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

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

Response:

St. Pius X College, Rajapuram, is an aided college affiliated to Kannur University and is managed by the Archdiocese of Kottayam. The college is governed by Kerala Service rules (KSR), statutes of the Kannur University and UGC. The organogram of the Institution contains the following positions.

Manager: The management takes the leadership role in effective fulfilment of vision and mission of the college. The Manager appoints the Principal and staff for the governance of the internal administration of the college. He is the chairman of the managing board having the power of appointment of functionaries.

Governing Body: College Governing Body is the apex body. There are 12 members in the Governing body of the college which is chaired by Mar Joseph Pandarasseril, the Auxiliary Bishop of Archdiocese of Kottayam. The Principal and the IQAC coordinator represent the college in the governing body besides various experts from different academic and administrative bodies.

Principal: The Principal is the head of the institution. In the administration of the college, the Principal is assisted by Staff council, Heads of Departments, Faculty members, Administrative staff, Office bearers and members of other functional committees.

Staff Council: The Staff Council consists of Principal, all HODs, two elected representatives from the teaching staff, librarian and administrative head from the non-teaching staff. The council takes major policy decisions of the institution and also addresses the grievances of the students and staff. The Council is empowered to consider and report of any question concerning course of instruction, or rules of discipline referred to it by the Principal but it shall not interface in any manner with the general administration of the college which is vested in the Principal

Head of the Department is responsible for the overall academic and administrative functioning of the department. He/She undertakes duties such as preparation of the department timetable, assigning duties to other staff of the department, conduct of internal examination and submission of various reports to the Principal, IQAC and various committees.

Administrative staff: Administrative activities of the college are headed by the Superintendent with the assistance of non - teaching staff of the institution. They ensure a continuous work flow of the day-to-day activities in the college.

Parent-Teacher Association: PTA aims to foster and promote good relationship among the members of the teaching staff, students and parents/guardians of the students. It also ensures the smooth working of the college and for maintaining good discipline and high academic standards.

IQAC comprises of a senior faculty member as the coordinator, the Principal and representatives from the faculty members. It functions effectively to help the Principal to enhance and sustain a culture of quality and excellence in the institution. There are discussions, proper planning, regular monitoring and periodic reviews to ensure quality at various levels of execution.

Various committees and cells like Anti-Ragging Cell, Women Cell, Grievance Redressal Cell, Discipline Committee and Library Advisory Committee are functioning in the college, each with specific objectives.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. Any 4 of the above

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

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

Response:

Various cells, bodies and committees are active in the college in order to enhance all curricular and extracurricular activities. The meetings of the committees discuss plans and their implementation. The proceedings of meetings are recorded in the minutes and action is ensued.

The staff council decided to promote 'Kitchen Gardening' by NSS volunteers.

Based on the recommendations of Staff Council, the students motivated by the teachers under the leadership of the NSS volunteers have promoted 'Kitchen Gardening' for the households of nearby villages. The message intended has reached deeply in all walks of the society. This initiative was popularized in the name of 'Micro-Farming'.

Micro-Farming: The Kerala state is considered to be a consumer state. People of this generation have ignored the need of being self-dependent at least for their kitchen. Vegetables for this state are imported from the nearby States where lots of harmful pesticides and chemicals are applied into the plants. So the people in the State do get affected by cancer and other diseases. The District of Kasargod is a victim of the wrong application of pesticides and the subsequent development of the disaster, which is known as 'Endosulfan Disaster'. The Plantation Corporation, a State Government owned plantation firm, wrongly applied endosulfan in their cashew estate by aero-spraying of the pesticide in mid 90's. There are thousands in the nearby villages with many acute genetic diseases due to the 'Endosulfan Disaster'. It is high time to think about promoting of vegetable/kitchen garden by each household. The students could spread this message very successfully by cultivating 4 acres of land. Plenty of households got benefited out of this farming initiative. St. Pius X College terms this initiative as 'micro-farming' as the students cultivated just 2 cents of land for each household. Thus we implemented 'micro-farming' in 3 acres of land in the year 2014-15 and another one acre was cultivated in the year 2013-14. The initiative was taken up by the students on the condition that each beneficiary would provide water, organic fertilizers and cow dung for the seeds planted. The initial manure was deposited by the students at the time of planting seeds. The message has been found successful, because many households do indulge into vegetable cultivation via organic farming now. This activity has been found very inspirational here. Now the word 'Micro-Farming' has become very popular in Kasaragod district of Kerala.

The successful messages spread:

1. Self -sufficiency in vegetables
2. Chemical -free vegetables
3. Organic farming
4. Micro-Farming

The tools, organic fertilizers and water have been collected from the beneficiary for cultivation. The support of households was also accepted in this regard. Thus the message has been propagated to the villagers. It was done under the condition that they would grow the vegetables under their own care and thus we have left some work for the beneficiaries as well.

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

6.3 Faculty Empowerment Strategies

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

Response:

The College provides a number of welfare measures for the staff and they avail themselves of those benefits as and when required.

The staff members are eligible for House Rent Allowance (HRA) and Hill Tract Allowance (HTA). Provident Fund Scheme with Non -Refundable Advance and interest free loan facility is also available to the staff members. The college provides fifteen days of casual leave to the teaching staff and twenty days to non-teaching staff, twenty half pay leaves or ten days leave can be commuted every year by all the staff members. Special casual leave and conveyance allowance are offered to differently abled staff. Special casual leave is granted to other staff members under eligible circumstances. Leave without Allowance (LWA) facility is also offered to the needed staff. Duty leave is given to all the staff members to attend various Training Programmes/ Orientation/ Refresher courses/ Workshop/Seminars/Examinations of the affiliated University and other Universities, subject to the existing Government rules and regulations. Lady staff avail themselves six months of maternity leave as per Government rules. Ten days of paternity leave is granted to male staff on request. Teaching and non-teaching staff are offered earned leave surrender facility as per the Government norms. During festivals like Onam, the members enjoy the privileges of festival allowance and advance salary. Government of Kerala offers various mandatory Insurance Schemes such as State Life Insurance (SLI), General Insurance Scheme (GIS) and Group Personal Accident Insurance Scheme (GPAIS) to the staff. Medical reimbursement facility is also available.

'Internal Complaints Committee for Prevention of Sexual Harassment of Women' functions in the college. Counselling facility is available for the staff members. A Staff Club is vibrant in the college for the welfare of the staff. LeaveTravel Concession (LTC) is also provided to the staff. Every year staff tour is conducted by the staff club. The teaching and non-teaching staff find themselves relaxed by engaging in games like badminton, basketball, carroms, etc. in the indoor stadium during the evenings. The college ensures that all the retiring staff get their pension and gratuity provided by the Government. Other welfare measures such as co-operative store, canteen facility, fitness centre, restrooms and purified drinking water facility are also available to the staff.

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

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

Response: 7.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	0	1

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

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

Response: 5.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	5	5	3

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 15.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	4	4	5

File Description	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 programs during the last five years	View Document
Any additional information	View Document

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

Response:

The college is very much focused on the quality performance of the teaching and non-teaching staff. In order to assess their performance in the teaching/learning process and in the administrative tasks, the college makes use of various kinds of effective appraisal mechanisms.

Students' feedback of teachers is one of the main mechanisms for assessing the performance of the teachers. Students' feedbacks are collected in the prescribed format by the Principal, analysed and the report is communicated to the teacher concerned for taking corrective measures. As part of academic self audit, teachers collect students' feedback at the end of every semester. The feedback report is analysed and necessary corrective measures are taken. The Principal interacts with the faculty members of each department in order to have first-hand information regarding the teachers' performance. Annually, the teachers have to prepare and submit self-appraisal report related to their performance in academic, research, extension, and co-curricular activities. The career advancement of teachers is based on the Academic Performance Indicator (API) scores prescribed by the UGC. The Principal collects performance feedback of teachers from concerned HODs through an unstructured interaction as another means.

The students are given opportunity to assess the performance of administrative staff in their work efficiency, student -friendly approach, maintenance of infrastructure and service orientation. For assessing the performance of the administrative staff, separate interactive meetings are convened by the Principal. The college follows a system of annual job rotation for improving the efficiency and multi-tasking skills of the administrative staff. The performance of each section of administration is subject to annual auditing. In order to improve the efficiency of administrative staff, time frames for various services are displayed in the office.

The punctuality of the staff is monitored by a software specially designed for the purpose. As head of the institution, the Principal personally observes the performance of teaching and non-teaching staff and gives suggestions as part of individual appraisal. There is a healthy practice of taking performance appraisal of teaching and non-teaching staff through an annual confidential report by the management also. During the

PTA meetings convened by the Principal, in the presence of heads of the departments and the faculty members, parents are given opportunities to express their critical remarks on the teachers as well as administrative staff.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As it is a Government-aided institution, the college is subject to financial audit by the Director of Collegiate Education and Accountant General. The College receives various Plan and Non-plan funds and grants through various schemes of National and State Government agencies.

There are different types and phases of audit in the institution like internal audit, external audit and government agencies.

Internal Audit

Funds generated by the institution are subject to internal audit. The Principal constitutes various audit committees comprising various faculty members for the purpose every year. These committees verify the bills and vouchers of various heads of expenditure. They also undertake stock verification of books, electronic equipment, furniture, stationery, lab equipment, chemicals and other assets of every department.

External Audit

Bills and certificates properly audited by chartered accountants are filed in the college for the timely submission and verification of the same to the funding agencies of Central and State Governments. Funds allocated for the major and minor research projects, seminars, developmental funds and various grants are subjected to audit. The expenditure statements of the Alumni Association are also audited by Chartered Accountant. The accounts of Parents Teachers Association are subject to external audit.

Audit Performed by the Directorate of Collegiate Education

The DCE conducts annual auditing of all the funds and grants received from various funding agencies and their utilization. The audit is performed by a team of officials constituted for the purpose. Various documents and registers such as bill books, cash books, plan and non-plan contingent bills, library books, various stock registers, salary registers, fee collection receipt books, chalans, fee concession details, acquittance documents, TDS documents, student aid funds, PD accounts, CDC grants, magazine fund and seminar bills are subject to audit. A few audit objections were raised and were resolved immediately.

Audit by the office of Accountant General

The utilization of various funds of the institution is finally subject to the audit of the office of Accountant General. They randomly select the institution to be audited. Yet, this College has not been chosen for such an audit.

Settling of Audit Objections

Once the audit process is over, the council discusses the matter in detail, and takes appropriate decision to solve the audit objections, if any. The audit objection in terms of financial transactions is dealt with the party concerned taking the responsibility. They are liable to refund any excess amount mentioned in the audit report.

File Description	Document
Link for Additional Information	View Document

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

Response: 81.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.15	8.56	4.09	2.93	4.78

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

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

Response:

The college stands committed to its vision of 'being a centre of excellence in higher education affordable to common man'. Since our college is located in a remote and rural area of Kasaragod District, and most of our students belong to socially and economically backward sections of the society, we follow a humanitarian approach in raising funds from the students and parents. Considering the financial constraints of the people mainly from an agrarian background, we have a policy of being empathetic in mobilization of financial resources from internal stakeholders. In order to overcome this barrier, the college encourages

seeking financial assistance from other sources.

As a government - aided institution, the college has the provision for obtaining various plan and non-plan funds from the State Government in order to meet the academic and developmental needs.

In the beginning of each financial year, management invites detailed proposals for financial assistance from various departments of the college. Based on the proposals, funds are allocated to the college under various heads which include augmentation of infrastructure facilities like laboratories, library, furniture, equipments and maintenance of classroom, various club activities, continuation of existing programmes and introduction of new programmes etc.

Funds are mobilized for the academic and infrastructure development from, various Government and non-government agencies and schemes, such as the UGC, District Industries Centre, Centre for Environment and Development (CED) Kerala State Council for Science –Technology and Environment (KSCSTE), Walk With a Scholar Programme (WWS) Students Support Programme (SSP), Additional Skill Acquisition Programme (ASAP) etc. Funds are also mobilized from Parents Teachers Association (PTA), Alumni Association and philanthropists.

File Description	Document
Any 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:

Various strategies of IQAC for institutionalising quality assurance are briefly described below.

Planning: IQAC takes all efforts to institutionalise planning at various functions of the institution. Budgets in financial matters, teaching plans in academic aspects and comprehensive plans in all other functional areas are devised. An academic retreat is organised in the presence of manager to finalise the annual plan of the institution.

Quality Education: Various stakeholders are constantly made aware of the importance of quality. The staffs are periodically oriented with the changes in the assessment and accreditation procedure through seminars, discussion and frequent interactions. The students are oriented on quality during the induction programme conducted at the very beginning of their academic life in the College. The policies, facilities and procedures adopted to ensure quality are explained in detail. The importance of quality is reiterated in subsequent stages too. The parents are also given clarity about quality assurance processes of the institution during the interaction with them.

Quality assurance initiatives: The IQAC takes initiative in quality assurance through the following strategies.

1. **Quality Circle:** A Prominent strategy adopted by the IQAC to assure quality in which new ideas and plans to improve quality are suggested by staff members is known as Quality Circle at St. Pius X College. Required changes in policies or procedures are thoroughly discussed and planned in detail in the quality circle meetings.
2. **Participative Management:** Various stakeholders are involved in planning and implementation of different activities of the institution. The participative management is reflected in the functioning of diverse committees of the institution. Clubs are also entrusted to a team of members for effective functioning. The participative management is aimed at the enhancement of quality of various activities of the institution.
3. **Documentation:** IQAC has taken initiatives to improve the documentation in the college by nominating a document coordinator at the institution level and document officers at department level along with necessary physical facilities for effective documentation.

Quality Assessment: The quality of various functionaries of the institution is assessed periodically to understand the existing level of quality and aimed at improving it. Various processes adopted for assessing the quality are:

1. **Audits:** internal and external audits are conducted for various financial transactions regularly. Further, academic and administrative audit is carried out by external experts to understand the performance of various departments and units.
2. **Feedbacks:** Structured feedback is collected from students, teachers, parents and alumni on curricular aspects and the same is used for modifying the curriculum of various programmes. Further the Principal collects feedbacks about teachers from the concerned students and based on which suggestions are provided to teachers. Student satisfaction survey is also conducted among the students to assess the level of their satisfaction with respect to institutional performance.
3. **Result analysis:** The academic performance of students which is a reflection of teaching and learning is regularly analysed by the Academic Monitoring Cell (AMC) at the department level and Academic Council (AC) and remedial measures are taken for further improvement.

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

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

Response:

The IQAC has formulated a wide range of well defined mechanism to review different facets of teaching learning and evaluation. Various mechanisms followed in the institution are described below.

Institutional reviews of teaching learning process

Formulation of outcomes: The Programme Outcome (PO), Programme Specific Outcome (PSO) and

Course outcomes (CO) are developed for various courses under each programme.

Academic Calendar: Based on the Academic cum Examination calendar of Kannur University, the institution prepares its academic calendar every year.

Teaching Plan: Keeping in mind the outcomes and the calendar, each teacher prepares a teaching plan of the course and teaches as per the plan.

Diagnostic Test: A diagnostic test is conducted to measure the level of knowledge of all the first year undergraduate students. The three hours test comprises 25 questions each from General English, Reasoning, Basic Mathematics, General Knowledge and relevant subject of study. The performance in the Diagnostic Test is considered as a benchmark for assessing the further academic performance of a student.

Bridge Courses: Bridge courses are provided to fill the knowledge gap among the learners.

Internal Exams: Each semester contains one internal as well as one model examination.

Certificate courses: Certificate courses are provided to the students by various departments to complement the curriculum. Students are encouraged to undergo online certificate programmes and skill based courses under Additional Skill Acquisition Program (ASAP) offered by the Higher Education department of Kerala Government.

Structures and Methodologies of operation

Mentoring: Every student is entrusted to a mentor for personal guidance. There are mentors for every class with clearly defined roles and functions.

Academic Monitoring Cells (AMC) and Academic Council (AC): Academic Monitoring Cell and Academic Council exist in the College to co-ordinate and monitor various academic activities at the department and institution level respectively.

Board of Studies (BOS): In order to implement certificate programmes effectively, BOS are formed for various certificate programmes.

Classification of students: The advanced learners and slow learners are identified on the basis of performance in post admission diagnostic test and subsequent examinations.

Walk With a Scholar (WWS) and Scholar Support Programme (SSP): The selected advanced learners in a class are chosen to the WWS scheme and the slow learners are given special attention and remedial coaching under SSP associated with the new initiatives project of Higher education department of Kerala.

ICT enabled teaching methods: All the teachers of the institution use ICT enabled teaching methods involving various forms of e- content in video/ audio/ presentation formats.

Review of learning outcomes

Academic Challenge: A verbal/written test to assess the learning is conducted once a week.

Performance in Seminars and examinations: Performance in internal examinations and University examinations are used as measure of learning outcome. Seminar presentation by student, viva-voce and practical examinations are used to measure the learning outcome.

Result Analysis: The results are analysed by the class mentors and presented in the departmental AMC meetings and subsequent AC meeting reviews the outcomes of learning at the institutional level and suggests corrective measures.

File Description	Document
Any additional information	View Document

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

Response: 11

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	13	11	9	6

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

6.5.4 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

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

Response:

The major post Accreditation quality initiatives implemented in the institution by the IQAC are described below.

The institution has put in tremendous efforts to realise the recommendations of the last Peer Team. Four out of the twelve suggestions were related to research activities. Though, the college does not have any research centre, earnest efforts were made to streamline the student research activities. Four faculty members have been awarded PhD after the previous accreditation. The counselling and guidance cell was revamped with more activities. The College has approached the transport authorities and arranged public transport system during the college hours.

The College could positively contribute to curriculum development through the improved participation of teachers in various academic bodies of the University and 57 percent of new courses were introduced across all programs during the last five years. Structured feedbacks collected from students, teachers, parents and alumni are analysed and used as an input for curriculum revision. Sincere efforts were made to enrich the curriculum by providing add on courses. During the academic year 2018-19, 13 certificate courses were offered to the students. Students are further encouraged to undergo online certificate programmes under MOOC platform and skill based courses under Additional Skill Acquisition Programme (ASAP) offered by the Higher Education department of Kerala Government.

Orientation programmes for the fresh UG and PG students were conducted regularly. A post admission diagnostic test was conducted for the newly admitted UG students to identify the knowledge gap and bridge courses were conducted to fill those gaps. The advanced learners were incorporated into “Walk with a Scholar” (WWS) program and “Student Support Program” (SSP) was offered to the slow learners in addition to remedial coaching. Mentoring sessions were organised every week by which personal care was given to students. Students were encouraged to pursue online certificate courses. The Academic Council (AC) at college level and Academic Monitoring Cells (AMC) at department level were constituted by IQAC to co-ordinate academic activities. IT Enabled Teaching-Learning was improved tremendously. IQAC facilitated the initiatives for the development of e-content by the teachers and the developed content is made accessible to the students. Academic calendar was used for effective planning and organising of academic activities. Outcome based education was implemented and various measures for the attainment of outcomes were implemented and evaluated by appropriate committees and cells.

The College is running a Business Incubation Centre (BIC) as part of ED club under the guidance of District Industries Centre. The BIC could assist a few budding entrepreneurs in their endeavours. All the

departments are actively involved in various extension activities and hundred percentage of students participate in extension activities.

Adequate facilities for sports, games, gymnasium and yoga centre including well built indoor stadium is available. The library is fully automated using ILMS. Efforts were made to significantly improve the speed and quality of internet. E-content has been developed using the facilities available in the campus.

IQAC takes efforts to extend scholarships to maximum number of students and 82 percentage of students are benefactors of scholarships. Various capacity enhancement schemes and vocational education and training facilities and placement services are offered to the students. IQAC has ensured various transparent mechanisms for timely redressal of student grievances. Presence of an active student council and representation of students in various bodies are arranged. The college has a vibrant registered Alumni Association.

The college is managed by a very active Governing body under the leadership of the Manager. IQAC was instrumental in forming various committees comprising teaching and non teaching staff and student representatives, necessary for effective management of the institution. E-governance is implemented in various areas of operation such as salary administration, finance and accounts, student admission and support, office administration, registration of examination and entry of internal marks. IQAC regularly conducts various professional development/administrative training programs for teaching and non teaching staff. It also undertakes appraisal of performance of teaching and non teaching staff. IQAC has taken steps to conduct internal and external audits regularly. External experts are appointed by IQAC to conduct Academic and Administrative Audit regularly.

IQAC has implemented a discussion forum for planning and implementing various initiatives to improve quality called "Quality Circle" and the forum was instrumental in the introduction of various quality measures such as online certificate courses to students, academic challenge etc. IQAC regularly conducted various professional/ administrative development programs aimed at improving the competency of teaching and non teaching staff.

IQAC has successfully institutionalised four best practices such as digital literacy, birth day gift to library, micro farming and FINE. It took a proactive role in sensitising various stakeholders to gender equity in the campus through variety initiatives. IQAC took initiatives to carry out green audit and energy audit and facilitated setting up of solar system as an alternate energy source.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	1	1	0

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

7.1.2

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

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

Response:

One of the main objectives of the institution is to provide socially-committed and intellectually-competent, independent men and women to confront the challenges of the twenty first century. To promote gender justice and the sense of harmony, the girl students of this college are provided with various facilities and special attention.

Safety and Security

1. **Hostel:** The college provides residential facility for girls.
2. **Women Cell:** The women cell has been functioning in the college since its inception, and it provides a common platform for the girl students in the campus to come together and share their views.
3. **Grievance Redressal Cell:** Grievance Redressal cell of the college primarily covers the receipt and processing of complaints from students. It includes action taken on any issue raised by the students

to avail themselves services more effectively.

4. **Anti-Sexual Harassment Cell:** Anti - sexual harassment cell has been established by St. Pius X College to provide a healthy and congenial atmosphere to the staff and students. The objective of this cell is to develop guidelines and norms for a policy against sexual harassment.
5. **Anti-ragging Cell:** The college has an active anti-ragging cell to ensure the security of students.
6. **Surveillance Cameras:** Surveillance cameras are placed at various vantage points to ensure safety of the girl students.
7. **Self Defence Programme:** Self defence programmes like Tykonda and Karate are conducted in the college for girls every year by professionals like Nirbhaya-An organisation of Women Police by Government of Kerala.
8. **Invited Talks:** Resource persons are invited to deliver talks on women empowerment every year
9. **Yoga Training:** The girls of our college are given yoga training to empower them and face challenges in life.
10. **Road Safety Awareness:** For the last three years, authorities of the Motor Vehicle Department address the whole students and give a general awareness about road safety.
11. **Economic safety:** Skill development training centre is a training institute which focuses more on skill development by offering tailoring classes. The main objective of this training is to ensure best employment opportunities to the Women of Kallar Panchayath.

Counselling

To offer assistance in fostering students with a healthy mind-set, the Counselling cell provides expert Counselling on personal and academic matters. Counselling is open to all in need. The mentors are assigned with the task of identifying the students who need counselling and he/ she is directed to the counsellor at the earliest.

1. There is an MOU with adoration convent to help our students who are in need
2. Friends for the needy: Aleenamol Philip– a professional counsellor is available in the campus in all Thursdays.

Snehitha of Kudumbasree Provides counselling to those students who are in need.

Common Room

The college has provided common space for socialization along with requisite facilities. The ladies' retiring room is provisioned in the ground floor. It is equipped with washrooms, provision for sanitary napkins, first aid box and facilities to take rest in the event of physical uneasiness.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

sources**Response: 25**

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 40

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response: 40**

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 8

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

7.1.5 Waste Management steps including:

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

Response:

Generation of waste is an unavoidable process in the diurnal functioning of the institution. Curtailing the generation of waste and proper disposal or recycling of the waste material is the focal concern of the college. The college management along with the clubs like Bhoomitra Sena, NCC and NSS accomplish the mission of reducing the generation of waste material in the campus. The methods adopted by the institution to handle waste material are classified as solid, liquid and e- waste as follows:

Solid Waste Management

The institution practises and initiates 3Rs; Reduce, Reuse and Recycle, to enhance the current green efforts to maintain cleanliness and eco-balance. Emphasis on paperless office and consistent efforts to reduce the use of plastic carry bags on campus are to achieve our cherished goal of 'plastic free Campus'. 'Zero Flex' is another policy which is meant absolute restriction in the use of flex boards in the campus.

Separate bins for degradable/ biodegradable/ other solid wastes are kept at prominent places in the campus. The biodegradable waste materials are converted into bio fertilisers. Biogas is extracted from solid wastes.

Liquid Waste Management

The college has a proper drainage system and soak pits to manage liquid waste. The non- hazardous liquid waste is drained into the kitchen garden, which is situated near the canteen. Chemical waste is drained off without causing harm to the environment

E-Waste Management

Electronic goods are put to optimum use by extending their use by proper upgradation and maintenance. The college has signed an agreement with 'Red Hat' computer system, Malakkallu, for annual maintenance of electronic equipments. The college has a system of disposing the computers by auction. Computers purchased from Government fund are written off by adopting the process of auction. Periodic checking ensures that non-working/ old electronic equipment are disposed of properly.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water Harvesting

Our college is situated on a hill top surrounded by streams, reservoirs and forests. The green landscape of the college helps in the infiltration of the rain water into the soil, thereby recharging the ground water naturally. These natural methods of rain water conservation and harvesting are implemented in the college to reduce the run off and to improve the water quality. The college has a well- maintained rain water harvesting unit adjacent to the newly built indoor stadium. The capacity of the tank is 20,0000 ltrs.The unit collects rain water from the roof of the indoor stadium. The water collected in the unit is utilised to meet the day –to-day activities of the college. Another rain water harvesting unit of 50,000 ltrs is maintained at the back side of the campus.

Our college is blessed with ten acres of cash crop plantation spreading around the campus. 5x4x4 sized pits for harvesting rain water are created in the plantation to harvest rain water during the rainy season. The practices of agro foresting in the campus enhances the scope of ensuring the recharging of ground water and prevention of excess water flow during the monsoon season. 'Bhoomithrasena' and 'Forestry Clubs' are active in the campus and its surroundings. Under the auspicious of Science club and Bhoomithrasena Club, World Water day, Ozone day, Forest day, etc. are celebrated by conducting various programs like seminar, quiz, debates, essay and cartoon competitions. They take initiatives of planting trees in and around the campus so as to ensure rain water preservation. Plenty of tree saplings were planted in the outset of this academic year itself. Soaking pits are laid for the replenishment of the ground water to enhance sustainability of the campus.

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

7.1.7 Green Practices

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

Response:

Green Practices

Students and staff using

1. Bicycles
2. Public transport
3. Pedestrian friendly road
4. Plastic free campus
5. Paperless office
6. Green landscaping with trees and plants

1. **Bicycles:** As the college is situated on the hill top, the use of bicycles is not feasible. Hence a good number of students come to college on foot.
2. **Public transport:** 80% of our students use public transportation system and on an average only 5% of students use motor bikes as means of conveyance. Teachers also use public transport. They adopt car-pooling system favouring low carbon emissions.
3. **Paperless office:** At present our office is semi-automated and moving towards paperless culture. We use white boards to display major activities. Most of the information is announced through

public address system. We have LAN Network to share files in the office. Communication among the teachers and office is done through WhatsApp groups and emails.

4. **Pedestrian-friendly roads:** Vehicles are not permissible in the vicinity of the college making roads Pedestrian- friendly. Separate parking facilities are allotted to teachers and students.
5. **Plastic- free campus:** We are moving towards plastic -free campus and our efforts are on such areas like reducing use of plastic. One of the slogans of St. Pius X College is to say good bye to plastics. The students of our college are taking up the challenge of saving the earth for themselves. Separate waste bins for non-degradable and bio-degradable waste are provided in the campus. We make bio-fertilizers from bio degradable waste, and the non-biodegradable waste including paper is given to scrapdealers. We do not encourage banners or flex .We have a Pen Friend project under Bhoomithra Sena Club. This club collects all the discarded plastic pens and give it to an agency at Kanhangad. This is a Programme recommended by the honorable District Collector of Kasargod.
6. **Green landscaping:** Our College is situated in a hill-top with lots of trees and plants. Ranipuram, which is known as the ‘Ooty of Malabar’ adds beauty to our college with its evergreen freshness. The vast rubber plantation on the campus adds to the scenic beauty. The compost waste generated is used for farming purposes. The ‘Bhoomitra Sena club’ and NSS take initiative to protect the environment by planting trees in the campus.

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

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

Response: 1.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	11.345

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

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

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

Response: C. At least 4 of the above

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

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	3	3	1	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

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

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

Response: 26

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	4	4	3	6

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

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

Response:

The college celebrates several festivals like Onam, Christmas, Independence Day, Republic Day, birth/death anniversaries of eminent personalities like Mahatma Gandhi, Dr. S Radhakrishnan and Vaikom Muhammad Basheer with great enthusiasm and fervour.

Onam, the festival of Kerala, is celebrated in the college with much vigor and zeal. Onam is a festival which reminds us of the rich cultural heritage of Kerala. The college encourages the students to celebrate the festival and to be in touch with the culture and tradition of the State. Various cultural events are organized by the students.

Teachers' day is celebrated every year on 5th September, the birthday of Dr. S Radhakrishnan. On this day, celebrations are organized by the students at department levels and they express their gratitude and appreciation for their teachers.

To commemorate the birth anniversary of the Father of our Nation, Mahatma Gandhi, **Gandhi Jayanthi** is observed in our college. Various activities are organized by the NCC in association with the *Swatch Bharath Mission* of NSS commemorating the *Gandhian Mantra* "Cleanliness is Godliness" to pay homage to the great personality.

National Youth Day: Celebrated on 12 January to commemorate the birthday of Swami Vivekananda, maker of modern India.

International Women's Day: To inspire the students of the college to be free to dream, express, create and live their heart's deepest desires.

Rashtriya Ekta Diwas: To pay tribute to Vallabhai Patel, who was instrumental in keeping India united. Birthday of the 'Iron Man of India'.

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. It is followed by a Parade by the NCC cadets of the College. The Principal addresses the audience at the ceremony.

NSS Cleaning Day: The NSS of our college observes the cleaning day under Swacha Bharath Abhiyan. Cleaning day is observed on special occasions like Gandhi Jayanthi and Children's Day.

Children's Day: Our College observes Children's Day to commemorate the birthday of Pandit Jawaharlal

Nehru, first Prime Minister of Independent India by organizing visits to Orphanages, providing study materials and toys along with various cultural programmes.

International Yoga Day: Every year June 21 is celebrated as yoga day in our college.

The *Bodhi Club* with the support of the college library celebrates the birthday of the great Malayalam writer Vaikom Muhammad Basheer, who is also known as 'Bey pore Sultan'. On that day, Bodhi Club organizes various programmes on this literary genius. As a mark of respect we conduct an exhibition of books written by Basheer. This attempt is to inculcate reading habits among students.

Bodhi Club along with Sargasangamam observes reading week as a mark of respect to Sri. P. N. Panicker, the father of Kerala library movement on 19th June every year. We conduct discussions, quiz competitions and symposium to introduce current books to our students and to open a new vista to the world of books.

File Description	Document
Any additional information	View Document

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

Response:

The institution conducts internal and external audits regularly. Three-tier audit is practised in the institution. The initial stage of internal audit is carried out by the Head Accountant, who is responsible for primary accounting. The Head Accountant scrutinizes and verifies the financial data which is again scrutinized by the office Superintendent and the Principal for financial accuracy. As an external audit, after the close of every financial year, the annual financial statement is sent to Accountant General (Central Government) and to the authorities in the Department of Higher Education (State Government). After the completion of major and minor projects and other schemes granted by the UGC, all the accounts relating to the period are submitted to the External Auditor ie a qualified Chartered Accountant. The audit wing of the government from the Department of Higher Education makes periodic visit and inspects all the files relating to the financial matters of all the schemes that the college has availed and all the receipts and payments in the college. The management has appointed P V Chacko and Company as the auditor for the management expenditure.

At the beginning of each academic year, the college prepares an academic calendar. The college executes all the activities in tandem with the University academic calendar. At the commencement of every academic year, the beginners are briefed about the internal assessment procedures.

The internal assessment is carried out with prior intimation to the students. The internal marks are published and genuine grievances, if any, will be redressed. The final hard copy of mark list is signed by the students and forwarded to the University.

The college organises parents, teachers and students meetings (PTS) once in every semester for sharing the evaluation of the performance of their wards and teachers.

Transparency in administration is accomplished through decentralization of administrative practices. All the stakeholders have definite roles in ensuring transparency in administration. The stakeholders include management, staff, parents, students, alumni and the Government. Management ensures transparency through the appointment of a bursar, who is responsible for the financial management of the institution. The Management also conducts internal audit to ensure transparency. The Staff Council under the headship of the Principal prepares an administrative plan and the same is presented in the staff meeting for the concurrence of all teachers. Various clubs and associations are coordinated by teachers appointed by the Principal and student representatives are also included in the administration. Parents also play a major role in the administration through a structured body called PTA. The college development fund contributed by the PTA is subject to internal auditing and the audit report is presented in the PTA executive and PTA general body. Alumni contribution to the institution includes financial and non - financial assistance. Alumni Association is responsible for the utilisation of their funds and it is subject to audit. Finally the Government also ensures transparency of its funds through a multiple system of audit.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

‘Pirannal Madhuram Librarikku’ (Donating a book to the library on Birthday)

College has started a unique practice of students and staff donating a book to the Library as part of their birthday celebrations. Each donation is recognized by entering the donor’s name and signature on the front page of the new book and the librarian reciprocates him/her with a gift.

Objectives of the Practice

1. To create an emotional attachment to the library among the teachers and students.
2. To celebrate the birthday in an academic and innovative way.
3. To inculcate a habit of giving gifts instead of receiving on birthdays.
4. To inculcate reading habit among students
5. To provide access to good books to the students of our college.
6. ‘To double your joy share it with someone.’

7. Enrichment of the library.

Context

As mentioned above our college is located in a backward area of Kasaragod District of Kerala. Most of the students come to this college from villages and are not financially sound. Instead of spending huge amount for cakes and celebrations, we have introduced this healthy practice of donating a book.

Secondly, this practice of donating books enabled our students to open a new vista to the world of books. Students on their birthday will at least go in search of books to a book store. And browsing of books will unknowingly generate an interest in him/her regarding books. This interest in due course of time will instil a passion for books. Donation of books helps our library to maintain a high profile, and new books for all of our students to enjoy.

Practice

On the birthday a student approaches the librarian and express his/her willingness to donate a book. The Librarian accompanies the student to the principal. The Principal along with the Head of the department proceeds to the classroom of the birthday of the boy/girl. In the presence of all the students in the class, Principal receives the book from the student and it is handed over to the Librarian. The Librarian through the Principal in turn honours the student by giving a nominal gift. The Librarian gets the Signature of the student on the front page of the book. This practice has enabled to enrich the library. This healthy practice enabled our students to channelize their energy to a creative field. The photos of the event are displayed on the college notice board and shared in the WhatsApp groups; thereby the self-esteem of the donor is boosted and it encourages others to emulate the act.

The birthdays of teachers and their family members are celebrated in this manner by contributing books to the library. The teacher who celebrates his or her birthday is honoured in the staff meeting by the Principal.

Evidence of Success

1. The healthy practice has enabled the students to adopt a positive and creative way of celebrating their birthdays.
2. Students have learnt the art of giving selflessly.
3. Reading habits and a passion for books have been enhanced.
4. The library has got enriched with good quality contemporary books.
5. This practice is becoming popular and spreading rapidly in the campus.

The problems encountered and the resources required

1. Since the college is situated in a remote rural area, the accessibility of getting good books is difficult.
2. Most of the students are from economically backward families, hence finding finance to purchase books is a challenge.

Best Practice 2

FINE : It is an innovative practice of group learning under the name FINE, '**A Friend In Need of Education**'. Though group learning is not new, it has been evolved into a new pattern called FINE.

Objectives of the Practice

- To strengthen the knowledge of weaker students in subjects area where they lag behind the average students.
- To provide a strong foundation to the weaker students for further academic activities.
- To bring the weaker students to the necessary level to pursue higher studies in order to reduce failure and dropout rates.
- To raise the academic skills and linguistic proficiency of weaker students.

The Context

The College is located in the rural backward area of Kasaragod district of Kerala. Most of the students pursuing their higher education in the college are hailing from the villages. There is a definite disparity in the quality of education imparted from rural schools and urban schools. This reflects in their grasping and expressing capacity. Another factor working adversely to the students is the fact that most of them have parents with minimum education. Owing to these reasons failure and dropout rates are on the higher side.

Some students may not cope with the curriculum designed for the average students. Undoubtedly they need extra coaching in the college in order to bring them to the expected standard. They need extra coaching and personal attention for achieving good results. Therefore FINE in different subjects is envisaged.

Practice

FINE: It is a form of group learning to improve the subject and language proficiency of weaker students. It is a series of formal and informal gatherings often conducted at leisure times under the leadership of advanced students to extend a helping hand to a few of his/her friends in the matter of education.

The FINE is managed under the mentoring system prevailing in the college. The mentor coordinates the activities of FINE in which the expertise of advanced students is enhanced and the weaker students are uplifted.

Identification of weaker students:

The following methods are implemented for the identification of weaker students:

- Diagnostic test identifies advanced, average and weak students.
- Performance of students in monthly and unit tests.
- Frequent interaction with students.
- Percentage of pass in the University Examinations.
- Interaction with parents.

FINE, the whole programme, becomes more appealing and effective. The dropout rate was effectively reduced and pass percentage was subsequently increased. Thus, it becomes one of our best practices in letter and spirit.

We follow a separate time frame for the FINE classes, without affecting the general timetable of the college. The tentative timings are from 9.00 am to 10.00 am and from 3.45 pm to 4.45 pm and free hours are also utilised. However, flexibility is permitted in conducting FINE sessions as per the convenience of the beneficiaries. A few advanced learners are in charge of a group of six or seven students. The group regularly conducts discussion sessions in which there is maximum scope for exchange and enhancement of the knowledge base of each student.

Evidence of Success

FINE sessions during last five years are remarkable

1. The academic standards of the weaker students are improved considerably and it succeeds in bringing them to the level of average students. This is evident from the fact that more number of weaker students who attended the FINE sessions got through their final examinations successfully.
2. The language proficiency of the weaker students is also improved and this is verified in the mentoring sessions.
3. The dropout rate among the weaker students who have undergone FINE session is negligible. Most of the students who appeared for entrance test conducted by various Universities for admission into PG courses got selected with good ranks. "Progressions to Higher Studies" an objective of FINE is also achieved.
4. Initiate and promote human relations and skill development of students

Problems Encountered and Resources Required

Problems

1. The identification of weaker students in the beginning of the academic year often becomes inaccurate. The students newly admitted require some time for normalization and to perform better.
2. It is obvious that the time frame to conduct FINE sessions is not sufficient to incorporate the entire course.

Resources required

1. Enhancement of library facility: At present only two books can be borrowed by a student. It is suggested that weaker students may be permitted to get an additional book from the library.
2. Upgradation of the language lab. Updating the existing software and adding of new equipments are essential to improve the quality of the programme.

Best Practice 3

Micro Farming

Title of the practice: Micro Farming

Goals

1. To inculcate the habit of cultivation of vegetables, food items and herbs among the students and neighboring community of the college.

- 2.It's a productive farming on a smaller scale.
- 3.To cultivate crops that grow quickly in small places especially salad green and herbs.
- 4.Less investment and manageable by ordinary farmers.
- 5.To maintain the health of the soil, Student volunteers regularly plant nitrogen fixing legumes like beans to bring nutrients back to the soil.
6. Farmers can sell their products directly to the local markets.

Context

Kerala State is considered to be a consumer state. People of this generation have ignored the need of being self-dependent at least for their kitchen. Vegetables for this state are traded in from nearby states where lots of harmful pesticides and chemicals are sprayed into plants. So people in the state do get affected by cancer and other diseases. In order to procure fresh green vegetables, the NSS unit of the College has envisaged a new venture called micro farming in a small village called Kallar, where the college is situated. The main aim of this venture is to promote health and wellness and to procure fresh green vegetables.

Practice

The NSS students of St Pius X College termed this project as micro farming. Students cultivated 2 cents of land for each household. Thus NSS students implemented micro farming in three acres of land since 2013-14 and it has become one of the best practices of the college. The NSS volunteers provided organic manures and cow dung for the households. Like a Midas touch micro farming got fame in and around the rustics of Rajapuram. Passion for fresh green vegetables instilled fresh energy in them. Now the word micro farming has become very popular in the village of Kallar. They become self-sufficient in producing green vegetables, pesticide- free vegetables and generating steady income.

Evidence of Success

The venture micro farming initiated by NSS volunteers was a good success.

- 1.A wise man once said “The secret to happiness is low expectations.” The same goes for micro farming. The farmers are self-content with their yield.
- 2.Micro farming became an occupation for the people of Kallar. 15 minutes a day gardening strategy empowered them to do something every day.
- 3.The villagers started planting vegetables, what they love to eat.
- 4.Farmers started getting income from their ventures, and it became a motivation for them.
- 5.Micro farming (Love for green vegetables) became a part of the rustics of Kallar village.

Problems encountered

- 1.Pests and diseases significantly affect production of micro farming.
- 2.Low price for vegetables when they sell in the local market.

Best Practice 4

DigLit (Digital Literacy)

The context that required the initiation of the practice

The Digital Divide is a serious issue that marks a threat to people in rural areas. Some of the causes for this problem are lack of e- education and lack of skills. Our College is situated in a rural area and many people here especially women are in need of digital literacy. The Department of Computer Science, therefore has been conducting the 'DigLit' programme since 2016, with the aim of empowering and enhancing digital literacy of people belonging to different fields in the vicinity of the college.

Objectives of the Practice

- 1.To augment the digital knowledge of people residing in the proximity of the College.
- 2.To promote e- literacy among people who lack digital knowledge in Kallar Grama Panchayath

Practices

A digital training programme for the women in Kallar Grama Panchayath titled "Naari Ki Shakthi" was conducted in November 2016. As an initial process, training was given to women belonging to ward 2 of Kallar Grama Panchayath, in which the College is located. Around 50 women, including the ward member attended the classes."Digital India", a digital training programme was conducted for all ward members of Kallar Panchayath on 10th February 2018. All the ward members including the President and Vice President attended the classes. An e- literacy programme for National Health Mission Nurses of Kasaragod district was held on 14th January 2019. Around 50 members of the NHM Nurses participated in the programme. Another digital training programme was held on 13th of February 2019 for Palliative Care Nurses of Kasargod district.

Resources required

- 1.Computer
- 2.Internet
- 3.Projector

Evidence of Success

The effort made by the Computer Science department was a great success.

- 1.Members of the Panchayath opined that they find it easy now to manage things when they go to offices.
- 2.Number of women who does online shopping and internet banking in Kallar Panchayath increased.
- 3.The National Health Mission Nurses created common face book and whatsapp account for the purpose of communication of official matters.

Problems Encountered

- 1.Since the people who participated in the programme were not very good at English language, it was difficult for them initially to manage the keyboard.
- 2.They were not familiar with symbols like @, % etc.

File Description	Document
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Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

The long cherished dream of the people residing at the eastern hilly region of Kasargod district has become a reality through the starting of St. Pius X College in 1995 with specialized courses. Children of farmers and the tribals got opportunities for higher studies, which enabled them to get employment and thereby improve their economic condition, besides generating social and cultural reformation. Thus the institution has been making a lasting impression on the society.

The vision of the institution is to become 'A Centre of Excellence in Higher Education Affordable to Common Man' and our mission is 'To be a beacon of eternal inspiration, to be the wheel within wheels to fulfill the aspiration of students, staff, alumni and society at large'.

We stand committed to the noble notion of equality based on human dignity and provide the intellectual avenues in higher education in this remote area with the Divine commitment of establishing social equality by removing disparities based on religion and caste. We ensure greater participation of minorities and the backward in the main-stream education process.

St. Pius X College has taken up the mission of transforming the society through its enlightened students hailing from semi-urban, rural and even backward by putting them on par with those from more privileged backgrounds.

The detailed examination of the background of students who came out of St. Pius X College reveals that the institution could fulfill its vision to become a centre of excellence in higher education affordable to common man. The vast majority of students who completed their graduation or post graduation from St. Pius X College are the children of farmers or agricultural labourers belonging to economically and socially backward communities or minority communities.

Many students have benefitted from our commitment to give affordable education to the common man. There are many examples to point out the materialization of mission and vision of our college. Many of the students from each department coming from backward stream of society excel in education and other areas. College in its two decades of existence has produced a number of exemplary alumni such as Dr. Sajish Mathew (1997-2000 Batch Microbiology) presently working as Assistant Professor, Department of Drug Discovery and Biomedical Sciences, South Carolina College of Pharmacy, United States, Dr. Felix Bast, (1997-2000 Batch Microbiology) presently working as Assistant Professor, Central University of Punjab, who was a member of Antarctic Expedition team in the year 2016-17, Dr. Benesh Joseph, (1997-2000 Batch Microbiology) currently working as Principal Investigator and Group Leader, Institut für Biophysik, Johann Wolfgang Goethe-Universität, Germany, Dr. PrEyesh Stephen (2001-2004 Batch Microbiology)

presently working as Scientist Axe Molecular Endocrinology and Nephrology, CHU Research Center and Laval University, Québec City, Québec G1V 4G2, Canada, Sri. Binesh Balan who secured admission in London School of Economics and Dr. Bibin K Joy, who secured employment in World Bank etc. are examples of students who performed at par with those from more privileged backgrounds. The hard work of these students from middle class families and the guidance and inspiration of their committed teachers resulted in such a great achievement and the institution in turn became a beacon of eternal inspiration, to fulfill the aspiration of students, staff, alumni and society at large as the mission states.

As another dimension of the mission, the institution tries to inspire the marginalised and underprivileged segments and the society at large through various extension activities. The extension activities of the college cover various initiatives such as sensitisation of the society on various contemporary issues being faced by it. AIDS awareness, Swatchh Bharat campaign, organic farming, anti-drug campaign etc. are organised keeping this objective in mind. The National Service Scheme unit of the College tool initiative and extended support to the villagers of Kallar Panchayat by introducing micro farming. Another attempt is to extend a helping hand to the physically challenged and economically deprived sections of society. Outreach to old-age homes, shelter homes, colony settlements etc. are carried out with this purpose. For example, the department of Development Economics has extended their service to a village named “Kammadi” adjacent to Kerala – Karnataka border. The village lacks basic amenities like drinking water, toilet facilities, proper housing facilities etc. The villagers belong to the “Kudiya” tribe in which only 100 families exist. Out of the 100 families 42 families are settled in Kammadi. There is only a single – teacher school in the village without any infrastructural facilities required for a school. The drop-out ratio of children from the school is comparatively very high. The intervention of the department of Development Economics is expected to bring quality changes in the life of villagers. The students of the school are provided with study materials and steps are taken to invite the attention of Tribal Development department. The “DigLit” project, which is counted as a best practice of the college, is an initiative of the Computer Science department in which the students of the college are trained to impart digital literacy along with the teachers to the e-illiterate people around. Through the project the college has provided digital literacy to the members of “Kudumbasree” (Self Help Group of women spread across Kerala) units of Kallar Panchayat. A group of National Health Mission (NHM) nurses of entire Kasaragod district and the ward representatives of Kallar Panchayat also became e-literate through “DigLit”. The National Service Scheme of the College constructed three houses for the most deserving students of the college belonging to BPL category. Presently we are in the process of constructing our fourth house to an alumni of Department of Development Economics who is suffering from kidney failiure and waiting for transplanatation. All these can be counted as the concern of the institution to fulfill the aspiration of students, alumni and society at large.

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Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

- First college in Kasaragod District to get NAAC accreditation.
- First college in Kerala to offer microbiology course at undergraduate level.
- Twenty five years of service had tremendous growth on the GER ratio of the district in Higher Education
- Twenty five years long service to the nation building keeping in par with fast changing academic environment, the college is well poised to take on future challenges of higher education
- The college strives to maintain and sustain standards of teaching-learning, research and innovation through the better integration of the ICT with teaching- learning process
- The array of successful alumni is well represented by world renowned scientist Dr. Felix Bast, who was one of the 30 Indian Scientist to reach Bharati, India's third research station in Antarctic.
- St. Pius X College Kasaragod has the first indoor stadium in Kasaragod district with state of the art facilities
- Ms. Anagha V (II DC B.com) led Kerala team which won gold medal in national tug of war competition held in Odissa 2019.
- The Alumni of St. Pius X College have been found across the world and it has a larger imprint locally and globally.

Concluding Remarks :

St. Pius X College Rajapuram established in the year 1995, with the vision to be a Centre of excellence affordable to common man, tries to instill in students the scientific temper and analytical mind to transform them as knowledgeable, refined human beings, socially committed and patriotic citizens having global competencies and values contributing to national development and to uphold the challenges of the world. The College has been making efforts for continued relevance of its educational efforts by conducting new courses that are relevant to the community around it. The institution has a 'culture of quality' and is focused towards the students, its activities and processes are standardized, and it satisfies the needs of the stakeholders and goes beyond to contribute to both quality improvement and accountability. We are committed to offer the best possible opportunities in education to the under privileged and marginalized. The process of assessment in each cycle of accreditation, the goal-setting, the preparation, the evaluation and analysis, the quality checks, the stock-taking exercises tell us where we are and the long way to travel to reach our destination. This "educational ashram on the hill top" as rightly described by the first NAAC peer team will continue to proceed along the stated paths, but with deeper commitment to those we have chosen to uplift and empower with the profound support of all the stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>0</td> <td>7</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>0</td> <td>7</td> <td>2</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	4	4	0	7	2	2018-19	2017-18	2016-17	2015-16	2014-15	4	4	0	7	2
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4	4	0	7	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	4	0	7	2																	
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 139</p> <p>Answer after DVV Verification: 0</p> <p>Remark : Uploaded documents are not relevant to the metric.</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: A.Any 4 of the above</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2	0	2	1	0	2018-19	2017-18	2016-17	2015-16	2014-15	2	0	2	1	0
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2	0	2	1	0																	

2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 36 Answer after DVV Verification: 0</p> <p>Remark : Apart from geo-tagged photos of teachers using ICT for teaching, all other required documents are uploaded in google drive.</p>																				
3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>672</td> <td>648</td> <td>662</td> <td>677</td> <td>636</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1081 1046 1216"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>672</td> <td>648</td> <td>662</td> <td>677</td> <td>636</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	672	648	662	677	636	2018-19	2017-18	2016-17	2015-16	2014-15	672	648	662	677	636
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2018-19	2017-18	2016-17	2015-16	2014-15																	
672	648	662	677	636																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1491 1046 1626"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1704 1046 1839"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : E-copies of linkage related document have not been submitted. The submitted reports have not been authenticated.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	2	1	1	1	0	2018-19	2017-18	2016-17	2015-16	2014-15	1	1	1	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	1	1	1	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	1	1	1	0																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc</p>																				

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 27

Answer after DVV Verification: 15

Remark : As per the geo-tagged photos submitted.

4.2.3 Does the institution have the following:

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
288	632	559	543	459

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	0	0

Remark : Sanction letters have not been submitted.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
51	63	43	49	36

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	00	0

Remark : Sanction letters have not been submitted.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
20	54	79	67	27

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	28	56	78	70

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 116

Answer after DVV Verification: 0

Remark : supporting data for student/alumni has not been submitted.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	16	12	11	18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	10	8	5	3

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
53	52	42	45	46

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
53	52	42	45	46

Remark : Documents have only been submitted for 31 students who qualified during the assessment years.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
69	59	56	51	51

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Remark : As the provided template splits events into activities, here only cultural and sports days are considered.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
10	1	1	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	0	1

6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> <td>5</td> <td>5</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>3</td> <td>5</td> <td>5</td> <td>3</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	11	3	5	5	3	2018-19	2017-18	2016-17	2015-16	2014-15	9	3	5	5	3
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	3	5	5	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	3	5	5	3																	
6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>3</td> <td>5</td> <td>3</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3</td> <td>4</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Remark : Modified by remove teachers counted multiple times.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	9	3	5	3	7	2018-19	2017-18	2016-17	2015-16	2014-15	8	3	4	4	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	3	5	3	7																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	3	4	4	5																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4.89</td> <td>9.89</td> <td>5.44</td> <td>22.99</td> <td>38.06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	4.89	9.89	5.44	22.99	38.06	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
4.89	9.89	5.44	22.99	38.06																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

4.15	8.56	4.09	2.93	4.78
------	------	------	------	------

Remark : Only PTA fund is considered from the submitted audit reports. Alumni contribution is avoided. No separate Copy of letter indicating the grants/funds received has been submitted.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	13	11	8	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	13	11	9	6

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	3	1	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	1	1	0

Remark : Edited as per submitted reports.

7.1.3 Alternate Energy initiatives such as:

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 0

7.1.3.2. Total annual power requirement (in KWH)

	<p>Answer before DVV Verification : 40 Answer after DVV Verification: 40</p> <p>Remark : Photos without date, captions or geo-tags cannot be the sole document supporting the claim.</p>																				
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 3.2 Answer after DVV Verification: 0</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 8 Answer after DVV Verification: 8</p> <p>Remark : Photos without date, captions or geo-tags cannot be the sole document supporting the claim.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> <td>3</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Activities mentioned in other metrics not to be considered here.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	11	3	3	1	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	3	3	1	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations