



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**BISHOP MOORE COLLEGE MAVELIKARA**

**BISHOP MOORE COLLEGE MAVELIKARA KALLUMALA P.O. MAVELIKARA  
ALAPPUZHA DISTRICT  
690110**

<https://bishopmoorecollege.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Seasoned and tested by time and shaped by the passion and diligence of its stakeholders, Bishop Moore College has taken slow and steady but sure steps to achieve its present position of prominence in the NAAC and NIRF rankings, a considerable achievement considering its humble beginnings in a mofussil town.

Nestled in what was once a rocky and inhospitable terrain which was subsequently transformed into a verdant landscape by the eco-coconscious inheritors of the Bishop Moore legacy, this College has leapfrogged from a Junior College to one that harbors Undergraduate, Postgraduate and Research Departments. To crown it all, the College was ranked 51st among the Colleges of the country by NIRF in its 2023 rankings. The previous NIRF ranking was 58 in 2022, 89 in 2021, 76 in 2020, in the band 101 to 150 in 2019 and 92 in 2018.

Throughout its 59 years of existence, the College has followed its Motto in letter and spirit and has left no stone unturned in translating its Vision and Mission and its Educational Outcomes into quantifiable realities for the greater good of the society. Mavelikara in particular and the academic community in general has benefited by the academic endeavours, research contributions and social commitment of the College. The College offers 11 Undergraduate Programmes, five PG programmes, two research programmes and also provides opportunities for students to carry out Summer Research Projects at reputed institutions across the country. The College regularly produces University toppers in the Under Graduate and Post Graduate Examinations conducted by the University of Kerala. The Undergraduate Programmes in the Science departments are supported by the DBT-STAR College scheme.

The Research Centres are supported by the DST- FIST scheme of the Govt. of India and the KSCSTE-SARD scheme of the Govt. of Kerala. All the Science Departments have well equipped laboratories. The College has associated with agencies like UGC, KSCSTE, KSHEC, Indian Science Academies and GAD-TLC of MHRD in organising several National and International Conferences, FDPs as well as Refresher Courses and Lecture Workshops.

The College is an ASAP institution of the Government of Kerala. Outreach programmes of the College include the Unnat Bharat Abhiyan, Shastrajalakam and Gifted Children programme for school students (SIET), Swachh Bharat Abhiyan and is participating Institute of MGNCRE-SCS REC.

### **Vision**

To be a centre of excellence and a catalyst in facilitating a holistic development of youth with international standards, edified with the sanctity of truth and equipped to serve, grounded on Christian ideals.

### **Mission**

To nurture the enquiring mind to be liberated by truth, empowered by knowledge, committed to service and communal harmony, championing the cause of women and the marginalized and to create a sustainable environment.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- The College has witnessed remarkable growth during the last 59 years, from a Junior College offering only pre-degree courses, to an accomplished centre of Higher Education offering Undergraduate, Post Graduate and Doctoral Degrees.
- The College has consistently found a place among the Top 100 Colleges in NIRF of MHRD, Government of India for the past five years, being ranked a respectable 51 in 2023.
- An enriching academic ambience and inclusivity is the hallmark of the institution.
- The College has a substantial green cover and is endowed with good well water, fresh air and clean atmosphere.
- The College has qualified and committed faculty.
- The College has excellent Student Support System with adequate infrastructure providing learner centric environment for holistic growth.
- The College has consistently produced University Toppers in Undergraduate and Postgraduate Courses during the last five years.
- The College has DST-FIST, DBT-STAR and KSCSTE SARD funded Science Departments.
- The College fosters research and its research output is exemplary, it includes Patents, Publications, Minor and Major Research Projects.
- The College has inked MoUs, collaborations for student/faculty exchange, research and academic activities.
- The College has collaborated with GAD-TLC of MHRD to organise a Refresher Course and 2 FDPs.
- The College library has a collection of 53561 books.
- The College has a gender ratio favouring women; 70% of the students and 65% of the faculty are women.
- The College PTA and Alumni take active interest in ensuring the well-being of the College.
- The College has an Association of the Retired Teachers (ART), first of its kind in the State.
- The College was selected for a financial assistance of Rs. 2 Crore under the RUSA scheme for the development of infrastructure.
- Scholarship and financial assistance is made available to more than 70% of the students.
- This is one of the few Colleges in the University where Presidential Form of election is permitted.
- Productive extension and outreach activities are planned and implemented by the College.

### Institutional Weakness

- The College faces a locational disadvantage as it is located in a rural area.
- There is limited academic freedom as the College does not have the authority to revise or design the curriculum.
- Being located in a rural area, a cosmopolitan culture is missing in the College this is because there are fewer number of students from other States.
- The College needs to strengthen its Industrial Internships.

### Institutional Opportunity

- The UG Departments can upgrade to PG and PG to Research Departments.
- There is scope to implement more Add on Courses.
- More Collaborations/MoU/Linkage with reputed institutions for research can be inked.
- The tapping of renewable energy sources can be modernised and updated.
- The Counselling centre can offer more programmes to the community.
- Tapping the vast potential offered by the illustrious Alumni in an even better way can be a veritable gamechanger for the College.

### **Institutional Challenge**

- Employability Skills of students needs to be sharpened but the tight semester schedules prove to be a dampener at times.
- Implementation of MOOC courses and e-content development needs to be done more vigorously however the CBCSS system provides limited leeway for the students to do so.
- Mobilisation of resources from agencies other than UGC and Government needs to be more vigorously tapped.
- The extension activities run on a shoestring budget limiting its efficacy.
- The College has limited access to the research facilities available in prominent research institutes and the logistical bottlenecks prevent the College from housing high end and sophisticated scientific instruments/hardware.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Bishop Moore College is a Co-education, Grant-in-aid institution, located in a rural area and affiliated to the University of Kerala. The Curriculum is decided by the University of Kerala and the transaction of the same is done by syncing the requirements mandated by the University with the Vision, Mission and Educational Outcomes of the College.

The IQAC consolidates the ideas mooted in the General Staff Meeting and prepares an Academic Calendar for the College, working in tandem with the College Level Monitoring Committee (CLMC), ensuring that it is in tune with the University Academic Calendar.

Curriculum planning and delivery is done through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment. The college follows the structured syllabus of the Choice Based Credit and Semester System (CBCSS) for UG programmes and Elective System for PG programmes with clearly stated Learning Outcomes prepared by the University.

The students are educated through the induction programmes as well as through the college Website about the Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs).

37 Certificate/Value added courses were offered and 54.1% students were enrolled in these courses and have successfully completed the courses during the last five years.

The College has a long tradition of upholding and fostering a culture of professional ethics, gender, human values and caring for environment and sustainability. The same is embodied in the Vision and the Mission of the College and the College Educational Outcomes which integrate the UNAI principles and Sustainable Development Goals. This world view is visible in the selection of courses and projects.

During 2021-22, 36.18% of students have undertaken project works and internships. The College collects feedback, analyses it and required action is taken and communicated to the relevant bodies and the same is uploaded on the institutional website.

### **Teaching-learning and Evaluation**

College has institutionalized a student centric approach aligned with the National Education Policy, through a well-oiled mentoring system, association activities, workshops and seminars, focus on innovation, blended learning, ICT enabled classes and the ilk.

NPTEL and Coursera courses cater to enhancing their self-learning capabilities. Students are inspired to the path of self-discovery and also to share and empower the local society through activities.

The Institution Innovation Council mirrors the Ministry of Education's stated objective of fostering the culture of innovation and start up ecosystem.

Skill initiatives like Additional Skill Acquisition Programme trains students in linguistic and soft skills while Moore Initiative of Skill Training trains in hard skills.

Slow Learners are empowered through initiatives like remedial Coaching and Scholar Support Programme, and new students are offered bridge courses. Summer Research Projects are taken up by Postgraduate students in reputed institutions. Industrial Visits and Field Trips serve as a source of experiential learning.

The College has a healthy Enrolment Ratio of 93.32 while the percentage of seats filled against reserved categories 80.39. The College has a student to full time teacher ratio of 19.78 during 2021-22. The percentage of full-time teachers against the sanctioned posts in the last five years is 81.79. The average percentage of full-time teachers with high qualifications is 96.82 and the average pass percentage of students over last five years is 76.63.

The Centralized Internal Examination Wing oversees the conduct of internal examinations while the External Examinations, hosted by the College are conducted by the University of Kerala. Anti Malpractice Squad and CCTV cameras ensures the seriousness of the examinations. The students have three prominent windows to air their examination related grievances.

The Institution implements in letter and spirit the Outcome Based Syllabi framed by the University. To translate its Vision and Mission into practice, the College has put on paper a set of educational outcomes. The IQAC strategizes and ensures the effective evaluation of the Programme and Course Outcomes and also the College Educational Outcomes.

Myriad assessment tools are used for measuring the attainment of POs and COs. This includes using Formative and Summative evaluation strategies.

## **Research, Innovations and Extension**

The College has created an ecosystem for innovations through initiatives like Institute Innovation Council of the College (IIC), Moore Innovation and Pre-Incubation Centre (MIPC), Innovation And Entrepreneurship Development Centre (IEDC). Centre for Advanced Functional Materials (CAFM) serves as an incubation centre for advanced research on fabrication of new devices for solar cells, nonlinear optics and pharmaceutical applications. Centre for Nanoscience and Human Milk Research (CNHMR) serves as serves as an incubation centre for research on bioplastics, biopolymers and natural nanowhiskers.

Indian Knowledge System (IKS) is practiced and propagated through publications in international journals on Alovera, Honey, Indian Frankincense and Adathoda Vasica, Turmeric, interdisciplinary research on ayurvedic plants etc.

IPR Cell creates awareness among students and faculty about Intellectual Property Rights through several activities like IPR Awareness and Training programme, Workshops and World Intellectual Property Day Celebrations.

Creation and transfer of knowledge/technology is done through Association of Knowledge Partner Spoken Tutorial Programme, IIT Bombay as part of the National Mission on Education through ICT, MoE, Govt. of India etc.

There are 153 publications by faculty in UGC care listed journals and 104 Books / Book Chapters.

73 extension and outreach programs were conducted by the institution through organized forums including NSS/NCC with involvement of community over the last five years

The ideology of Vasudhaiva Kutumbakam is witnessed in the multifarious activities of the college, impacting the society and contributing to the holistic development of students. UN Sustainable Development Goals and UNAI Principles are the foundations on which extension activities of the College are based.

The extension activities thus ensure that the College Educational Outcomes, based on the vision of holistic development of students, are directly transferred to the benefit of the local community.

Awards and recognitions received for extension activities from government / government recognised bodies Bhoomitrasena Best Unit Award, Biodiversity Award, District Green Champion Award, Certificate of Appreciation contributions to the World Environment Day Celebrations, Certificate of Merit was awarded in 2017 to the NSS unit etc.

128.35 Lakhs were received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years.

## **Infrastructure and Learning Resources**

The College has made optimum use of the 16 acres of land areas with a verdant cover. The infrastructure of the College includes 40 class rooms, 17 laboratories, 3 computer labs, 4 IT enabled seminar halls, IQAC office,

NSS and NCC offices, administrative block, auditorium, central library, community and counselling centre, book stall, canteen, basketball court, sports ground, women's centre, green house, herbarium and museums. Ramps, hand rails, wheelchairs and toilet facilities for the differently abled are provided. The residential facilities include the Principal's quarters, Ladies Hostel and Guest Rooms. 50 kVA on-grid solar power plant fulfils most of the energy requirements of the College. A generator of 6 kW provides power backup.

Research labs of Physics and Chemistry, supported by DST FIST, have sophisticated instruments like FT- IR, UV Visible Spectrometer, TGA/DTA/DSC Instrument, UV Vis Spectrophotometer, Florimeter, Spin coater, Sputtering Unit, High Temperature Furnaces, Optoelectronics instruments and computational lab with two work station computers (i7 processor) with Gaussian Software.

The College has an E-Governance and ICT policy and a decentralized and participative management which oversees all realms of administration, accounts and examinations because of which it is able to reinforce pre-existing physical governance infrastructure and bolster seamless information sharing among stakeholders of the institution. The College has upgraded its systems incorporating Information technology (ICT) and computer-based management systems and the updation of the IT facilities is done frequently. The myriad wings of the college administration which include administrative and accounts section, laboratory, hostel, library, server and CCTV control rooms have excellent ICT access.

The College has rich Zoology and a Botany Museums and a Green House with endangered plants.

The Central Library has 53561 books and is automated with KOHA software version 18.11. The students are given Inflibnet access. Special facilities are offered to physically challenged persons.

The College has Internet connectivity with a bandwidth of 100 Mbps. Learning Management System MOODLE is used in teaching and learning. Effective monitoring is done through the Learning Management Apps Embase and Educloud 360.

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years is 29.93.

### **Student Support and Progression**

Bishop Moore College has a history of planning and implementing the culture of inclusiveness in the campus. The most downtrodden would also led to the confidence of being an equal stakeholder and a part of the mainstream.

Capacity development and skills enhancement activities like sharpening soft skills, Language and communication skills, Life skills, ICT/computing skills are provided to the students

The institution adopts several strategies for redressal of student grievances including sexual harassment and ragging cases like implementation of guidelines of statutory/regulatory bodies, awareness campaigns, mechanism for expressing grievances etc.

The College has a vibrant Alumni Association that takes an active interest in the activities of the College and contributes to its academic and infrastructural progress. The Alumni Association is governed by specific bylaws. The Association has a President, Vice-President, General Secretary, Treasurer and a Working Secretary

who are elected for a period of three years. The Alumni Association is one of the sources of revenue for the College. The College Alumni has chapters across the world

Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/IELTS/Civil Services/State government examinations etc.) was 40 in the last year of assessment. Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years is 70. Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions) is 36

The percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years is 72.64 . Percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years is 53.3

Percentage of placement of outgoing students and students progressing to higher education during the last five years is 61.25. Percentage of students qualifying in state/national/ international level examinations during the last five years is 11.82

### **Governance, Leadership and Management**

Bishop Moore College is Managed by the CSI Madhya Kerala Diocese and upholds the great tradition of the Church Missionary Society in the field of education. The Vision and Mission of the College, founded on holistic development of youth, are its driving influences. Translating the same into perceivable reality forms the crux of the efforts of the stakeholders and is implemented by the Management through fostering a decentralized and participative administration.

Targeting Sustained Institutional Growth, as a long-term perspective plan, the College has scripted Vision 2030 in 2015 and has achieved many of its objectives. The short-term perspective plans are executed by the College Management, Faculty and other stakeholders. The College provides Value based education and has ensured that the New Education Policy (NEP) finds a seamless implementation.

The Long-term plans and short-term strategic plans are devised and its effective implementation and deployment is ensured. Effective administration through decentralization is ensured by the College Management. Institution implements e-governance in its operations.

College gives prime importance to the professional development as well as welfare of teaching and non-teaching staff. Self-Performance Appraisal by teaching staff is conducted annually.

Teaching and non-teaching staff are in receipt of several welfare measures. The College has initiated StEP (Staff Enrichment Programme), an initiative designed to ameliorate the physical, emotional, mental and monetary well-being of the employees.

52.65 percentage of teachers were provided with financial support to attend conferences and towards membership fee of professional bodies during the last five years. 50.6 percentage of the staff participated in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional



development /administrative training programs during the last five years.

The College has a well-planned strategy for mobilization and utilization of resources and has a transparent mechanism for financial audit. The IQAC of the College is its veritable think tank that strategizes and implements the myriad measures aimed at assuring quality, meeting the stated Educational Outcomes and fulfilling the aspirations of its Vision and Mission. The incremental improvement in the overall functioning is visible in the incremental ranks of the College in NIRF rankings, which analyses all quality parameters.

### **Institutional Values and Best Practices**

The Vision and the Mission of the College along with its Educational Outcomes has as its agenda, the realization of gender parity. The same is implemented by initiating programmes aimed at achieving the goal of gender equality. The College ensures that they reach fruition with regular and systematic gender audits. The College has a vibrant Internal Complaints Committee.

Institution has facilities and initiatives for alternate sources of energy and energy conservation measures, Management of the various types of degradable and nondegradable waste, Water conservation, Green campus initiatives, Disabled-friendly, barrier free environment.

Motto of the College is “The Truth Shall Make You Free”. The ‘Truth’ envisaged is the state of enlightenment attained when one fathoms the Universal Oneness of existence. This idea of organic oneness of Being leads the College to its driving principle of Vasudhaiva Kutumbakam. This inclusivity propels the secular character of the College and inspires its march towards tolerance and harmony in all spheres.

Among the two best practices is Moore Initiative for Sustainable Development (MISD) which aligns the intended interventions of the College, based on global requirements, with the UN Sustainable Development Goals. MISD epitomizes the third Educational Outcome of the College. The idea of Universal Oneness, of the interconnectedness of things and of Vasudhaiva Kutumbakam is put into practice through MISD. The various Clubs and Associations of the College work in tandem to achieve these objectives.

The next best practice originates from the fact that the College has, over the years, evolved a practice of promoting research and making every faculty and student a part of the research environment. This practice, as evident from the outcomes, has turned out to be a success and has been named PRERNA (PRomotion and Enhancement of Research for a Nouveau Academia).

Holistic development of students, with international standards, edified with the sanctity of truth, equipped to serve has been the cornerstone of the ideas ingrained in the Vision and Mission of Bishop Moore College and also in its Educational Outcomes. The way the College employs unique strategies to meet this end is what contributes to the Institutional Distinctiveness

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BISHOP MOORE COLLEGE MAVELIKARA
Address	Bishop Moore College Mavelikara Kallumala P.O. Mavelikara Alappuzha District
City	Mavelikara
State	Kerala
Pin	690110
Website	<a href="https://bishopmoorecollege.ac.in">https://bishopmoorecollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ranjith Mathew Abraham	0479-2303230		-	
IQAC / CIQA coordinator	Lynnette Joseph	0479-2327066	9847103951	-	lynnettejohn@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Kerala	University of Kerala	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	01-06-1964	<a href="#">View Document</a>		
12B of UGC	01-06-1964	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF Ministry of Education and SAAC
Date of recognition	05-06-2023

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Bishop Moore College Mavelikara Kallumala P.O. Mavelikara Alappuzha District	Rural	16	8170

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics	36	Plus Two	English	51	51
UG	BA, Malayalam	36	Plus Two	Malayalam	40	39
UG	BA, English	36	Plus Two	English	40	39
UG	BSc, Mathematics	36	Plus Two	English	40	22
UG	BSc, Physics	36	Plus Two	English	32	23
UG	BSc, Chemistry	36	Plus Two	English	32	24
UG	BSc, Botany And Biotechnology	36	Plus Two	English	24	17
UG	BSc, Zoology	36	Plus Two	English	32	29
UG	BCom, Commerce	36	Plus Two	English	52	52
UG	BCom, Commerce	36	Plus Two	English	43	43
UG	BSc, Botany	24	Plus Two	English	32	26
PG	MA, Economics	24	Undergraduate	English	20	16

	cs		e Degree			
PG	MA,English	24	Undergraduate Degree	English	16	16
PG	MSc,Physics	24	Undergraduate Degree	English	13	11
PG	MSc,Chemistry	24	Undergraduate Degree	English	13	11
PG	MSc,Botany	24	Undergraduate Degree	English	12	12
Doctoral (Ph.D)	PhD or DPhil,Physics	60	Postgraduate Degree	English	14	14
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	Postgraduate Degree	English	6	6

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				8				57			
Recruited	0	0	0	0	6	2	0	8	20	37	0	57
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				35
Recruited	19	11	0	30
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	1	0	11	24	0	41
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	7	13	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	303	0	0	0	303
	Female	886	0	0	0	886
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	111	0	0	0	111
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	9	0	0	0	9
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	22	17	23	24
	Female	51	63	51	57
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	71	84	85	89
	Female	305	302	253	244
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>449</b>	<b>467</b>	<b>412</b>	<b>414</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Bishop Moore College has ensured that the New Education Policy (NEP) finds a seamless implementation while adhering to its Vision and Mission and fulfilling its encoded Educational Outcomes. Steps to incorporate a Multidisciplinary / Interdisciplinary approach and efforts to strengthen Vocational Education and Soft Skills of students are aimed at fulfilling this objective. The College is affiliated to the University of Kerala and adheres to the Syllabus set by the University. However, over the years the College has adapted itself to the requirements of the changing times and has offered opportunities to the students to access and explore newer avenues of learning. The Institution through</p>
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	<p>the choice of Elective and Open Course offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education towards the attainment of a holistic and multidisciplinary education. Certificate Courses, Extension Activities and Interdisciplinary Project Works enable the students to gain access to a community-oriented and research-based learning experience helping them develop an interdisciplinary perspective. The Certificate Courses offered by the College also provide the students an opportunity to engage with cross-cutting disciplinary subjects. The College has a Local Chapter for NPTEL/SWAYAM Courses and is encouraging students to enrol in the Courses to gain access to knowledge within and outside their chosen field of study. The College in the coming years plans to enter into more MoUs to collaborate towards proactive research. Institutional approaches towards the integration of Humanities and Science with STEM is evident in the selection of New Gen Course MA Behavioural Economics and Data Science and it hopes to offer more courses of this kind in the future. Impetus is also given to nation-building activities through inculcating values of patriotism.</p>
2. Academic bank of credits (ABC):	<p>The University of Kerala is in the process of implementing NEP. The College will register under the ABC once the sanction is received from the University. Faculty from various Departments have undergone training to offer MOODLE and MOOC Courses as preparedness towards NEP and ABC.</p>
3. Skill development:	<p>The College has made efforts to strengthen the Vocational Education and Soft Skills of students in alignment with National Skills Qualifications Framework. Skill Initiatives like Additional Skill Acquisition Programme (ASAP) train students in linguistic and soft skills while Moore Initiative of Skill Training (MIST) offers training sessions in hard skills, both of which work towards enhancing the employability of the students. Entrepreneurship Development Club (ED Club) through the various training programmes and counselling sessions inspires the students to seriously consider entrepreneurship as a career option. Students are imparted technological skills via programmes like Association of Knowledge Partner Spoken Tutorial</p>

	<p>Programme, IIT Bombay as part of the National Mission on Education through ICT, of MoE, Govt. of India. The Institution ensures that all students take at least one vocational course before graduating through Certificate Courses, Choice in Coursera, SWAYAM and ISRO-IIRS. The Institution utilises the services of Industry Veterans and Master Crafts Persons to provide Vocational Skills and overcome gaps vis-à-vis trained faculty provisions. The College ensures that students are not only trained for employability skills but for life skills too. Value-based education is imparted to inculcate positivity. The focus is to develop Humanistic, Ethical, Constitutional, and Universal Human Values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values and life skills. Extension activities conducted by NCC and NSS ensure that the students develop a sense of empathy towards fellow human beings and inclusivity towards environment.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institution enables learners to imbibe values inherent in Indian Culture and Tradition. Students at the UG level study at least one Indian Language as a Compulsory Course. Sanskrit is offered as a Complementary Course by the Department of Malayalam. Language Course in Hindi, BA Malayalam Language and Literature and activities of the Malayalam Association help the students imbibe the richness of their native land and culture. Most of the teachers are bilingual and possess knowledge of the regional vernacular. Bilingual mode in Classroom Interactions, Association Lectures, Malayala Varaghosham, Celebration of Kerala Pravi and Seminars help students develop a taste for the vernacular. Through the interaction with Writers and Scholars of Regional Language the College ensures that students develop an interest in Indian Languages and Literature. The George Mathen Publishing Academy under the auspices of the Department of Malayalam works towards promoting Malayalam Literature, Culture and History. Indian Knowledge Systems has formed the backdrop of many research activities of the College and has resulted in publications. Departments of Botany and Chemistry are involved in interdisciplinary research on ayurvedic plants. Students in the Department of Languages are encouraged to carry out their End</p>

	<p>Semester Projects on Art Forms like Mohiniyattam, Kathakali, and Koodiyattam which are integral to our culture and heritage. The College Arts Festival encourages the students to participate in traditional art forms like Thiruvathira, Mohiniyattam and Nadodirittam. Visit to A R Rajarajavarma Smarakam and Kumaranasan Smarakam has enabled the students to attain a sense of local history.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Courses offered at the Undergraduate and Postgraduate level focus on OBE. The OBE markers are clearly stated in the POs, PSOs and COs. The teaching learning process and assessment strategies are aligned to achieve these outcomes. The students are sensitized about the Educational Outcomes, POs, PSOs and COs through the College Website, Induction Programmes and the Syllabus given to them at the beginning of each course. For an effective transaction of the Outcome Based Education (OBE), teachers were given training on “Effective Teaching”, and “Outcome based Education” as part of the FDP on “Higher Education During and After Covid Times: Opportunities and Challenges”. Workshop on “OBE”, FDP for Science Teachers on “Outcome Based Education” and Bishop M M John Memorial Lecture on “Towards Outcome Based Education” were notable exercises towards developing an understanding of OBE. Teacher-Professional-Training Programme on Mathematical Modelling using Technology-Enabled and Student-Centred Learning-Systems was organized to train teachers to align their teaching methods with NEP. List of action verbs as per Bloom’s Taxonomy is introduced to faculty members and implementation of the same during classroom learning and evaluation is emphasized and ensured. Multiple assessment tools are used for measuring the attainment of POs and COs. This includes using Formative and Summative evaluation strategies. Formative Evaluation adopted by the teachers in the College traces the gradual formation/transition of the uninitiated into the state of initiation and thereby to the knowledge systems intended for transaction. Creative informal measures are incorporated by the teachers to test the understanding of the topics and to check the level of attainment of the stated outcomes at various stages of transaction. Remedial teaching and Peer teaching help to enhance Outcome-Based learning. Students</p>

	are made aware of the outcome of their Course and feedback is collected from them to improve the attainment.
6. Distance education/online education:	The College promotes hybrid learning and classes are conducted in blended and flipped modes. Virtual labs and Interactive boards facilitate the Institutional efforts towards blended learning. During COVID Lockdown classes were completely shifted to online mode. Platforms like Google Meet, Zoom and Google Classroom enabled effective transaction of Course Modules during lockdown. The faculty effectively incorporates technology in classroom transactions by making use of ICT enabled tools like Moodle, Google Classrooms, Zoom, Google Meet, PPTs, Projectors, Video Clippings and Smart Classrooms with Interactive Boards. LaTeX the Typesetting Software is used by the faculty of the College. College has Local Chapters for SWAYAM-NPTEL, ISRO-IRS and Coursera to encourage the Advanced Learners of the College to enrol in Online Certificate Courses. The Central Library functions as a reservoir for Online Learning Sources. The Library subscribes to E-Resource, National Library and Information Services Infrastructure for scholarly content (N-LIST) which is a part of the E-Shodh Sindhu consortium. Users are given awareness and access to browse and download more than 6000 e-Journals and 32 lakh E-books through N-LIST. The library also provides links to open-access resources like Project Gutenberg, DOAJ, open-access journals and Shodhganga. Online Platforms like Edu Cloud, Embase, and MOODLE are employed by teachers for proper monitoring of attendance and other teaching-learning activities. Possibilities of offering vocational courses through ODL mode in the Institution is being explored.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been set up in the college and all students of the college are members of the ELC. The club functions under the able guidance of Mavelikara Electoral Officer and Tahasildar Mr.D.C.Dilipkumar.
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Two students from the third year degree course were selected as the student co-ordinators of ELC. Sandeep Ummen (S6 English) , Nitya Sreekumar (S6 English). Ms. Neethu Mary Philip, Asst Professor, Department of English acted as the nodal officer of ELC during the academic year 2022-2023. The ELC was functional during the academic year 2022-2023 and all the students of the college are members of the ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC along with the Taluk office, Mavelikara conducted a special campaign to create election awareness among the first and second year degree students of the college on 12 December 2022. Mr. D.C.Dilipkumar, ( Electoral Literacy Officer and Tahasildar) inaugurated the awareness campaign. Mr. Kaleshkumar K, (Taluk Level Master Trainee) spoke to students about the Election procedures and encouraged all students to be part of this massive process. He also urged students to register their names in the voters list.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC conducted a special drive for students and their families to link their Voter ID card with Aadhar card on 20 January 2023. All members of the ELC were notified of the special campaign by the student co-ordinators.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC along with the Taluk office, Mavelikara conducted a special campaign to create election awareness among the first and second year degree students of the college on 12 December 2022. Mr. D.C.Dilipkumar, ( Electoral Literacy Officer and Tahasildar) inaugurated the awareness campaign. Mr. Kaleshkumar K, (Taluk Level Master Trainee) spoke to students about the Election procedures and encouraged all students to be part of this massive process. He also urged students to register their names in the voters list. The ELC conducted a special drive for students and their families to link their Voter ID card with Aadhar card on 20 January 2023. All members of the ELC were notified of the special campaign by the student co-ordinators.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1266	1354	1377	1388	1369

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 70

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	61	56	56	46

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
117.8264980	86.9810715	107.7848568	105.3730740	90.4172930

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

- The College **integrates the Vision, Mission and stated Educational Outcomes of the College with the curriculum** prepared by the University.
- The curriculum is effectively planned and delivered, **integrating the UNAI principles and Sustainable Development Goals** as well as ensuring the contribution to National Development, fostering global competencies among students, inculcating values in students, promoting the use of technology and striving towards excellence in the process.
- The Academic year begins with a General Staff Meeting in which brainstorming is done on the year gone by and preparation for the upcoming year is deliberated.
- The **IQAC** consolidates the ideas mooted in the General Staff Meeting and prepares an **Academic Calendar** for the College, working in tandem with the **College Level Monitoring Committee (CLMC)**, ensuring that it is in tune with the University Academic Calendar.
- The **Department Level Monitoring Committee (DLMC)** customizes the academic calendar based on the curricular and extra-curricular requirements of the individual departments, following the spirit of the College calendar. The topics to be taught are listed out and the same is distributed keeping in mind the academic and research interests of the teachers whenever possible. A regular review of the syllabus covered is done throughout the academic year.
- The college follows the **structured syllabus** of the **Choice Based Credit and Semester System (CBCSS)** for UG programmes and Elective System for PG programmes with clearly stated **Learning Outcomes** prepared by the University. The students are educated through the induction programmes as well as through the College Website about the Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs).
- Faculty members play key roles in the curricular design of the University as members of **Academic Council, Board of Studies, University Senate**, Chairpersons of PG and UG Board of Studies and as subject experts.
- The requirement of students is the prime focus in delivering the curriculum.
- **ICT enabled Classrooms, state of the art library, laboratories and internet connectivity** support the effective transaction of the curriculum.
- Online Platforms like **EduCloud, Embase, and MOODLE** are employed by teachers for proper monitoring of attendance and other teaching-learning activities.
- It is ensured that **Assignments and Seminars** are topical and facilitate outcome based education.
- **Seminars, conferences and interaction with Scholars** are organised every year on topics related to the curriculum
- **Field Visits, Study Tours, UGC sponsored Add-on Courses, GAD-TLC supported / self-**

**supported Certificate Courses and Bridge Courses, Experiential Learning, Research, Walk With A Scholar (WWS), Scholar Support Programme (SSP) and Remedial Teaching Programmes** supplement the curriculum.

- Subject associations, Clubs and extension activities promote the integration of the core values in the continuous development of students.

The evaluation system consists of both formative and summative methods. Summative method includes both Internal Examination by college and External Examination by University. The students are given **test papers, seminars and assignments, the marks of which are considered for their internal continuous evaluation (CE) marks.** The internal exams are conducted in a centralized way by the decisions of **(CLMC) in line with the University Level Monitoring Committee (ULMC).**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response: 35**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 51.9

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
978	476	728	657	666

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

- The College has a long tradition of upholding and **fostering a culture** of professional ethics, gender, human values and caring for environment and sustainability. The same is embodied in the **Vision** and the **Mission** of the College and the **College Educational Outcomes** which integrate the UNAI principles and Sustainable Development Goals. This world view is visible in the **selection of courses and projects**.
- Gender Equity, Environment and Sustainability, Human Values and Professional Ethics are woven into the **CBCSS curriculum**. 18 courses in undergraduate and postgraduate programmes specifically relate to these cross cutting issues. To supplement the same, **Certificate courses** in Research Ethics, Food and Water Quality Analysis, Waste Management Technology, Vermiculture Technology, Biofertilizer Production Technology have been offered.
- Awareness programmes on **gender sensitization** were organised by the National Service Scheme of the College in association with Women and Child Development Department, Govt of Kerala, involving all the semester one students of the College. Self Defence training programmes women students are organised every year by NSS and Women's Cell of the College.
- Legal Awareness drives are organized for all students of the College by the Internal Complaints Committee (ICC).
- **Environment and Sustainability** has been the focus of the Research Centers of the College. Two faculty members have been awarded **PhD for their research on Bioplastics**. A **patent** entitled 'Green Route of Acetylation' which contributes to the environment and sustainable development has been awarded to a DBT woman scientist of the College.
- An avowed aim of Bishop Moore College is to be a campus which is a venue for environmental

enrichment and sustainability. The setting up of the **Shanthi Sthall** in 2020 and the **Miyawaki forest** in 2022 are important initiatives in fulfilling this aim. The activities of **Bhoomithrasena Scheme**, established in 2010, plays a substantial role in furthering this aim. This club has been functioning in our college with the financial support of Directorate of Environmental and Climatic Change, Government of Kerala and has been selected as the best. As a part of the **Gene Pool Conservation Initiative**, Rakthashali Rice, a rare variety of rice, was harvested by the teachers and students.

- A **National Seminar on Scientific Solutions for Sustainable Rebuilding of Kerala in the post flood scenario** was organised in 2020 in association with the Directorate of Environment and Climate Change, Govt. of Kerala, immediately after two consecutive years of flood ravaged the State.
- Under the aegis of **STARS (Students and Alumni for a Responsible Society)**, the students are inspired to put in a few hours of community service. Flash Mob and Debates to commemorate **Human Rights Day**, Hair Donation for Cancer patients, geriatric care by organising visits to the old age homes, palliative care funded by the University of Kerala etc are a part of the culture of the College.
- The focus of the College thus has been an effective transaction of the above initiatives in such a manner that it effectively complements the requirements of the academic curriculum and thereby implement the Vision and the Mission of the College in letter and spirit.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 36.02

**1.3.2.1 Number of students undertaking project work/field work / internships**

**Response:** 456

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 93.14

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
425	472	477	507	507

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
514	522	502	513	513

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 70.53

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
64	81	76	96	85

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	116	112	122	116

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 19.78

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The College has institutionalized a **student-centric approach** aligned with the **National Education Policy**, through a well-oiled mentoring system, association activities, workshops and seminars, focus on innovation, blended learning, ICT enabled classes and the ilk.

Leading students to traverse the pathway to **participative learning** has been the cornerstone of the vision and mission of the College.

**Blended learning, flipped classrooms** and **Peer-teaching** enable active participation of students in the learning process. **NPTEL and Coursera** courses cater to enhancing their **self-learning** capabilities. Students are inspired to the path of self discovery by **sharing and empowering the local society** through activities like helping schools set up libraries, spreading awareness about water conservation and other sustainability measures among school students and offering them hands-on trainings. **Financial Literacy Mission** is an empowering initiative through which the people of Thazhakara Grama Panchayat were educated by students about prudent financial planning and its importance in their daily lives.

The **Institution Innovation Council (IIC)** mirrors the Ministry of Education's stated objective of **fostering the culture of innovation and start-up ecosystem** and inspires students to partake in activities like a student startup incubated at Kerala University Business Innovation and Incubation Centre (KUBIIC) and deposition of ideas in National Innovation Repository.

Additional Skill Acquisition Programme (ASAP) trains students in linguistic and **soft skills** while Moore Initiative for Skill Training (MIST) offers training in **hard skills**, both of which work towards enhancing the employability of students. **Interaction with alumni** through programmes like "Journey Beyond Bishop Moore", motivates students to emulate and better the success stories of their predecessors.

Slow Learners are empowered through initiatives like **Remedial Coaching and Scholar Support Programme**, and new students are offered **bridge courses** to bridge the gap between school and college.

**Summer Research Projects** taken up by Postgraduate students in **institutions of repute across the country, Industrial Visits** and **Field Trips** serve as sources of **Experiential learning**. **Laboratory facilities** including undergraduate, postgraduate and research labs as well as computer and computational facilities support the **experiential engagement** in learning.

The **College Magazine** 'Vidyasarith' is compiled, printed and edited by students giving them **hands-on experience** in writing, editing and publishing. Manuscripts and Wall-Magazines prepared and compiled by the students also contribute towards **experiential learning**.

The above initiatives ensure that the students acquire skills, which enable them to tackle real life problems. They effectively do that having acquired the realization that challenges and problems in life are mostly open ended and dynamic. They, thus make an effective use of creative and non pedagogy based **problem solving skills and attributes**. Research publications by PG students, presentations of project works with active discussions, role plays, community engagement as well as IIC activities are among the adopted **problem solving methodologies**.

The effectiveness of student-centric learning is evident in the recent naming of a new plant species (*Kalanchoe Dineshii*) by a former student in respect of his teacher Dr. Dinesh Raj R of the College.



The faculty effectively incorporates technology in classroom transactions by making use of **ICT enabled tools** like Moodle, Google Classrooms, Zoom, Google Meet, PPTs, Projectors, Video Clippings and Smart Classrooms with Interactive Boards. LaTeX the Typesetting Software is used by the faculty of the College. LT-SPICE and NI-MULTISIM circuit design softwares as well as virtual lab of MHRD under the aegis of NMEICT are used for simulating experiments.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 81.79

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
72	70	68	68	68

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 96.82

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
64	59	54	54	43

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

#### Response:

- The students are initiated into the pattern and the conduct of the internal and external examinations during the **induction programmes** offered immediately after they are admitted to the College.
- Internal Assessment Criteria are **published in the College Website** and also explained by the teachers. The dates of internal exams are published on the **notice board** and also **informed by the class wardens and HoDs**.
- The **Centralized Internal Examination Wing** oversees the conduct of internal examinations in a transparent and student friendly manner. Question Paper setting, invigilation duties and valuation of answer scripts, is overseen by the Internal Examination Wing headed by the **Convenor of Internal Examinations**.
- **Anti Malpractice Squad** ensures that the seriousness of the internal examinations is appreciated by the students and other stakeholders.
- **CCTV cameras** are used to monitor the examination process.
- After the internal examination, course advisors **evaluate** the answer scripts and **distribute** them to students within two weeks. The students can **scrutinize the veracity of the marks entered**. It **ensures the transparency and reliability** of the internal evaluation process.
- The course advisors of each course prepare the **Continuous Evaluation mark list** as per the University guidelines. After getting the **confirmation and signature of all students**, the course advisor hands over the mark list to the concerned faculty advisor, who consolidates the CE marks of all subjects of a student and gets them signed by the students. The **Heads of the various Departments** verify the marks and forwards them to the **Principal** who in turn forwards them to the University after verification.
- The **External Examinations** hosted by the College are conducted by the University of Kerala. The norms mandated by the University are fulfilled by the College. The **Chief Superintendent of the External Examinations** monitors the same. He is assisted by a **Deputy Superintendent** and other members of the External Examination wing.
- The **External Examination Wing** briefs the students about the necessary **dos and don'ts** before

appearing for the examinations. They are made aware of the presence of the **CCTV cameras** as well as the surprise visits of the **University Anti Malpractice Squad**. The same is aimed at discouraging any attempt by the students to indulge in malpractice.

- The classrooms allotted for the external examination for each student is reshuffled everyday as a part of the **endeavor** of the College **to minimize malpractice**.
- The students have **three prominent windows** to air their examination related **grievances**. They can either approach the **Grievances Redressal Cell** or their **Class Warden** for a redressal of their grievances. They can even log on to the **link in the College Website** and **enter their grievances online**. The grievances are **redressed** through measures like retests, reevaluation of answer scripts and resubmission of assignments.
- If the grievance is not redressed in a manner that satisfies the aggrieved, then it is taken up for resolution by the **Department Level Monitoring Committee (DLMC)** headed by the **Head of the Department**. If the grievance still persists then it is forwarded to the **College Level Monitoring Committee (CLMC)** and **Grievances Redressal Cell** of the College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### Response:

The Institution implements in letter and spirit the **Outcome Based Syllabi** framed by the University of Kerala for both **Undergraduate and Post Graduate Programmes**.

The course outcomes framed by the University are in tune with the graduate attributes identified by the UGC. These syllabi which list **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs)** are prepared by teachers from across the Colleges of the University during Syllabus Revision Workshops.

To translate its Vision and Mission into practice, the College has put on paper a set of educational outcomes that it deems to be necessary for the holistic development of the learners. These educational outcomes which include **Core Competency Development, Professional Skill Development, Environment Consciousness and Sustainability** and **Ethical Consciousness** are listed out in the College Website as well as communicated to the students through their mentors.

For an **effective transaction** of the Outcome Based Education (OBE), the **teachers** are given **training programmes** organised by the IQAC of the College which includes an FDP on “Effective Teaching”, a

session on “Outcome based Education” as part of the FDP on “Higher Education During and After Covid Times: Opportunities and Challenges”, Workshop on “OBE”, FDP for Science Teachers on “Outcome Based Education” and Bishop M M John Memorial Lecture on “Towards Outcome Based Education” delivered by Dr. Rajan Gurukkal (*Vice Chaiman, Kerala State Higher Education Council*).

List of **action verbs as per Bloom’s Taxonomy** is introduced to faculty members, prominently displayed in various departments and an implementation of the same during classroom learning and evaluation is emphasized and ensured.

Right at the outset, the **students are sensitized** about the Educational Outcomes, POs, PSOs and COs through the **College Website, induction programmes** and the **syllabus** given to them at the beginning of each course.

The **faculty advisor communicates** the Course Outcomes (COs) to the students during the introductory classes. At the end of the course, the advisor **evaluates whether the same has been attained** through class tests, assignments, seminar presentations and internal examinations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The IQAC strategises and ensures the effective evaluation of the Programme and Course Outcomes and also the College Educational Outcomes.

Myriad assessment tools are used for measuring the attainment of Programme Outcomes and Course Outcomes. This includes using Formative and Summative evaluation strategies.

**Formative Evaluation** adopted by the teachers in the College traces the gradual formation/transition of the uninitiated into the state of initiation and thereby to the knowledge systems intended for transaction. Creative informal measures are incorporated by the teachers to test the understanding of the topics and to check the level of attainment of the stated outcomes at various stages of transaction. The tools include quizzes, class tests, discussions, case studies and role plays.

**Summative Evaluation** comprises two parts: 1. The Direct Method 2. The Indirect Method.

The direct method of evaluation includes Internal Examinations, Assignments, and Quizzes etc. The

indirect method includes the course end survey that seeks the response or rating from students on the extent of attainment of each CO's.

## Procedure for Direct Evaluation (DE)

### 1. Direct Internal Evaluation (DIE) for each CO

Internal Examinations and Assignments based on Bloom's Taxonomy levels are conducted for evaluating the attainment of Course Outcomes.

### 1. Indirect Evaluation (IE)

Indirect evaluation is done on the basis of an Exit Survey (questionnaire) after the completion of each course. The students rate the extent of their attainment of each CO in the range 0 to 3.

### 1. TOTAL attainment score for each CO (S)

The CO attainment and its percentage is evaluated using the following formulas

After getting each CO attainment, a threshold is set for 50% attainment. This means that our evaluation of the outcome for the whole class of students for each CO, depends on the percentage of students obtaining 50% or above score for the respective CO.

The percentage of students performing above the threshold for each CO in the test paper and assignment is calculated. The following attainment chart is used:

Percentage of students performing above threshold $x$	CO Attainment Score
$10 < x < 40$	1
$40 < x < 60$	2
$>60$	3

The threshold CO attainment percentage of students obtaining 50% or above for each respective CO is evaluated using the formula

Based on the above CO attainment percentage, attainment level for each CO is evaluated using the following criteria

Level 1: if the attained percentage of each CO is in between 10% - 40%.

Level 2: if the attained percentage of each CO is in between 40% - 60%.

Level 3: if the attained percentage of each CO is greater than 60%.

### Calculation of PO, PSO Attainment

The CO-PO and CO-PSO relation mapping is done and the score 1-3 is assigned based on the following conditions

3 : Strongly Related      2 : Moderately Related      1 : Related

then the PO and PSO attainment % are calculated using the formulas

Whether the stated **educational outcomes** of the College is achieved or not is tested through programmes like STARS of MOORE in which the holistic development of the students is assessed. This is done also through the myriad extension activities and through the activities of the Bhoomithrasena Scheme, National Service Scheme and National Cadet Corps.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 76.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
373	388	356	370	287

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

2021-22	2020-21	2019-20	2018-19	2017-18
447	480	467	457	464

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.7**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 83.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.31	49.902	0.66	0.1	31.8

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

#### Ecosystem for Innovations

The prominent initiatives are:

- **Institute Innovation Council of the College (IIC)**
- **Moore Innovation and Pre-Incubation Centre (MIPC), an offshoot of IIC**
- **Innovation And Entrepreneurship Development Centre (IEDC).**
- **Centre for Advanced Functional Materials (CAFM)** serves as an incubation centre for advanced research on fabrication of new devices for solar cells, nonlinear optics and pharmaceutical applications.
- **Centre for Nanoscience and Human Milk Research (CNHMR)** serves as an incubation centre for research on bioplastics, biopolymers and natural nanowhiskers.



- Students and faculty members submit their innovative ideas to **YUKTI - National Innovation Repository**, an initiative of the MoE's Innovation Cell, participated in **IIC Regional Meet and Smart India Hackathon 2022**
- 24 teams consisting of 148 students submitted their innovative ideas in **Young Innovators Programme (YIP 2021)** of **K-DISC** and one of the teams has won the district level selection.
- Nine **innovation ambassadors** work to foster the culture of innovation among students.
- Webinar conducted under the **Technology Business Incubator of Sree Chitra Tirunal Institute of Medical Science and Technology**
- An MoU with **Kerala University Business Innovation and Incubation Centre (KUBIIC)** was signed for a student start up "Garbs New".
- The College has been listed in the Performer Band in **ARIIA Ranking 2021**.

**Indian Knowledge Systems** has formed the backdrop of many research activities of the College:

- **Publications in international journals** on **Alovera, Honey, Indian Frankincense and Adathoda Vasica** link the research output of the College to Indian Knowledge Systems. **Turmeric**, an important component in ayurveda and Indian cuisine, has been a focus for **projects** in the Department of Chemistry.
- Botany and Chemistry Departments are involved in **interdisciplinary research on ayurvedic plants**. As an example, the study on "**The Prehistoric Indian Ayurvedic Rice Shashtika, an Extant Early Domesticated With a Distinct Selection History**", is published in the journal *Frontiers in Plant Science*.
- **Vetiver** has been used in traditional Indian homes for its medicinal properties, prevention of soil erosion and increased water retention. The same is cultivated in the College.

**IPR Cell** creates awareness among students and faculty about Intellectual Property Rights through activities such as:

- **IPR Awareness and Training programme** organized in association with DPIIT Chair on IPR, IUCIPRS, CUSAT and CIPAM, DPIIT, Ministry of Commerce & Industry which included sessions on introduction to patents, Patent Filing and Registration Procedures and How to Commercialize IP
- **Workshop on Intellectual Property Rights** and IP Management for Startup
- **Session on How to Plan for Start-Up and legal and Ethical Steps**
- **Workshop on Intellectual Property Rights - IP Management for Startup**
- **World Intellectual Property Day Celebration**

**Creation and transfer of knowledge/technology:**

- **Association of Knowledge Partner Spoken Tutorial Programme, IIT Bombay** as part of the **National Mission on Education through ICT**, MoE, Govt. of India - one student development programme and one faculty development programme have been conducted.
- **153 publications** by faculty and students in **International Peer Reviewed Journals** indexed by Scopus and Web of Science

- 104 **Books / Book Chapters** published by the faculty of the College during this period.
- **George Mathen Publishing Academy, institutionalized by the Department of Malayalam** has played a significant role in furthering knowledge by publishing academic books.
- The outcome of the culture of Innovation that the Institution has institutionalized is evident in the **two patents** that were filed and granted.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response: 79**

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	16	7	10	18

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response: 2.17**

### 3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
49	32	26	24	21

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 1.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	16	18	26	17

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The ideology of **Vasudhaiva Kutumbakam**, as quoted in the Hindu text Maha Upanishad, is witnessed in the multifarious activities of the College, impacting the society and contributing to the holistic development of students. **UN Sustainable Development Goals and UNAI Principles** are the foundations on which extension activities of the College are based.

**SDG-1: No Poverty**

- **Flood-resistant house built and donated** to needy student who lost his house in floods

**UNAI Principle-1 : Addressing Poverty**

**Impact:**

- Addressed poverty issues

**SDG-2: Zero Hunger**

- **Hridhayapoorvam-** Distribution of lunch packets
- **'Karutal'** - distribution of food and raw-materials to needy family

**UNAI Principle-1 : Addressing Poverty**

**Impact:**

- Step towards alleviating hunger

**SDG-3: Good Health and Well-being**

- **Anti-drug campaign 'Vimukthi'**
- In-house preparation and **distribution of hand-sanitizers** to neighbouring police stations, Govt.Hospital, Jail and local community
- COVID mitigation activities under **Unnat Bharat Abhiyan**
- **Cancer awareness** campaigns
- **Blood donation**
- **Hair donation**
- **Palliative Care**
- **Medical camp** for free eye check-up
- **Flood-Relief** activities
- Talk on **'Happiness and Wellbeing Social Entrepreneurship and Volunteerism'** for school students
- Survey on **Impact of COVID on social, economic and mental status** of the

	residents of Akkanattukara village
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Contributed to good health and well-being of local community</li> <li>• Provided succor to people during COVID-19 lockdown</li> <li>• Students developed <b>Empathy towards the less fortunate through attempts to ameliorate their pain</b></li> </ul>	
<b>SDG-4:</b> Quality Education  <b>UNAI Principle-3:</b> Education for all	<ul style="list-style-type: none"> <li>• <b>Reading Corner</b> at CMS LP School, Kallumala</li> <li>• <b>Ensemble '22</b> to promote basic science among school students</li> <li>• <b>Induction Programme</b> for ISC Students</li> <li>• <b>Teachers Training Programme</b> for school teachers</li> <li>• <b>Gifted Children Programme</b> and <b>Shasthrajalakam</b> for school students</li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Accessibility of books in primary school</li> <li>• Knowledge sharing among school students and teachers</li> </ul>	
<b>SDG-5:</b> Gender Equality	<ul style="list-style-type: none"> <li>• <b>Gender Sensitization Campaign</b></li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Propagated message on Gender Equality</li> </ul>	
<b>SDG-6:</b> Clean Water and Sanitation	<ul style="list-style-type: none"> <li>• <b>Puneet Sagar Abhiyan</b> - Cleaning of Azheekkal beach</li> <li>• <b>Swachh Bharat Campaign</b></li> <li>• "Water: The Most Precious Life Source" - Awareness Programme for <b>Students</b> of Bishop Hodges highschool</li> <li>• <b>Cleaning Pandanad grama-panchayat</b> after flood</li> <li>• <b>Water Quality testing</b> of Kallumala region</li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Contributed to clean water and sanitation in neighbourhood community</li> </ul>	
<b>SDG-8:</b> Decent Work and Economic Growth	<ul style="list-style-type: none"> <li>• <b>Financial Literacy Mission</b></li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• People of Thazhakara Grama-Panchayat educated by students about prudent financial planning and its importance in daily life</li> </ul>	
<b>SDG-10:</b> Reduced Inequalities  <b>UNAI Principle-5:</b> Access to Higher Education	<ul style="list-style-type: none"> <li>• <b>Distribution of laptops</b> to needy students for online classes</li> <li>• <b>Donation of Wheelchair</b> to Gandhibhavan, Haripad</li> <li>• <b>Donation of television to Veeyapuram Higher Secondary School</b> for Online Education</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Donation of mobile phones</b> to school students</li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Reduced financial and physical inequalities for higher education</li> </ul>	
<b>SDG-12: Responsible Consumption and Production</b>	<ul style="list-style-type: none"> <li>• Community Enrichment Programme in <b>Solid Waste Management and Vermicomposting</b></li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Enriched local community on responsible consumption</li> </ul>	
<b>SDG-13: Climate Action</b>	<ul style="list-style-type: none"> <li>• <b>'Paritharana'</b> Plantation drive</li> <li>• <b>Miyawaki afforestation</b></li> </ul>
<b>SDG-11: Sustainable cities and Communities</b>	<ul style="list-style-type: none"> <li>• National Seminar "Sustainable Re-building of Kerala in the Post-Flood Scenario"</li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Contributed towards <b>Carbon Neutrality</b> in campus and neighbourhood</li> <li>• Empowered local community on <b>sustainable rebuilding</b> of state</li> </ul>	
<b>SDG-15: Life on Land</b>	<ul style="list-style-type: none"> <li>• <b>Training on Plant Propagation Methodologies</b> at Bishop Hodges highschool</li> </ul>
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Propagation of Life on land</li> </ul>	
<b>SDG-16: Peace, Justice and Strong Institutions</b>	<ul style="list-style-type: none"> <li>• <b>Ma Nishada Peace Rally</b></li> <li>• <b>Anti Dowry Campaign</b></li> </ul>
<b>UNAI Principle-8 : Peace and Conflict Resolution</b>	
<b>Impact:</b>	
<ul style="list-style-type: none"> <li>• Propagated message of peaceful community and social justice</li> </ul>	
<p>The extension activities thus ensure that the College Educational Outcomes, based on the vision of holistic development of students, are directly transferred to the benefit of the local community.</p>	
<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

- **The College bagged the Bhoomitrasena Best Unit Award** instituted by the Directorate of Environment and Climate Change, Government of Kerala, for the academic year 2017-18. The College received this for providing environmental education opportunities for college students and involving them in addressing environmental issues of the locality. The College had bagged the award in 2016-17 too.
- **The Biodiversity Award** of the Government of Kerala for the year 2022 was awarded to the College for the conservation of biodiversity in the campus.
- The College was awarded the **District Green Champion Award** for Alappuzha district by the **Mahatma Gandhi National Council of Rural Education (MGNCRE), Union Ministry of Education**, under **Swachhta Action Plan**, for the academic year 2020-21 for adopting and implementing best practices in the areas of sanitation, hygiene, waste management, water management, energy management and green management
- A **Certificate of Appreciation** was received by the College in June 2022 for its contributions to the **World Environment Day Celebrations** by facilitating and completing the Green activities on campus.
- A Certificate of participation and **excellent performance** during **‘Plant a Life! Challenge’** was awarded to the College by the ISO Certified NGO ‘Expectation Walkers’ on 5th June 2020 for having successfully undertaken a plantation drive.
- A **Certificate of Recognition** was presented to the institution for **active contribution during the BOOK FARM-Library Renovation and Upgradation Project**, organized by Kites Foundation, in 2021.
- A **Certificate of Merit** was awarded in 2017 to the **NSS unit** of the College for its **excellent performance** in the **Manuscript Writing Competition** conducted by the Kerala State Excise Department in connection with Vimukthi.
- The NCC cadets have been awarded the tag of **Best Cadet** during 2019-20 and 2020-21.
- The College has been conferred the recognition of being a **Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution by the Mahatma Gandhi National Council of Rural Education (MGNCRE)** Govt of India in 2020-21. This achievement was made possible because the College has successfully framed the SES REC Action Plan. Ten working groups were constituted for improving facilities in the Campus and the Community/Adopted Villages in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Conservation and Greenery during the post COVID-19 period. This was accompanied with the observation of various environment, entrepreneurship and community engagement activities to inculcate in faculty, students and community the practices of Mentoring, Social Responsibility, Swachhta and Care for Environment and Resources.
- The College was **awarded recognition** as a member of the National **Rural Entrepreneurship Mission** in **2020**. The College subsequently constituted a Rural Entrepreneurship Development Cell in the campus to achieve the stated aims of the Mission.
- **Best NSS Programme officer** awarded to Ms. Linda E Jacob (2016-17) and **Best NSS Unit** (2016-17)

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	5	4

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 31

<b>File Description</b>	<b>Document</b>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>





## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

#### Response:

The College has made optimum use of the 16 acres of land areas with a verdant cover.

The infrastructure of the College includes 40 class rooms, 17 laboratories, 3 computer labs, 4 IT enabled seminar halls, IQAC office, NSS and NCC offices, administrative block, auditorium, central library, community and counselling centre, book stall, canteen, basket ball court, sports ground, women's center, green house, herbarium and museums. Ramps, hand rails, wheelchairs and toilet facilities for the differently abled are provided. The residential facilities include the Principal's quarters (Moore House), Ladies Hostel and Guest Rooms.

50 kVA on-grid solar power plant fulfills most of the energy requirements of the College.

A generator of 6 kW provides power backup.

#### Technology Enabled Learning Spaces (with LCD projector/Interactive Board)

1. Class rooms with ICT Facility -25
2. Physics E-Learning Room with 65" Interactive Board
3. Chemistry Smart Room with 55" Interactive Board
4. Botany Smart Room with 65" Interactive Board
5. Commerce and Mathematics Computer Lab

#### Seminar Halls

1. 150 seater Main Seminar Hall
2. Conference Hall with 60 seats
3. Elizabeth Memorial Hall with 60 seats
4. 50 seater *Salle Visuelle*

#### UG/PG Laboratories (15 Supported under DBT STAR College Scheme)

1. Physics (03)
2. Chemistry (04)
3. Botany and Biotechnology (06)
4. Zoology (02)

### **Research Labs**

Research labs of Physics and Chemistry, supported by DST FIST, have sophisticated instruments like FT-IR, UV Visible Spectrometer, TGA/DTA/DSC Instrument, UV Vis Spectrophotometer, Florimeter, Spin coater, Sputtering Unit, High Temperature Furnaces, Optoelectronics instruments and computational lab with two work station computers (i7 processor) with Gaussian Software.

### **Computer Centres**

1. Main Computer Centre (18 Computers with 1 server, UPS facility, LAN, Internet Connectivity, Printer and Scanner).
2. Physics Computer and Networking Centre ( 25 Desktops and 1 server, LAN, Two units of 5 KVA battery)
3. Commerce and Mathematics Computer Lab (25 Desktops, LAN, 5 KVA battery, LCD projector).

### **Museums**

1. Zoology Museum has a rare collection of exhibits
2. Botany Museum has preserved specimens of marine and freshwater algae, microscopic and macroscopic fungi, rare collections of bryophytes, pteridophytes, gymnosperms, morphological and anatomical specimens of angiosperms.

**Green House** has rare and endangered plants..

**Central Library** has 53561 books and is automated with KOHA software version 18.11. The students are given Inlibnet access. The College is all set to shift to a new State of the Art Library Complex.

**Internet connectivity** with a bandwidth of 100 Mbps.

**Learning Management System MOODLE** is used in teaching and learning. Effective monitoring is done through the Learning Management Apps **Embase** and **Educloud 360**

### **Facilities for Sports**

The College has a 200m track stadium, Basket Ball, Volley Ball, and Badminton Courts and has facilities for Judo, Wrestling and Soft ball. Judo mats are made available for students and staff.

Gymnasium with equipments to ensure the fitness of the staff and students forms an important part of the fitness infrastructure of the College.

### **Facilities for cultural activities**

The facilities for presenting cultural activities include an Auditorium, with a seating capacity of 1000 with audio visual facilities, acoustics and stage equipped with light and sound arrangements. There are two open air stages too. There is a dedicated space for Yoga.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 29.93

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
45.62916	53.87997	24.4507175	24.15724	4.03750

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

The **Central Library** serves as the main Knowledge center for the stakeholders of the institution. The library tries to disseminate the right information to the right person at the right time.

The library had **automated** its housekeeping activities using **LibSoft software** up to 2017 and later switched to the **integrated library management system KOHA** version 18.11 in 2017. **WebOPAC** is provided to the stakeholders through the library website. They can log in and know about their transactions, hold books, know their dues, rate and comment about books and even suggest books to the library. Various housekeeping activities such as cataloging, issuing, returning, renewing, and serial management are carried out through KOHA. Alerts will be sent to their emails about the checkout, renewal date and dues.

An **institutional repository** is maintained by the library using the **D-Space Software**. The Repository includes Question papers, Project Reports, Publications of the faculties and Students and PhD Theses. Hence the repository acts as a green Model of open access which is maintained by the institution for its stakeholders and they can access it remotely.

The **Indian Research Information Network System (IRINS)** by Inlibnet is integrated into the college website. 55 faculties from the college have registered in the network. We have about 365 publications and 2 patents. The IRINS will help to visualize the area of the research and contributions.

The central library subscribes to **E-Resource, National Library** and Information Services Infrastructure for scholarly content (**N-LIST**) which is a part of the E-ShodhSindhu consortium. Users are given awareness and access to browse and download more than 6000 e-Journals and 32 lakh E-books through N-LIST.

The library website provides links to **open-access resources** like Project Gutenberg, DOAJ, open-access journals and Shodhganga.

The college is an active member of **national digital library club (NDLI)** since 2022.

The **library collection** includes 53561 books, Journals, 20 magazines, and 8 newspapers in print.

There is a special collection called "PUSTHAKARAM" which contains the published works of the stakeholders.

Library also subscribes **Magzster** a gateway to access more 8000+ electronic magazines and newspapers in different languages.

An exclusive **reference section** is available in the library with reference books. A reading room is provided.

For **digital access**, the library provides 5 computers with internet connectivity. The library is also providing a WIFI Facility to the students.

**Question papers** of all university examinations in print form are also available in the library.

The **bookbinding facility** is utilized to serve the purpose of preserving books from damage. This is done on a timely basis.

Help is provided in creating Vidwan id, ORCID, Publons and other author IDs

Special facilities are offered to **physically challenged** persons. Seats are reserved for physically challenged students. Special assistance is given for Online Public Access Catalogue and internet browsing. The library staff helps in the search, issue and return of books. Books required for physically challenged students are issued to authorized persons.

The college library with a total seating capacity of 80 is open from 8.30 am to 4.30 pm during working days and from 10.00 am to 4 pm during vacations and Saturdays.

The Library witnesses a good footfall and the same is recorded in the logbook that is systematically maintained.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The College has an **E-Governance and ICT policy** that aims to promote a state of the art educational experience. The College has a decentralized and participative management which oversees all realms of administration, accounts and examinations because of which it is able to reinforce pre existing physical governance infrastructure and bolster seamless information sharing among stakeholders of the institution.

The College has upgraded its systems incorporating Information technology (**ICT**) and **computer-based management systems** and the updation of the IT facilities is done frequently to match the rapid changes in technology. The myriad wings of the college administration which include administrative and accounts section, laboratory, hostel, library, server and CCTV control rooms have excellent ICT access.

The **Broadband bandwidth** was upgraded from 40 Mbps to 100 Mbps in September 2020.

**The** College has a main Computer Centre with 18 Computers with updated softwares and 1 server, UPS facility, LAN, Internet Connectivity, Printer and Scanner.

The Physics Computer and Networking Centre which is air conditioned with 25 Desktop computers and 1 server facilitated by LAN and two units of 5 KVA battery installed.

The third Computer lab, shared by the Departments of Commerce and Mathematics, has 25 Desktop computers, LAN, 5 KVA battery and an LCD projector.

A computer professional is assigned the duty of the upkeep and updation of the computers in the main Computer Centre.

The specification of the computers in the college are given below.

- Intel i7 CPU, 4 GB RAM (1 No.)
- Intel i3-4160, 4GB RAM (29 Nos.)
- Intel Pentium CPU G2030, 2 GB RAM (70 Nos.)
- Intel Pentium G3240, 2 GB RAM (16No.)
- 3.2 (Pentium) Dual Core E5800, 2 GB RAM (8 Nos.)
- Intel i3-2350 M, 2GB RAM (5 Nos.)
- Intel Pentium Dual Core, 1 GB RAM (3)
- Intel Xeon PU E3-1220V2S, 8 GB RAM (1 No.)

The teaching departments, library and Administrative Block have 32 computers with **internet/wi-fi facility**. The main Computer centre with internet connectivity is made available for students and faculty during college hours. The ladies hostel of the college which is located outside the campus has two computers with internet connectivity available for resident students and staff.

The institution provides laptop, LCD projector, and white board facilities for ICT enabled teaching. All Departments have rooms with projectors.

Three rooms are equipped with **Interactive Boards** with 65"/ 55" active displays and a resolution of 3840\*2160, windows - 4K, Android - 4k (new technology) with internet connectivity.

The Physics Research lab has two work station computers (Intel Xeon PU E3-1220V2S, 8 GB RAM) purchased under the DST FIST Scheme to facilitate high computational cost calculations.

The Administrative Block, the Physics Research Centre, the Physics Computer Centre and Commerce Computer Lab are **LAN enabled**. Specialised software KOHA, Spectroscopic software IR solution, Math Lab, UV Probe, Gaussian 09, Gauss View, Chemcraft and ChemDraw are installed in various nodes.

The upkeep and maintenance of the computers are taken care of under the Annual Maintenance Contract.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 13.05

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 97

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 25.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
45.7469350	10.36012	26.64197	17.93161	29.31789



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 72.64

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
859	927	972	1045	1103

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 48.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
700	1048	517	497	505

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 79.14

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
227	287	302	301	287

**5.2.1.2 Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
373	388	356	370	287

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 11.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	10	20	20	16

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 64

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	15	16	9

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.3.2**

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

**Response:** 28.6

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
43	21	33	28	18

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

#### Response:

The College has a **vibrant Alumni Association** that takes an active interest in the activities of the College and contributes to its academic and infrastructural progress.

The Alumni Association is governed by **specific bylaws**. The Association has a President, Vice-President, General Secretary, Treasurer and a Working Secretary who are **elected** for a period of three years.

The Alumni Association conducts **Annual General Body Meetings** and the **Executive Committee** meets at least once in a month. Different Committees are entrusted with the responsibility of conducting activities to foster a **healthy interaction between Alumni and Students**.

Many of the PTA representatives of the College are its Alumni and this contributes towards providing a seamless continuity of its activities.

The College Alumni has **chapters across the world** which gives the College and its students a global reach. Meetings of these chapters are held regularly.

The Alumni Association is one of the **sources of revenue** for the College. Important contributions include :

Rs One lakh for flood relief in 2019

Rs Two lakhs for the construction of the New Library block in 2023

Rs. Four lakh and 25 thousand for building new houses for the needy in 2020

Mobile phone for needy students during the pandemic.

Rs. 25,000 for tiling the B.Sc. Physics Classroom.

Rs. 10,000 for purchasing stage curtains for the College Auditorium.

A laptop was donated for a needy student by Alumni Kuwait Chapter.

Alumni UAE Chapter instituted an Annual Cash Award for students securing highest marks in every subject in the Final Year University Examination (PG & UG)

Rs. 20,000 was instituted as Student Scholarship, in memory of an Alumnus, Sivan.

In addition to these, the College gets **expertise, knowledge and support from Alumni** for organizing activities like job fairs, construction work, motivational talks, orientation programs, training programs, seminars and workshops. Alumni also provide technical advice and remain as an option for expert advice in the field of Arts and Sports.

**Notable activities** of the various committees of the Alumni and Alumni interaction with students conducted by Departments include:

- Talk by Mr. N.S. Dev IRS, AC, Central Excise and Customs on Merit Day 2019
- **Pusthakaperuma** - introducing books written by Alumni organized by the **Literary Forum**
- Webinar on **Opportunities in Central Universities** - talk by Dr. K.Jayaprasad, Professor, Central University of Kerala, Kasargode - organized by the **Academic Committee Kalavallari**-cultural programme - organized by the **Cultural Committee**
- **MA- Moore Alumni** -magazine published by the **Media Committee** a creative platform for students, alumni, teachers and former teachers
- Webinar on **Diabetes Related Kidney Diseases** organized by the **Doctors Forum**
- **Webinar on Climate Crisis and Glasgow Summit-COP-26** - organized by the **Academic Committee**
- Lecture on **How I Became a Scientist** by alumnus Dr. Reshma Sundar
- **Zero Hunger** Programme of College in association with Alumni
- Alumni Talk series by Department of Chemistry
- Alumni Silver Jubilee Celebrations of Commerce - Inauguration by Dr. R. Bindu (Hon'ble Minister of Higher Education, Kerala)
- **Alumni Lecture Series** in various departments
- **Golden Jubilee Alumni Meet** of Economics in which 600 members participated.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

Bishop Moore College is managed by the CSI Madhya Kerala Diocese and upholds the great tradition of the Church Missionary Society in the field of education. The **Vision and Mission** of the College, founded on holistic development of youth, are its driving influences. Translating the same into perceivable reality forms the crux of the efforts of the stakeholders and is implemented by the Management through fostering a **decentralized and participative administration**.

Targeting **Sustained Institutional Growth, as a long-term perspective plan**, the College has brainstormed and scripted **Vision 2030** in 2015 and has achieved many of its stated objectives such as to give key responsibilities to younger generation, to foster a culture of research and to mobilize funds for the same. The College has taken large strides in its endeavour to move from the chalk and talk method to ICT-enabled learning.

The implementation of **short term perspective plans** start with the **Governing Council** preparing the budget and planning for quality enhancement as proposed by the Staff Council and IQAC through the Principal. This mechanism reflects the **decentralized** nature of governance.

The College has ensured that the **New Education Policy (NEP)** finds a seamless implementation while adhering to its Vision and Mission and fulfilling its encoded Educational Outcomes. Steps such as incorporating a **Multidisciplinary / interdisciplinary approach**, efforts to strengthen **vocational education and soft skills** of students in alignment with NSQF Skill-Training Programmes and The Moore Initiative for Skill Training (MIST) are aimed at fulfilling this objective.

The College provides **Value-based education** that includes the development of humanistic, ethical, constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values and life-skills. The College strives to achieve an integration of the **Indian Knowledge Systems** and keeping in mind the requirements of NEP, strategizes to ensure the effective implementation and evaluation of the **Programme and Course Outcomes** and the College Educational Outcomes. **Teacher-Professional-Training Programme** on Mathematical Modeling using Technology-enabled and Student-centered learning-systems was organized to train teachers to align their teaching methods with NEP.

**Decentralization** in governance is visible in the delegation of authority and granting of operational autonomy to the various units. Academic and administrative flexibility is rendered to all departments. The institution ensures the involvement of faculty members in the decision making process.

The **participative nature** of the institutional governance is evident in the following:

- **Principal** as the academic and administrative Head of the institution
- **Staff Council and College Level Monitoring Committee** as prime decision-making bodies consisting of the Principal, Heads of all the Departments and elected members
- **IQAC** which ensures quality initiatives
- **Faculty advisors** nominated by Heads of the Departments
- **Faculty Co-ordinators** of Club activities
- **54 committees** which contribute to the academic and co-curricular vibrancy of the College, including the Anti Ragging Cell, Equal Opportunity Cell, Grievances Redressal Cell, Discipline Committee, Career Guidance and Placement Cell, Women Empowerment Committee, Social Entrepreneurship- Swachhata & Rural Engagement Cell and Spiritual Empowerment Committee

The leadership ensures **regular interaction with stakeholders** and facilitates **democratic College Union Elections**, following the University of Kerala rules. The office bearers of the College Union act as facilitators for the wellbeing of the students.

The College advocates the mantra of sustainable development and the eco-friendly campus bears a testimony to the same.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The College, in tune with its vision and mission, has long term perspective plans and well oiled systems in place, which have progressed over the 59 years of its functioning.

#### Institutional Perspective plans

Long term plans and short term strategic plans are devised and the various functional bodies of the College ensure their effective implementation and deployment.

**Effective administration through decentralization** is ensured by the College Management.

- The **Management Board** consisting of eleven members, including the Manager, Bursar, Principal and Vice Principal formulates the policies and strategies to be implemented for the governance of the institution.
- The **Bursar** helps the **Principal** in coordinating the College activities.
- The proposals put forward by the Management Board are ratified by the **Staff Council**, consisting of the Principal, the Heads of the Departments and two elected members of the faculty. The Staff Council recommends suggestions and ensures the implementation of the with the active involvement of the **IQAC**.
- The **College Level Monitoring Committee (CLMC)** endorses the decisions of the Staff Council, which are then communicated to the faculty members at Department level meetings (**DLMC**)
- Regular **Staff Meetings** offer a platform where every member of the College gets a chance to share his/her opinion and consensus is reached through deliberations and discussions.
- The teacher who serves as the **Chief Superintendent of University Examinations** delivers the duties related to the conduct of Examinations in the College.
- Various **committees** have been delegated for special functions.
- A Staff member serves as the **General Coordinator of the Extension Activities**
- The **Inter-Disciplinary Research** activities are co-ordinated by a Senior Faculty (Research Guide).
- The Administrative Section is headed by the **Senior/Junior Superintendent**.

**Effectively implemented Perspective Plans include:**

- **Academic plans**

- Introduction of New Gen Programmes
- Student Internships in Foreign Universities
- Learning Centres for Online Courses
- Centralized Internal Examination System
- Online Question Paper portal

- **Administrative plans**

- Admission and Learning Management systems (eg: EMBASE, EDUCLOUD, MOODLE)
- Library Management Systems

- **Infrastructure related plans**

- the construction of the State of the art Library
- Solar Energy Harvesting System with RUSA funding
- Academic and Research infrastructure development with RUSA, DST-FIST , DBT-STAR and KSCSTE-SARD funding

-

For implementing the perspective plans, policies are put in place after involving all the stakeholders. Policies which are effectively implemented include:

- Facilities Sharing Policy
- Learner Mentoring Policy
- Divyangjan Policy
- Research Policy
- Subject Associations Policy
- Code of Professional Ethics
- Code of Conduct for Students
- College Union Policy
- Staff Empowerment Policy
- Extension Activities Policy
- Green Policy
- Infrastructure Development and Maintenance Policy
- Performance Appraisal Policy
- Quality Policy
- Study Tour/Field Visit Policy
- Scholarships Policy

### **Appointments, Service Rules and Procedures**

The appointment of Faculty members and College Librarian is in tune with the long term perspective plan of the College, following the latest UGC regulations approved by the University of Kerala. The appointment of Non-teaching staff is in compliance with the Government of Kerala rules and regulations. The Kerala Service Rules (KSR) is applicable to both the teaching and non-teaching staff.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

### **6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

#### Response:

The College gives prime importance to the professional development as well as welfare of teaching and non-teaching staff.

#### Performance Appraisal System

Self **Performance Appraisal** by teaching staff is conducted annually. Members of faculty maintain a record of the Curricular, Co-curricular and Research activities undertaken by them which is approved by the respective Heads of the Departments. Performance Based Appraisal System based on the UGC and Government norms is followed for faculty promotion. PBAS proformas of the faculty members due for promotion are scrutinized by the IQAC and appraised by a screening/selection committee constituted by the University which includes external Subject Experts also. The Management conducts Academic Audit to assess the performance of the teaching and nonteaching Departments.

#### Welfare Measures

A number of **welfare measures** are implemented for teaching and non-teaching staff including Gratuity, Provident Fund, Maternity Leave, Medical and Life Insurance and House Rent Allowance.

The College has initiated **StEP (Staff Enrichment Programme)**, an initiative designed to ameliorate the physical, emotional, mental and monetary well being of the employees and thereby harness their potential to the maximum. Under StEP, the IQAC organizes **one week induction training programmes for newly recruited Teaching and Non Teaching Staff** since 2018. The training programmes have structured syllabi and schedules aimed at the outcome of grooming the new staff into the niceties of the job at hand. Five batches have undergone the training since 2018. An yearly **retreat** is organised for the Teaching and Non Teaching Staff of the College for spiritual nurturing. College organises **felicitation programmes** for the staff receiving awards and recognitions.

The College has a **Staff Recreation Room** where the teachers and the non teaching staff unwind after a long day at work. Besides this, there is a badminton court which is abuzz with activity after working hours. The College Staff is also encouraged to make use of the basket ball court in the College Hostel and also the College Cricket/Football ground. Every year the College arranges for a Staff Recreation Tour to a place of verdant beauty. This has proved to be a very successful detoxifying measure and an immensely successful team building activity. Non-teaching Staff tours are funded by the institution.

The College has a **Cooperative Society** that chips in with help when the chips are down in form of monetary exigency for the employees. **Hostel facility** is made available for members of staff/ faculty whose residence is far from college. **Staff Grievances Redressal Cell** caters to the timely redressal of grievances.

### Avenues for Career Development/Progression

**Professional Development programmes** for both teaching and non teaching staff are organised by the College. This includes FDPs, Workshops and in-house trainings for non-teaching staff. Faculty are motivated to attend faculty development programmes and the college and management provides support for the same. IQAC motivates all faculty members to engage in academic activities which will benefit them for promotion. IQAC provides training to members of non-teaching staff during their probation period. The training offered during this period is to familiarize them with basic office management, to improve their communication skills and to develop their interpersonal skills. They are encouraged to write Department Level tests for their promotion.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 52.3

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
23	40	32	28	25

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 51.09

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
66	42	84	19	23

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	35	35

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### **Response:**

The College has a well-planned strategy for mobilization and utilization of resources/funds and a transparent mechanism for financial audit.

#### **Sources of funds**

Central Government Funding Sources	UGC DST DBT-STAR RUSA
State Government Funding Sources	Grant-in-aid for salary KSCSTE KSHEC
Non-Government Funding Sources	Management PTA Alumni Student Aid Fund Philanthropists



### Strategies for mobilization and optimal utilization of resources and funds:

Well established **institutional mechanisms** exist for the **efficient and transparent** management of financial resources.

- The **Governing Council** takes decisions on the economic policies, strategizes annual financial plans and prepares the annual budget.
- The **IQAC keeps track of the possibilities of funding** from funding agencies and notifies the departments and the various wings of the College.
- Funds are mobilized as per the requirements discussed and assessed in the **Staff Council meetings**.
- **Funds are mobilized** for infrastructure, teaching-learning facilities, research, Major and Minor projects, Student projects, student welfare, conduct of Conferences/workshops/Seminars/Refresher Courses/FDPs, Salary component and extension activities.
- **Purchase committee** of each scheme ensures purchase as per standard procedures including tenders and quotations.
- **UGC funds** are apportioned by the **UGC Cell** of the College as per the needs of the Departments and the allocation for the respective departments under the UG and PG grants.
- **Infrastructural Development** is undertaken by the Management under the direct supervision of the Bursar and Principal.
- The College has always striven to attract **Endowments & Scholarships** that go a long way in supporting and motivating the students towards academic excellence.
- The **Stakeholders** have done a yeoman's service to the College by mobilizing funds for academic and infrastructural endeavors. Funds from Alumni, PTA, Management and local bodies have sustained and furthered the efforts of the College imparting holistic education to the students.

### Financial Audits

- All internal resources raised by the institution are subjected to **annual internal audits and external audits** by qualified auditors appointed by the Management. The audited accounts are presented in the Management Board meetings for its approval, and the accounts are sent to the CSI Trust Association for its approval.
- **UGC Accounts:** Audited annually by an authorized external auditor
- **Government Funds:** Audited annually by authorized Government auditors appointed by the DCE and the Accountant General's Office
- **PTA Funds:** Audited annually by an authorized external auditor and presented in its Executive committee and General Body for approval Management Accounts
- **Alumni Funds:** Audited annually by an authorized external auditor
- **Bishop Moore College Account, Sr. Rachel Joseph Hostel Account, College Book Stall Account:** Audited internally by the Head Accountant and externally by an authorized auditor annually.

The audit reports are discussed in the Management Board and appropriate actions are taken to settle the audit objections.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

The IQAC of the College is its veritable think-tank that strategizes and implements measures aimed at assuring quality, aligning national demands with international standards as well as meeting the stated Educational Outcomes and fulfilling the aspirations of its Vision and Mission.

#### **IQAC contributions:**

- Accomplishment of **consistent and progressive NIRF Ranks** - Ranked 92nd in 2018, 76th in 2020, 89th in 2021, 58th in 2022 and 51st in 2023 in College-Category
- Active involvement in making the College to be **the first SAAC (State Assessment and Accreditation Centre) accredited institution** in Kerala
- Effective institutionalization of **Sustainable Development Goals** through **MISD (Moore Initiative for Sustainable Development)** - visible in **District Green Champion Award** for successfully setting up Swachhta Action Plan, **Biodiversity Award** for the campus, **Certificate of Merit from Social Entrepreneurship Swachhta & Rural Engagement Cell** and Recognition as **Social Entrepreneurship, Swachhta & Rural Engagement Cell** by **MGNCRE** under MoE
- Promotion of
  - industry-relevant skill-training aligned with **Skill India mission**
  - **GO DIGITAL initiative** in tune with **Digital India** programme
  - **Make in India** initiative
  - **Atmanirbhar Bharat**
- Steps to transform to **rational and skill-based education** upholding a holistic, flexible and interdisciplinary approach based on the pillars of **access, equity, quality, affordability and accountability**, in line with **NEP2020**:
  - **Workshops and discussions on NEP2020**
  - **MIST (Moore Initiative for Skill Training)**
  - **PRERNA (PRomotion and Enhancement of Research for a Nouvou Academia)**
  - **Outcome Based Learning and Mapping of Outcomes**
  - **Innovation Promotion Ecosystem** through establishment of **IIC**
  - **Curriculum Enhancement through Add-on, Certificate, Bridge and value added courses**
  - **NDLI Club** to facilitate developing knowledge, skills and traits beyond curriculum
  - **Local Chapters** for **SWAYAM-NPTEL, ISRO-IRS and Coursera**

- **Harmonization** of College activities with the themes mentioned in the finance and sherpa track of **G20 initiative**
- Direction for Programmes under **Azadi Ka Amrit Mahotsav**
- **Effective IPR awareness**, leading to the generation of **two patents**.
- Association with **GAD-TLC** under **PMMMNTT** scheme of MoE - organised three FDPs
- Association with **Kerala State Higher Education Council (KSHEC)** - organised three **FDPs**, four **ERUDITE Scholar-In-Residence Programmes**
- **Association of Knowledge Partnership** with IIT Bombay Spoken Tutorial Programme
- Establishment of the **Rev. George Mathen Publishing Academy** for **publications in regional language**
- **Publication of Student Projects** in International Peer-reviewed journals
- **StEP (Staff Enrichment Programme)** designed to ameliorate physical, emotional, mental and monetary well-being of staff - training/induction/orientation programmes organized regularly
- **Organises Induction and Bridge Programmes** for first year students
- Organised **NAAC sponsored National Workshop**

### IQAC Review Mechanisms

Teaching Learning Process	<ul style="list-style-type: none"> <li>• <b>Annual Internal Academic Audit</b></li> <li>• Two <b>external Academic Audits</b> during the last five years</li> <li>• <b>Review of Annual Reports</b> of functional units</li> <li>• Collection and Analysis of <b>student feedback</b> on teaching-learning</li> </ul>
Structures and Methodologies of Operations	<ul style="list-style-type: none"> <li>• <b>Energy Audit</b></li> <li>• <b>Environment Audit</b></li> <li>• <b>Green audit</b></li> <li>• <b>Feedback from stakeholders</b> obtained periodically and analyzed. Suggestions for improvement incorporated in IQAC action plans</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• <b>Analysis of Attainment of Outcomes</b></li> <li>• <b>Result Analysis</b> is given special emphasis in Internal and External Academic Audits</li> <li>• <b>STARS of MOORE</b> to assess College Educational Outcomes</li> </ul>

The incremental improvement in various activities is recorded in review meetings and communicated to stakeholders. Incremental improvement is visible in:

- Incremental NIRF ranks
- Yearly increment in research publications
- Increment in add-on, certificate, bridge courses offered
- Science departments supported under DBT STAR College scheme
- Research facilities enhanced under DST-FIST, KSCSTE-SARD and other Major and Minor projects
- Increment in functional MoUs, collaborations
- Establishment of new initiatives - IIC, MIST, MISD, PRERNA, STARS

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

**6.5.2**

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

The Vision and the Mission of the College along with its Educational Outcomes has as its **agenda**, the realization of **gender parity**. The same is implemented by **initiating programmes** aimed at achieving the **goal of gender equality** as stated in the **UN Sustainable Development Goals** and implied in the **UNAI principles**. The College ensures that they **reach fruition** by analyzing that the situation is realized in praxis with regular and systematic **gender audits**.

- The **Women's Cell and Women's Study Unit** initiate programmes to promote gender equity and ensure the general well-being of the women students of the College.

- The College has a well maintained **Women's Hostel** and a **Women's Centre**. The Women's Center has an incinerator and a sanitary pad winding machine. These infrastructural support systems go a long way in encouraging women students to take admission in the college and offer them succor once the admission is taken.

- The **Academic curriculum** followed by the College has courses that are aimed at furthering the culture of gender parity. Electives like 'Theorising Sexualities', 'Dalit Sahityam, Streevada Sahatiyam' offered by the Departments like English and Malayalam go a long way in fulfilling this end.

- The College understands that **Legal Awareness** is a basic requirement for empowering women. Sessions led by leading practitioners of law are imparted to the students.

- As a part of the **Campus to Community** initiative, the women students are encouraged to contribute their bit to ameliorate the condition of the women in the larger society. For instance they were given a project to identify the problems of women belonging to the rural background. Solutions were attempted for the problems thus identified.

- The College has a vibrant **Internal Complaints Committee** that plays a proactive role in ensuring and enforcing safety of the women students.

- **Motivational talks** by women achievers from diverse fields like writers, professionals, civil service personnel and academicians are organized to inspire the students to undertake journeys of self-discovery and excellence.

- The health of a society is determined by the **health of its women folk**. In this regard, programmes

which focus on their health are regularly arranged in the College. Resource persons from the field of medicine interact with students which gives an opportunity to gain a clear understanding and improve the awareness among the students and to disentangle the networks of myth, customs, and unscientific knowledge surrounding the topic of women's health.

- **Self –defence** skills are imparted to the students and **skills at enhancing employment opportunities** like offering training in art and craft, floral arrangements, mushroom cultivation etc is a part of the regular activity chart of the College. A day is set aside every year for the girl students to showcase their artistic skills and expertise.

- The College celebrates **Women's day** every year without fail by organizing events like plays, seminars, quizzes and debates.

- In addition to the mentoring by wardens, the college extends the services of a **professional counsellor** to the women students as and when a request is received on this behalf.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### **7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

The College has as its **Motto “The Truth Shall Make You Free”**. The ‘Truth’ envisaged is the state of enlightenment attained when one fathoms the Universal Oneness of existence. This idea of organic oneness of Being leads the College to its driving principle of **Vasudhaiva Kutumbakam** as quoted in the Hindu text Maha Upanishad. This inclusivity propels the secular character of the College and inspires its march towards tolerance and harmony in the cultural, regional, linguistic, communal and socio-economic spheres, aligning with the **UNAI principle of promoting inter-cultural dialogue and understanding, and the unlearning of intolerance, through education.**

In line with the UNAI principle of commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity, the College ensures **transparency in student admission and staff recruitment** and guarantees a **level playing field for all cutting across gender, class, caste or religion and merit** becomes the sole criteria for selection. Reservation of seats for SC, ST, Divyangjan, Community, Sports quota candidates are followed as per the University of Kerala rules.

UGC recruitment rules form the deciding criteria for the recruitment of teachers. The transparent

recruitment process ensures that **teachers of all communities irrespective of caste, creed and religion form a part of the teaching fraternity** of the College.

**Induction programmes for newly recruited staff and the orientation programme for students** raise awareness regarding the inclusion of sections of the society who are alienated from the mainstream due to physical, mental, cultural, socioeconomic differences. There has been attempts to nurture and protect the exploited resources of the society which includes both natural and human resources.

**Support and succour is provided to all needy students** irrespective of gender, caste, class or religious discrimination, which are ensured through the functioning of bodies like

- Anti-Ragging Cell
- Anti-Sexual Harassment Cell
- Equal Opportunity Cell, SC/ST/OBC Cell
- Women's Cell
- Internal Complaints Committee
- Counselling Cell

Various measures were taken to provide relief to the students affected by flood and corona pandemic, which includes building a house for a needy student whose house was destroyed in the flood, providing mobile phones for online education during the pandemic, distributing food and other materials during floods - such initiatives are ingrained in the ecosystem of the College.

Under the **Azadi Ka Amrit Mahotsav**, myriad activities were organised that were aimed at solidifying the culture of inclusiveness.

- Fifty programmes were organised in the College and in the nearby areas
- A freedom wall was painted in the College

With a view to foster and reinforce the **spirit of Communal Harmony and National Integration**,

- **Ekta pledge** is taken by the students every year on 31st October, **Rashtriya Ekta Diwas**
- **Human Rights Day and Constitution Day** are celebrated, both of which ensure that the students are sensitised about the secular character of our democracy.
- Staff takes the **QUAMI Ekta Pledge** on 20th Nov. every year in the Principal's Office as part of National Integration Week Celebrations
- Important festivals are celebrated with equal fervor be it **Onam, Christmas, Diwali, Holi or Kerala Day**.



- **Republic Day, Independence Day and Gandhi Jayanthi** are celebrated as symbols of patriotic and secular character of our country.
- The Democratic culture is fostered with the democratic conduct of College Union, Staff Council and PTA elections.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE - 1**

**Title**

**Moore Initiative for Sustainable Development (MISD)**

**Objectives**

- To sensitize in learners an awareness of the seamless character of existence
- To develop an empathetic attitude to preserve natural resources for the next generation
- To transform them into responsible global citizens aspiring to work towards interconnected challenges like equity, peace, prosperity and sustainability
- To equip the present learners who are the future decision-makers to achieve the sustainable development goals by 2030.

**Context**

The devastating floods that ravaged Kerala in 2018 stirred the collective consciousness of the stakeholders of the College, prompting them to brainstorm on the possible causes of the disaster. An urgent need was thus felt to galvanise the present consumers of the world's natural resources to an understanding of the need for sustainable consumption/development. Thus evolved the idea of MISD which aligns the intended interventions of the College, based on global requirements, with the UN Sustainable Development Goals.

**Practice**

MISD epitomizes the third Educational Outcome of the College and equips the students to address the social, economic and environmental problems world-wide. The various Clubs and Associations of the College work in tandem to achieve these objectives.

**Ameliorating poverty and feeding the hungry** were envisioned in schemes like Student Aid Fund, *Hridayapooravam* and *Karuthal* wherein food packets, basic amenities and financial support were extended to the needy and in donating a flood resistant house to a student who lost his house during floods.

**Good health and wellbeing** of the society was targeted in Anti-drug campaign *Vimukthi*, ASPIC Club, UBA, Cancer awareness, Blood donation, Palliative care, Medical camps and the ongoing DBT Major Research Project on "Human Milk Based Human Milk Fortifier for Pre-term infants".

**Quality education for all** was aimed at through Ensemble '22, Induction Programme for ISC Students, School-Teachers Training Programme, Gifted Children Programme, *Shasthrajalakam* and the setting up of a Reading Corner at CMS LP School.

**Affordable and sustainable energy** was achieved through a 50 kW on grid solar power plant installed in campus.

**Affirmative Climate Action** is visible in the supercapacitor research for sustainable energy, Bamboo cover to achieve **carbon neutrality** and in initiatives like *Parithrana*, Miyawaki afforestation and National Seminar on "Sustainable Re-building of Kerala in the Post Flood Scenario".

**Clean Water and Sanitation** goal is aimed in the research on cost-effective and efficient route to treat wastewater by photocatalysis using sunlight, Water Conservation Awareness programme and Water Quality Testing.

**Gender Equality, Responsible Behaviour in Consumption and Production and Sustainable Cities and Communities** is the focus of the activities of *Bhoomitrasena*, Financial Literacy Mission, Gender Sensitization Campaigns, *Ma Nishada* Peace Rally, Anti Dowry Campaign, Unity Day Pledge, *Puneet Sagar Abhiyan*, *Swachh Bharat* Campaigns, Cleaning activities, Training on Mushroom Production, Solid Waste Management and Vermicomposting.

### **Evidence of Success**

District Green Champion Award for successfully setting up the Swachhta Action Plan Committee, implementing best practices in areas of sanitation, hygiene, waste-management, water-management, energy-management and greenery-management.

Biodiversity Award for the campus.

Certificate of Merit - Social Entrepreneurship, Swachhta & Rural Engagement Cell - Institution for inculcating the practices of Mentoring, Social Responsibility, Swachhta-and-Care for Environment and Resources in faculty, students and community.

Values imbibed from College are reflected in subsequent student initiatives

## Problems Encountered and Resources Required

1. The activities were done on a shoestring budget with contributions from Alumni, Teachers and Philanthropists.
2. COVID restrictions prevented effective social interaction

## BEST PRACTICE - 2

### Title

### PRomotion and Enhancement of Research for a Nouveau Academia (PRERNA)

### Objectives

- To create an ecosystem of research in the campus
- To galvanize students to creatively contribute to the ever-evolving chain of knowledge
- To engage in cutting-edge interdisciplinary/multidisciplinary research contributing to sustainable development of the nation

### Context

We live in the times of Third Industrial Revolution. Every decade brings in changes that previously took a century to happen. The College has identified the need to creatively sync the students and faculty to the demands of the time. A pressing need to ensure that the theory and praxis of cutting-edge research is embedded in the academic ecosystem of the College thus became an inevitable requirement. Thus evolved the practice of PRERNA (PRomotion and Enhancement of Research for a Nouveau Academia) to promote a research culture in the campus.

### Practice

A major step towards the promotion of research culture in the campus was the formation of the **Interdisciplinary Research Committee** to monitor the prospects and provide directions. Subsequently, the **Development of Research Infrastructure** was accomplished by degrees through the sanctioned projects including the DST-FIST Scheme, KSCSTE-SARD project scheme, Major and Minor Research Projects.

The setting up of the **Centre for Advanced Functional Materials** as well as **Centre for Nanoscience and Human Milk Research** (Research Centres of Physics and Chemistry) saw the research culture being raised to notable standards. Faculty and students are inspired to publish papers in international journals and present papers in International/National Conferences. Faculty with PhD are encouraged to become Research Guides.

The research Departments ensure that students **imbibe the research culture of reputed institutes** like IITs, NITs, IISc, IGCAR and IISER by helping them to carry out **Summer Research Projects** there. They are also encouraged to undertake **State Funded Projects** under KSCSTE. Brainstorming on the results as well as problems encountered is done through **weekly meetings and presentations** of Research Scholars and faculty.

Opportunities are provided for students and faculty to meet and learn from renowned researchers across the globe through programmes like **ERUDITE Scholar -in Residence Programmes, Conferences and Workshops**. Collaborations and MoUs with reputed institutes promote interaction between institutes. Research scholars are given opportunities to **have first-hand experience of acquainting with cutting-edge research happening around the world** through short term visits at institutes like the University of Newcastle, Australia, and Sunway University, Malaysia.

The incremental growth in the research output is witnessed in the increasing number of international **publications** and in the granting of **patents**.

### Evidence of Success

1. Consistent and progressive NIRF ranks. Ranked **51** in College Category in NIRF Ranking 2023
2. Yearly increment in the number of publications
3. Intellectual Property - Patents granted
4. Alumni pursuing research in International Universities - Ireland, Australia, IISER and IIST
5. Aspire scholarships and KSCSTE student projects
6. Student Innovation being recognised at the State/National/International Levels

### Problems Encountered and Resources Required

1. Problems in connecting with industry to market our research
2. Limited access to cutting edge measuring instruments in institutions of national importance

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

**Holistic development of students**, with international standards, edified with the sanctity of truth, equipped to serve has been the cornerstone of the ideas ingrained in the Vision and Mission of Bishop Moore College and also in its Educational Outcomes. The way the College employs unique strategies to meet this end is what contributes to the Institutional Distinctiveness

The first area of focus is the **Core Competency Development** of the students who are led to gain an in

depth understanding of the core topics of study and an application-level clarity of the same. They are inspired to develop a multidisciplinary perspective and thus contribute to the knowledge capital of the country in particular and the world in general.

- Students are led to acquire **global competency in the area of study** and creatively contribute to the ever-evolving chain of knowledge in the domain.

- The College has also evolved a practice of promoting research and **making aspiring students a part of the global research community**. This is achieved through an ample number of gateways where students get to meet and interact with researchers from across the world - a few among the notable scientists who visited the campus and interacted with the students during the last five years:

  - Ø Prof. Ajayan Vinu (The University of Newcastle, Australia), Prof. P M Ajayan (Rice University, Texas)

  - Ø Dr. Lynette Keeney (Tyndall National Institute, University College Cork Ireland), Prof. Akeel Bilgrami (University of Columbia)

    - Ø Prof. Laura Mulvey (University of London)

    - Ø Prof. Simon During (University of Melbourne)

- International and National Conferences, workshops, seminars and lectures are organized regularly to **impart the latest developments in academic and research fields**.

- Graduate and Post Graduate students are given opportunities to carry out Summer Research projects at reputed institutions like

    - Ø Indian Institute of Science (IISc), Bengaluru

    - Ø Indian Science Academies

    - Ø Indian Institute of Space Science and Technology (IIST)

    - Ø IITs

    - Ø IGCAR

The requirement for **Professional Skill Development** is a prerequisite for being prepared for the job market. The students are led to understand that learning is a lifelong, continuous and dynamic process that does not cease after graduating from College and has to continue at the professional and personal spaces as well.

- A heightened Emotional, Spiritual, Adversity and Creativity Quotient besides sharpening the Intelligence Quotient is cultivated.

- Programmes to enhance communication, soft skills and other employability skills include

Ø MIST (Moore Initiative for Skill Training)

Ø ASAP (Additional Skills Acquisition Programme)

The College **promotes the use of technology** and ensures that it is actually utilized by the students. Tech-savvy students are moulded through imparting technological skills via programmes like

- Association of Knowledge Partner Spoken Tutorial Programme, IIT Bombay as part of the National Mission on Education through ICT, of MoE, Govt. of India,
- Training on Canva as a design tool under MIST (Moore Initiative for Skill Training)
- Discussions on Google classrooms and presentation opportunities in various programmes.
- Students are oriented soon after their admission to a programme, on online learning platforms like Coursera and Swayam-NPTEL and are encouraged to take up such courses during their years of study in the College.
- The College is registered as an IRINS instance developed by INFLIBNET Centre.
- Web OPAC (Online Public Access Catalogue) facility is made available through KOHA Library Management Software to know the bibliographical details about the collection.

**Environment Consciousness and Sustainability** is the bedrock of sustainable development and therefore attempts are made to cultivate a zest for developing a lifelong engagement with sustainable social development, to develop into proactive citizens sensitive to environmental issues and to strike a fine balance between socially relevant and environmentally sustainable goals. Students are inspired to take up leadership roles in activities like

- MISD (Moore Initiative for Sustainable Development)
- Zero plastic campus
- Nature conservation activities
- Bhoomitrasenasena Scheme
- Nature Club
- National Service Scheme
- Research on sustainable solutions to energy and clean water

Ethical Consciousness is a key point in the College Educational Outcomes, which is aimed at the outcome of **inculcating a value system among students**. A heightened ethical consciousness is developed in students with a commitment towards communal harmony, steadfast to the cause of women and the marginalized. Activities that cater to the same include:

- Services of the College Chaplain
- Activities of the Value Education Cell
- Each day starts with a morning prayer and the sharing of a thought for the day by a student through the public address system
- Chapel service is conducted on every Wednesday, during which the College Chaplain speaks on the values to be upheld in life
- Mentoring system provides consistent psycho-social support for the mentees under a stipulated mentor.

A sense of responsibility towards **contributing to National development** is inculcated in students through

- National Cadet Corps units for men and women students
- Programmes upholding national integrity
  - Ø Independence Day Celebrations
  - Ø Republic Day Celebrations
  - Ø Observations of Gandhi Jayanti, Constitution Day
  - Ø organizing of programmes as part of Azadi Ka Amrit Mahotsav
  - Ø Ekta Pledge on Rashtriya Ekta Diwas
  - Ø National Integration Week Celebrations with a view to foster and reinforce the **spirit of Communal Harmony and National Integration**
  - Ø Democratic culture is fostered with the democratic conduct of College Union elections

A **Quest for Excellence** is thus ingrained in the students during their term of study, programmes like the STARS OF MOORE specifically catering to the same. They go out into the world as holistically developed individuals and contributing global citizens, who aspire to make the world a better place to live.

Students are empowered, made aware of their rights and supported through the effective functioning of bodies like Anti-Ragging Cell, Anti-Sexual Harassment Cell, Equal Opportunity Cell, SC/ST/OBC Cell, Women's Cell, Internal Complaints Committee and Counselling Cell.

Thus the most distinctive feature of the College is the way that it drafts the strategies to be adopted for the holistic development of the students, mindful of the fact that the draft has to be a dynamic one, keeping in mind the fast changing/evolving realities of the world and then ensuring that the draft finds an effective implementation in praxis.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

The ability of the College to conduct Refresher Courses and Lecture Workshops of the Indian Science Academies, that excel both qualitatively and quantitatively has placed it in an enviable position compared to the other Colleges of the State.

Concern for gender and social equity is visible in the demography of the College and also in the incentives/scholarships offered to such sections of students.

The faculty of the College is motivated towards research and encouraged to keep abreast of the latest developments evident in the teacher's bagging projects, a patent, signing MOU's and getting their findings published in journals of international repute.

The most important thing to note is the way the College has made excellence a part of its genetic makeup. This is evident in the continuation of achievements in the period subsequent to the years taken up for assessment. After the assessment while a patent was awarded to a faculty, another faculty won the Padmarajan Prize for Malayalam Short Story. The College developed India's first human milk fortifier for babies in collaboration with the Pushpagiri Centre for Medical Research and Department of Biotechnology, Govt. of India.

The College started a new PG course in Behavioural Economics and Data Science. The green initiatives of the College continue to bring laurels. The College bagged One District One Green Champions Award of the Mahatma Gandhi National Council for Rural Education. The College entered into an Association of Knowledge Partnership with IIT Bombay Spoken Tutorial Program.

Four Faculty Development Programmes were organised in collaboration with GAD TLC, New Delhi and St. John's College, Agra under PMMNMTT scheme. Meanwhile, the faculty of the College continue to contribute to academic excellence while the students on their part continue to secure top positions at the University Examinations.

### **Concluding Remarks :**

The details provided thus encapsulate the fact that Bishop Moore College has not just sustained its tradition of all round excellence during the five years in question but has managed to up the bar by several notches on myriad fronts.

These five years have seen the College leapfrog into the 51st position among the best Colleges of the country in the NIRF ratings. It is a proud fact that it has DST-FIST, DBT-STAR and KSCSTE SARD funded Science Departments and vibrant Commerce and Humanities Departments.

Consistent academic excellence has been the forte of this College, which though situated in a rural area, churns out University toppers every year. This is done while ensuring that the students do not miss out on the extracurricular activities and also seeing to it that they excel in National/State level competitions.

The fact that the students are trained to be creative and inquisitive have resulted in them develop the ability for

doing research projects with organisations of repute. That the holistic development of the students is the priority of the College is visible in the plethora of add on and skill development courses that the College offers.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 37 Answer After DVV Verification :35</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1076</td> <td>527</td> <td>728</td> <td>657</td> <td>666</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>978</td> <td>476</td> <td>728</td> <td>657</td> <td>666</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1076	527	728	657	666	2021-22	2020-21	2019-20	2018-19	2017-18	978	476	728	657	666
2021-22	2020-21	2019-20	2018-19	2017-18																	
1076	527	728	657	666																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
978	476	728	657	666																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 458 Answer after DVV Verification: 456</p>																				
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b> Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
426	484	490	526	520

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
425	472	477	507	507

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
515	534	515	531	526

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
514	522	502	513	513

Remark : As per documents provided by HEI

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
74	81	73	95	91

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
64	81	76	96	85

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
104	104	99	104	104

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
104	116	112	122	116

Remark : As per documents provided by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.31	49.902	0.66	0.1	76.3816

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.31	49.902	0.66	0.1	31.8

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	26	24	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49	32	26	24	21

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	18	20	26	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

32	16	18	26	17
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Remark : As per documents provided by HEI

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	12	15	16	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	5	4

Remark : Excluding days programs ,As per documents provided by HEI

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification : 41

Answer After DVV Verification :31

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

**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 114

Answer after DVV Verification: 97

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
787	1196	600	492	525

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
700	1048	517	497	505

Remark : As per documents provided by HEI

### 5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

#### 5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
227	287	302	301	302

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
227	287	302	301	287

#### 5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
447	480	467	457	464

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
373	388	356	370	287

Remark : Modifying the metric as per 2.6.3.1 number of outgoing students passing the examination and being placed

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	9	16	19	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	15	16	9

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

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	27	36	34	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43	21	33	28	18

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	42	75	17	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
66	42	84	19	23

6.3.3.2. **Number of non-teaching staff year wise during the last five years**



Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	35	24	21	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	35	35

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li><b>2. Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4. Participation in NIRF and other recognized rankings</b></li> <li><b>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li><b>1. Alternate sources of energy and energy conservation measures</b></li> <li><b>2. Management of the various types of degradable and nondegradable waste</b></li> <li><b>3. Water conservation</b></li> <li><b>4. Green campus initiatives</b></li> <li><b>5. Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit / Environment audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Clean and green campus initiatives</b></li> <li><b>4. Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations