



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

VTM NSS COLLEGE

**VELLU THAMPI MEMORIAL N.S.S. COLLEGE, DHANUVACHAPURAM
695503**

www.vtmnsscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VTM NSS College, affiliated to the University of Kerala, is one of the most prestigious institutions of Nair Service Society. Established in the year 1964, the college has an illustrious history of social service, imparting quality education. Located in a lush green environment, the campus covers an area of 19 acres on a hillock at Dhanuvachapuram, a place of historical significance, en route Kanyakumari on the southernmost part of Kerala. The institution is one among the realized dreams of an eminent, compassionate and committed visionary, BharathaKesariPadmabhushanMannathuPadmanabhan who pursued a noble endeavour to democratise the horizons of education during the turbulent times. The terra firma of the college is based on the legend's ideals of selfless service, philosophy of action, value of unity and above all the need to change. The college is named after the great freedom fighter, ThalukulathuVeluThampiDalawa. The institution, established on his 200th birth anniversary, commemorates his principles of valour, conviction and patriotism. The institution also proudly acknowledges its great native, Swadeshabhimani Ramakrishna Pillai, who was a visionary, renaissance writer and journalist. Ayyankali, the renowned social reformer who strived to emancipate the downtrodden, was also a native. To add to the rich legacy, the great social revolutionary SreeNarayana Guru erected a Shiva temple at Aruvippuram, a neighbouring village, defying the tradition of casteism. Inspired with the ideals of these great visionaries, the Institution has always been committed to the development of young minds from the diversified and backward strata of the society.

Vision

The vision of the institution is “to interlace a culture of civility with equity and excellence, by believing in a democratic dissemination of knowledge that transcends all barriers of segregation”. The college as a whole aims to set a suitable epistemological milieu for the learners to enhance their competence holistically. With the institution's vision to spread knowledge and to create professionally equipped and responsible citizens of the society, it recognizes the need to impart quality education and academic distinction to the students. It is a beacon of excellence in the realm of education and enables the learners to attain proficiency in strategic and life skills. It has always pursued the path laid down by Sri MannathuPadmanabhan to nurture and elevate the hopes and aspirations of a community from decadence and disintegration. The dissemination of knowledge and the pursuit of excellence resonate with the transcendent principles of the founding father. His vision still inspires the dedicated learning community, in furthering exploration, discovery and creativity. The sylvan surroundings in which the college is situated is conducive to a peaceful academic atmosphere. This deepens the perceptions of the institution to hold its rich tradition, yet oriented towards modernity. Presently, the college is passing through a transitional period of hectic development in academic and non-academic activities in order to impart innovative and best practices in education. The college keeps abreast its vision, mission and goals in its relationship, accomplishments and service to the learning community, the society and the nation at large.

Mission

The mission of the College is “to build up an epistemological platform for exploring new realms in science and technology, art and culture, to improve the socio-economic status of the community and to instill values of life, diligence and skill in students”. The institution, as a pedestal of learning endeavours to spread the light of

knowledge and life skills among the students, ensures an all-inclusive and sustainable development. It is committed to address the needs of the society in general and the students in particular and fervently desires to protect the distinctive culture and tradition of the local milieu. It envisages in imparting knowledge to the heterogeneous student community with affability, justness and finesse, transcending all barriers of segregation. It strives to provide a scaffold where the learners are equipped with technological advancements also, along with the values of life, diligence and divergent skills. A holistic development is sought by imbibing the values ingrained in the motto:

II?????? ?????? ?????? II

“Let true knowledge and wisdom be kindled for those on the pedestal of learning

with the sublime qualities of cosmic, spiritual and human values”

The learners are inspired to seek and entrench true knowledge and wisdom by inculcating in them, the exalted ideals of the universal, spiritual and human values. A fervent desire to break the fetters of ignorance, subjugation and isolation forms the kernel of learning. The institution, with its glorious past and opulent cultural heritage ennobles and enlivens the surrounding rural population.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The greatest strength of institution is the opportunity for a holistic development it provides to the heterogeneous student community, hailing largely from socially and economically backward strata of the society. It in turn serves the cause of social justice, ensuring equity and ultimately contributing to the process of nation building. A dedicated and well qualified team of faculty spearheads the novel task of disseminating knowledge and life skills among the students. A pretty good number with high academic pedigree among the student population is another potency of the institution. A pedestal of episteme is created through the amalgamation of these talents with the vivid competencies of the mentors.

With a large area of 19 acres of eco-friendly campus ensures ample scope for future development and expansion. The profoundly supportive management and democratically functioning administrative and academic bodies strengthen the institution more. The advancements in IT play a vital role in reinforcing the teaching-learning and governance of the institution. Ever since its inception, the IQAC leads as well as monitors the quality improvement measures, assuring academic excellence. The union of teachers and parents, the PTA, contributes significantly to the development and harmonious functioning of the college. Moreover, the plethora of extension activities undertaken and the best practices adopted by the institution are the manifestation of the congenial atmosphere prevailing in the institution. The attempts of the institution to impart virtues and develop divergent competencies through value added courses facilitate the all-inclusive growth of the wards.

Institutional Weakness

The collegeset in a rural background, faces a few disadvantages that hinder its progress towards excellence. As a higher education institution, aspiring to provide quality education, it strives to inculcate knowledge to a large heterogeneous community. One of the major drawbacks is that it is not able to give admissions to every high

school graduate who applies. Only a limited number of programmes are offered for the candidates to choose from. Moreover, the existing Post Graduate Departments are not upgraded into research centers and Post Graduate programmes for some of the existing undergraduate courses are yet to be started. The college trails far behind when compared to some of the advanced institutions in introducing diploma programmes. The same is the case in imparting vocational education and training. The number of students undertaking field projects and internships are meagre. Being a college, far away from the city centre and situated in a tiny village, it is difficult to attract teachers and students from other countries. Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies and endowments are yet to be tapped. The dream for setting up an eco-system for innovations including an incubation center and other initiatives for the creation and transfer of knowledge are yet to be realized. Even though, the institution has a sprawling campus, the inadequate infrastructure, including the absence of a students' hostel and other accommodation facilities also proves to be an obstacle in the path of a comprehensive development.

Institutional Opportunity

The institution is bestowed with ample scope of enhancement through the amalgamation of the talents of the learners and the skills of the well-qualified faculty. The vast and wide openings that provide an excellent existing Post Graduate departments into research departments is also a remarkable platform to escalate the institution to the pinnacle of excellence, serve as the core of opportunities. A pro-active management and a committed administrative staff are of huge advantage. The campus is most suitable to expand novel academic programmes that suit modern and contemporary requirements, especially, upgrading the under graduate programmes to post graduate ones. The scope for tapping funds from various agencies, both State and Central, are yet to be best explored. The complete automation of the General Library will provide a heap of opportunities for the learners. The contribution of the Alumni can be bettered for an all-inclusive progress. Moreover, the college campus with a sprawling 19 acres provides a conducive platform to expand and explore diverse academic activities and to promote environmental sustainability. A large play field offers abundant opportunities to develop into a state-of-the-art sporting arena. The locational advantages and disadvantages are subjects of concern and can effectively be put into extension activities, thereby, sensitising and enriching the academic community with human values and social commitment. This stands au fait with the vision and mission of the institution.

Institutional Challenge

In its stride towards a holistic and sustainable development, the college faces many challenges. Prima facie, the upliftment of the economically backward sections of the student community, especially the girls, who constitute a considerable share of the learning populace, is an enormous challenge. Owing to a lack of awareness, financial difficulties, marital status and being rooted in a rural culture and tradition, the female learners do not complete their graduation justifying their potential. Even though they excel in their high school and senior secondary level, they tend to dropout fast. In addition to this, the students belonging to the reservation category, like the SC and ST sections, the tendency to dropout is more. An urge to get a job, economic problems, lack of proper awareness on career opportunities and the various contemporary distractions of youth in general, contribute to the same. The emergence of new generation courses, viz., medicine, engineering and other technical and paramedical courses, is another major challenge to institutions like this, which offer conventional programmes in science / arts / humanities. This impedes the learners' choice to opt for the traditional degree

programmes. A major challenge is to make a mark at the national level in the realm of research with high impact publications, patents and technology transfers. Focus on vocationalisation of higher education in policy making also poses a pertinent threat. Even the delayed repair of infrastructure facilities is also one among the challenges to overcome.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution takes pride in having brought about a meaningful delivery of the curriculum through committed patterns of instruction over the last five years. The college successfully introduced M.A Economics in 2013, in addition to the existing 11 FDP and 3 PG programmes. Through the careful planning and structuring of an Academic Calendar, the institution accomplishes optimum curriculum delivery. Within the frame work of the curriculum regulated by the University, the Institution makes right choices in the Elective and Open courses, suiting the divergent academic needs of the heterogeneous student community.

Regular academic audits and reviews have ensured the efficacious implementation of the curriculum. Every academic year, a bridge course is conducted for the students who enroll into various graduate programmes, in order to equip them with the right attitude and aptitude to face the rigour and time constraints of the system and to effectively utilise the available resources within the time frame of a course. The Walk With the Scholar programme for high achievers and the Scholar Support Programme for students with a below average performance are conducted. Remedial teaching is also provided for the students who need extra help by the respective departments. They are sensitised with pressing social issues like gender, environment, human rights and basic ethics through the value added courses offered by various departments in the college. Effective curriculum delivery and a holistic development are realised through a regular and operational feedback mechanism, collected from the various stakeholders and prompt action is taken accordingly.

Teaching-learning and Evaluation

The admission procedure followed by the Institution is in strict adherence with the University regulations. The College imparts an outcome-based education to a diverse student community, comprising mostly the lower strata of the society including those from coastal area. Students joining the College from the neighbouring states enrich the enrollment every year. The institution follows a student-centric approach in all the facets of the teaching-learning process. The mentor facilitates the categorisation of the students into advanced and slow learners, based on their learning capacity, interest and pace of learning. Various programmes and innovative methodologies like ICT enabled teaching-learning, Minimum Learning Material (MLM), Satellite Group Study System, Peer learning and Collaborative learning are being practised to ensure academic prowess. Proficient and research oriented teaching faculty with national and international recognition, augment the noble process. The faculty are always enthusiastic to update their knowledge levels and the institution aids them in many ways. The College follows an effective Continuous Internal Evaluation (CIE) system, adhering to the institution's academic calendar, to assess the academic skills of the learners. Various reforms like Formative Assessment, Summative Assessment, Open Book Examination System(for PG students), Group Discussions, etc., are incorporated to ensure a learner-friendly assessment. Validity, reliability, objectivity and fairness in CIE are the hallmarks of the reforms practised in the institution. It also warrants a transparent and robust evaluation and the grievances, if any, are redressed in a time bound and efficacious manner. The PO, PSO and CO are also communicate to the stakeholders.

Research, Innovations and Extension

The institution promotes research oriented development by motivating and inspiring the teaching faculty as well as the students. The IQAC and the research committee spearhead the incorporation of a research ambience among the academic community. It also monitors and directs research activities and urges the faculty members to submit research proposals to various funding agencies. Several faculty members are recognized as Research Supervisors and many are actively engaged in Major and Minor research projects. Collaborative research programmes with institutions of national repute are encouraged. Moreover, most of the faculty have their publications in UGC recognised journals and have authored many books. As a novel initiative to promote ethical research techniques and to reduce plagiarism, some of the departments have installed anti-plagiarism software. Several departments have introduced short term courses and research journals wherein, both the teachers and the learners recognise a diverse array of issues and equip themselves to recommend adequate solutions. The latent values of humanity, sense of commitment to the society and the nation at large, are enhanced by facilitating the learners to participate in a plethora of extension activities. Under the auspices of NCC, NSS, Women Study Unit and various departments, the students learn and develop active and constructive participation in the community. Various flagship programmes of the Government, lending a helping hand to the victims of natural disasters, conserving the ecosystem and awareness on contemporary issues, aid the students to imbibe moral values and ethics of comradeship resulting in an all-inclusive growth.

Infrastructure and Learning Resources

Set in a lush green milieu, the college is spread over an area of 19 acres. It is divided into two blocks: The main block and the Commerce and Economics block. The main block consists of the Administrative Office with reprographic facilities, 9 classrooms with ICT amenities, department staff rooms, an IQAC room, a seminar hall with ICT facilities, a language lab, a computer lab, laboratories, a history museum, NSS and NCC rooms, a fitness centre, an automated General library and a auditorium with a seating capacity of 1500 and a vast play field. The Commerce and Economics block is a heritage building and accommodates two ICT enabled class rooms, staff rooms and department libraries. The Wi-Fi campus provides access to information and knowledge and made the administrative processes brisk. The General Library is an immense storehouse of information with latest editions of books, journals and e-resources. Various committees and systems in the college are responsible for the optimum use and upkeep of the physical, academic and support facilities. The needs of the differently abled are addressed by providing ramps, rails and other facilities. Restrooms and other specific amenities are made available for girls. The committees help mobilise resources from all possible agencies for the maintenance and upgradation of the infrastructure and learning aids in the college. One of the major manifestations of the said process is reflected in the betterment of student-computer ratio. The emphasis given to both sports and cultural activities augments the comprehensive development of the students.

Student Support and Progression

An effective Student Support mechanism operates within the institution. The college facilitates optimum number of scholarships, from the State and Central Government, to the students, of which E-Grants are more prominent. For the period from 2013-14 to 2017-18, the number of scholarships availed are 1408, 1398, 1437, 1547 and 1202 respectively. In addition to this, the college PTA provides scholarships and endowments for meritorious students. For an all-inclusive development of the learners, the institution has initiated many skill enhancement programmes such as bridge courses, orientation, guidance for competitive examinations, career

counselling, remedial coaching, soft skill development, etc. These programmes serve to enhance the latent potential of the students and equip them to face the challenges. Within the limited resources, the College provides different vocational training programmes such as Tally, Digital Marketing, Networking, Computer training courses, Communicative Classes in English, etc., to the learners. The college has a high rate of student progression. The number of students securing admission for post-graduation in different institutions is notable. Some of them gained admissions in premier institutes within and outside the state. So far, 110 students are placed in different government, public and private sectors and a lot many are self-employed too. The institution also has an effective and transparent Grievance Redressal System. Cases of ragging, indiscipline, etc., are redressed judiciously in compliance with the regulations of the UGC. The Alumni, an important stakeholder in the growth of the institution, also functions efficaciously to ensure a wholesome development.

Governance, Leadership and Management

The institution endeavours to realise its vision and mission by disseminating knowledge to explore new realms in science and technology, art, commerce and culture. The academic and administrative bodies of the college, constituted democratically, formulate a pragmatic frame to facilitate an all-inclusive development of the institution. Through decentralisation and participative management, different departments/units/cells/committees are made responsive and accountable that ensure efficacy in all spheres of functioning. The institution envisages the plan of action with the help of the various forums. The prompt interventions of IQAC result in betterment of academic processes and initiating innovations in teaching-learning. Enhanced ICT facilities enrich the competence in academics of the well qualified teaching community. The benefits of information technology are utilised optimally by the institution in administration, finance and accounts, student admission and examinations. Various welfare schemes for the teaching and the non-teaching staff are also operational to create a positive ambience and to promote cohesiveness among them. The college also follows an appraisal mechanism by which both the teaching and the non-teaching staff are evaluated by the institution. It also provides an opportunity to the staff for self evaluation to realise the strengths and to rectify the grey areas. This in turn benefits themselves and the institution at large. The institution has fervently been in pursuit to meet the objectives towards excellence. The institution has seriously attempted to overcome the shortcomings pointed out by the NAAC Peer team during its visit for reassessment, in 2012.

Institutional Values and Best Practices

The college takes pertinent care to co-ordinate its activities in accordance with the institution's core values and policies of governance. The relevance of gender equality is acknowledged and has been incorporated into the academic and administrative system. Gender Justice Forum, Grievance Redressal Cell and Women Study Unit co-ordinate various programmes and activities to ensure gender equality and to discuss various issues of transgenders. The institution is always vigilant to guarantee safety and security to all, especially to women, within the campus. Significant efforts are also undertaken for effective management of solid, liquid and e-wastes. The institute strives to conserve water through rain water harvesting by digging pits to recharge ground water. The lush green environment is conserved by protecting the natural habitat, without tampering the ecological balance. Human values and professional ethics are given prime importance and are inculcated into the learners through awareness campaigns and activities organised by the NSS, NCC, WSU and various other clubs. Institutional Best Practices like Green Chemistry Initiative, Staff Improvement Programme (SIP) and

Distinguished Alumni Lecture Series (DAL) are the manifestations of our attempts to replenish the academic, administrative and organizational facets of the institution. Concerted efforts are made to create a congenial atmosphere for the differently abled. The college strives to produce students with sufficient breadth and width of knowledge, ethics and life skills required to lead the 21st century.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VTM NSS COLLEGE
Address	Vellu Thampi Memorial N.S.S. College, Dhanuvachapuram
City	Thiruvananthapuram
State	Kerala
Pin	695503
Website	www.vtmnsscollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Mohankumar	0471-2232240	9496231642	0471-2230919	vtmnsscollege@yahoo.in
Associate Professor	Rameshkumar P A	0471-2545466	9349452577	-	rameshmgc@rediffmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1964

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

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1964	View Document
12B of UGC	21-03-2014	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vellu Thampi Memorial N.S.S. College, Dhanuvachapuram	Rural	19.465	6640

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	HSE	English	53	53
UG	BA,Malayalam	36	HSE	Malayalam	52	52
UG	BA,History	36	HSE	English	65	65
UG	BA,Political Science	36	HSE	English	64	64
UG	BA,Economics	36	HSE	English	52	52
UG	BSc,Zoology	36	HSE	English	38	38
UG	BSc,Botany	36	HSE	English	39	39
UG	BSc,Mathematics	36	HSE	English	48	48
UG	BSc,Physics	36	HSE	English	38	38
UG	BSc,Chemistry	36	HSE	English	39	39
UG	BCom,Commerce	36	HSE	English	68	68
PG	MA,English	24	DEGREE	English	23	23
PG	MA,History	24	DEGREE	English	18	18
PG	MA,Economics	24	DEGREE	English	21	21
PG	MCom,Commerce	24	DEGREE	English	23	23

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				64			
Recruited	0	0	0	0	5	3	0	8	20	36	0	56
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	2	7	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						28
Recruited	12		0		0	12
Yet to Recruit						16
Sanctioned by the Management/Society or Other Authorized Bodies						10
Recruited	4		6		0	10
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	1	0	12	17	0	35
M.Phil.	0	0	0	0	1	0	4	5	0	10
PG	0	0	0	0	1	0	4	14	0	19

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	529	1	0	0	530
	Female	1088	3	0	0	1091
	Others	0	0	0	0	0
PG	Male	36	0	0	0	36
	Female	126	0	0	0	126
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	104	104	114	108
	Female	202	202	175	159
	Others	0	0	0	0
ST	Male	1	1	0	2
	Female	2	2	4	4
	Others	0	0	0	0
OBC	Male	116	116	102	138
	Female	319	319	262	318
	Others	0	0	0	0
General	Male	394	386	410	416
	Female	645	649	691	611
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1783	1779	1758	1756

3. Extended Profile

3.1 Program

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

Response: 390

Number of self-financed Programs offered by college

Response: 0

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

Response: 1

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1783	1789	1758	1756	1634

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

2016-17	2015-16	2014-15	2013-14	2012-13
123	123	123	123	119

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

2016-17	2015-16	2014-15	2013-14	2012-13
553	580	549	588	567

Total number of outgoing / final year students

Response: 2837

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
75	77	68	73	73

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

2016-17	2015-16	2014-15	2013-14	2012-13
64	62	58	62	62

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

2016-17	2015-16	2014-15	2013-14	2012-13
72	72	72	70	68

Total experience of full-time teachers**Response: 1360.5****Number of teachers recognized as guides during the last five years****Response: 9****Number of full time teachers worked in the institution during the last 5 years****Response: 114****3.4 Institution****Total number of classrooms and seminar halls****Response: 43****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
25.69	22.47	47.29	24.07	20.39

Number of computers

Response: 81

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

Response: .28152

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

Response: 0.1605

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution, as a whole, committed to provide a platform for a holistic development of the students, ensures their success as individuals endowed with a strong value system. It caters to the learners from a rural background and roots its foundation on an excellent teacher-student relationship. The college, being affiliated to the University of Kerala, follows the syllabus structured by a committee constituted by the university in which the members of the college faculty also play an active role.

The curriculum is implemented in the institution through a well-planned and documented process. In the beginning of each academic year, the college academic committee prepares an academic calendar in accordance with the University academic almanac. The College Level Monitoring Committee (CLMC) initiates the proper implementation of the charted plan of action in order to ensure the smooth execution of the curriculum. The Department Level Monitoring Committee (DLMC) operationalises the scheduled academic activity within the department.

The students are inducted into the semester system through a bridge course and the class tutors are assigned with the task of intimating the schedule of various courses to the students and acquaint them with the syllabus. A student-centric and innovative learning process, aided by ICT enabled methods of learning, participative teaching-learning and a comprehensive and continuous evaluation system equip the learners to excel in both academic and non-academic fields. A unique method of *micro grouping* system has been introduced among students to ensure effective learning. Facilities like Scholar Support Programme (SSP) and remedial teaching are provided for slow learners and Walk With the Scholar (WWS) programme is offered for high achievers. The latter also receive special coaching and guidance in preparing for PG entrance exams along with career oriented training. Students are also provided with soft skill and life skill training to warrant an all-inclusive growth. A Career Guidance and Placement Cell works towards making students industry ready by implementing on and off campus training programmes. The leadership and organisational skills of students are brought to the fore by the activities organised by the NCC and NSS as well as the College Union.

Regular feedback is also taken from the students to address the challenges faced by them during the teaching-learning process. The Continuous Internal Evaluation (CIE) is done in accordance with the academic calendar. During each semester, the progress made is examined and an academic audit is prepared. This is submitted to the Principal who places it before the academic council. Academic audit is also performed annually, by an expert panel constituted by the Management. After analysing the reports, the suggestions evolved are conveyed to the department and the implementation of the remedial measures is also ensured. Thus, the college is able to attain an optimum level of curriculum delivery through a consistent process of teaching-learning and evaluation that greatly benefits the students in their academic development.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Details of the certificate/Diploma programs	View Document

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

Response: 37.34

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

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

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 13.59

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

Response: 53

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

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

Response: 100

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

Response: 15

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

The institution takes note of the important role it has to play in addressing relevant issues like Gender, Environment and Sustainability, Human Values and Professional Ethics. The dynamic syllabus revisions done by the University play a major role in making these issues a part of the classroom discussions. As a part of the university syllabus in General English, students in the first semester do a module each on gender studies and human rights. In the second semester an entire paper is dedicated to environmental education. Similarly, in second language options, like Hindi, there is a move towards both gender and environment sensitisation. In the graduate programmes, for instance, in Malayalam and English, there are detailed gender and environmental awareness courses.

The Department of Malayalam conducts two value added courses. The first one is *Sthreevaadavum Pennezhuthum*, which discusses the various issues that women face in general and looks at feminism in a sociological perspective. Through this course, students are encouraged to analyse how women have been oppressed over the ages and the various ways in which they have articulated themselves through literature and art. The social impact of women's studies is the main focus of this course. It has resulted in an overall gender sensitisation within the campus. The second value added course by the department, titled *Paristhithi; Siddhandhavum Avishkaravum*, introduced in 2015, echoes the dictum that the level of existence of a human being is not more than that of any other living organism, simultaneously, accentuating the need for an environmental friendly and sustainable development. The course has a definite outcome of moulding the students' eco-consciousness and has also created a platform where students get sensitised and address social issues like caste and human rights through literature. A certificate course on *Human Rights and Duties* has been introduced by the department of History that lays emphasis on the recognition and nurturing of human values. In addition to this, the Department of English also offers a certificate course, from 2016 onwards, in *Literary Poesy*. The syllabus is centred on poems that address issues of the contemporary society with special emphasis on eco-feminism and social ethics and discusses the importance of human values with reference to the changing vigour of the modern world.

In order to motivate the learners, the teachers provide distinct platforms enabling them to evolve out of their shell of inhibitions and engage in various discourses ethically, moulding them to become earnest and intellectually advanced beings. This has significantly influenced the social fabric of the college as is evident in the increased participation of the students in the various events organised within the campus, resulting in a sublime change in their attitudes and beliefs. They have shown a marked empathy, a genuine earnestness in understanding, discussing, resolving and addressing the cross cutting social issues.

File Description	Document
Link for Additional Information	View Document

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

Response: 9

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

Response: 9

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 1.68

1.3.3.1 Number of students undertaking field projects or internships

Response: 30

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.08

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

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

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
603	615	565	599	588

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

2016-17	2015-16	2014-15	2013-14	2012-13
603	615	565	599	588

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 86.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
111	104	94	111	111

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The college, as a centre imparting quality education, endeavours to assimilate diverse student community within its scaffold. The inherent backwardness of the catchment area is always a matter of concern. The curriculum based academic activities designed by the institution cater the diversified needs of the heterogeneous student community. The courses offered transform the learners into academically sound and socially committed individuals. The class tutors act as mentors who identify advanced and slow learners within a few weeks of the commencement of every programme on the basis of the marks of their qualifying examinations, participation in classroom discussions, performance in tests and assignments and one to one interaction with the students.

Selected advanced learners are included in the WWS programme. Some are facilitated to obtain internships in higher education centers. With the aid of the INFLIBNET facility, they gain access to e-books and e-journals of all major Universities. They are encouraged to refer original papers in their respective fields of study. They are also provided with video lectures of reputed global universities and virtual laboratory demonstrations. Apart from this, they are also motivated to participate in seminars, quizzes, debates and paper presentations outside the comfort zone of the college. Additionally, they are persuaded to join summer internship programmes to get acquainted with the research activities.

Civil service aspirants are given orientation classes and NET coaching is given to the PG students. They are also selected as peer group educators by forming satellite groups to aid slow learners. In order to instill organizational and leadership qualities, they are assigned various responsible roles including coordination of clubs and forums, and intellectually challenging assignments. Outstanding students are recognized and acknowledged by displaying their names in the notice boards and banners within the campus. Merit Day is

conducted to honour top achievers in every field.

Slow learners are also given equal importance by inducting them into SSP and special classes are given to them. Remedial coaching is also conducted to assist them in imbibing the study modules effectively. The tutors take significant care to create a personal rapport with the learners. They provide counseling to motivate and initiate the students to come out of their shells. Regular tutorial meetings and PTS are held to keep a track of their progress and to intimate the same to the parents.

Minimum Learning Material (MLM) is advocated to slow learners. In this, minimum portions are simplified for easy comprehension and application. In order to improvise their competence and performance, class tests based on minimum portions or modules are conducted and later integrated into their continuous evaluation. In addition to this, to improve their writing skills, they are encouraged to work on previous years' question papers. Monitoring of regular attendance, collecting individual feedback and ensuring participative learning are also some of the pertinent aspects of teaching-learning.

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

2.2.2 Student - Full time teacher ratio

Response: 27.86

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.23

2.2.3.1 Number of differently abled students on rolls

Response: 22

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

2.3 Teaching- Learning Process

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

Response:

VTM NSS College acknowledges the importance of a student-centered learning and endeavours to incorporate a learner oriented method in all the facets of teaching-learning process. Special care was taken to address the heterogeneous nature of the student community. The mentor system followed in the college facilitates the categorisation of the students based on their learning capacity, interest and pace of learning. The college pursues various methods to ensure maximum involvement of students in the teaching-learning process.

At the beginning of each academic year, an induction programme is offered to familiarise the students with the curriculum objectives. The mentors are assigned with the task of identifying the strengths and weaknesses of their students. A blueprint of the learner specific strategies to be implemented is chalked out by various departments. The departments encourage participatory classroom learning by conducting discussions and debates on the topics in the syllabus. The inquisitiveness of the students is met through problem solving methodology in teaching as well as arranging interactive sessions with experts in their respective fields of study. Peer teaching sessions by the advanced learners with an aim to strengthen their communicative skills and confidence are also incorporated in the teaching-learning process.

The learners are commendably benefitted by the use of ICT methodology in their learning sessions. With an aim to motivate slow learners, the college also promotes group activities and collaborative learning. The strategies of dramatisation and role plays to make learning effective and interesting are employed in the Language Departments. To sharpen their writing skills, specific activities like poetry, short story and script writing are blended into the process of classroom learning, thereby providing the students with ample opportunities to express their latent talents. Experimental learning is strictly followed in all the Science Departments. The senior students are encouraged to demonstrate the lab procedures to the junior students, in order to impart hands on training in their respective subjects. Internship programmes are organised for Post Graduate Commerce students to make them industry ready. Through these programmes students get a first-hand experience of putting into practice the skills they have acquired from their academic course. Dissemination of the knowledge gained from such experiences is ensured by encouraging the students to present reports before their peers.

With a view to take learning beyond the four walls of the classroom, the students are encouraged to conduct surveys outside the campus on relevant topics related to their curriculum through various techniques like administering questionnaires and performing interviews. In order to nourish the research aptitude among the students, the faculty members urge them to identify topics of their interests and to come up with genuine observations. These projects are envisaged as a platform to exhibit their proactive and critical potential. The students respond by taking up challenging and original ideas for their projects. The teachers take up the role of scaffolders to acquire professional competence without compromising on values.

File Description	Document
Link for Additional Information	View Document

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

Response: 85.94

2.3.2.1 Number of teachers using ICT

Response: 55

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

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

Response: 27.86

2.3.3.1 Number of mentors

Response: 64

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

2.3.4 Innovation and creativity in teaching-learning

Response:

Realising the tedium of conventional approaches of teaching-learning process, the institution always strives to derive better methods circumventing the prevailing shortcomings. The conventional lecture method is complemented with various student-centric and ICT enabled learning strategies that are innovative and creative. Learner oriented methods like peer teaching, collaborative learning, etc. are commonly practiced. The teachers are urged by the academic committee of the college to adopt and adapt with the innovative methods in teaching-learning process and the same is effectively implemented without disturbing the curricular structure planned by the University. Through these methods, it is ensured that the learning remains participatory and interesting.

A micro grouping method termed as *satellite group study system* is promoted in classes by dividing students into various micro groups and assigning one advanced learner from each group the role of a tutor.

The method gained wide acceptance among the student community and their thought processes were evoked. The challenges of heterogeneity of the student community were also addressed, as the advanced learners in each group could help the slow learners in escalating their academic performances.

The college maintains a positive outlook in the outcome of each academic programme. This is accomplished by making the students acquainted with curriculum related industries and institutions of national importance through field visits. Frequent interactions with persons adept at various fields make the students aware of their career prospects and keep them updated on their opportunities ahead.

Considering the importance of ICT in the modern day teaching-learning process, special care is taken to make the students familiar with the use of basic computer programmes. To promote the use of ICT in learning process, academic activities are linked with ICT facilities including preparation and online submission of assignments. Apart from this, the faculty members facilitate access to Learning Management Systems (LMS). Moreover, the post graduate students are enabled to get familiarised with video lectures from universities of international repute.

The college is blessed with a calm and peaceful campus, ideal for scholarly pursuit and artistic endeavour. This positive ambience is especially made use of in academic discourses by various departments specifically in topics related to environment, ecology and sustainability as envisaged by the curriculum. This is realised by conducting the learning process outside the class rooms. Environment education and awareness hence, is a progressive engagement with nature, thereby, imbibing a holistic episteme. Club activities of the college are productively integrated with the teaching-learning process and this ensures an all-inclusive development of the personality of the learners. Curricular aspects such as gender sensitisation, environmental consciousness, awareness regarding human rights, etc. are specifically emphasised through well-structured and strategically organised programmes. The college has a rich legacy of work culture that considers teaching, not merely a profession but a spiritual vocation endowed with a sense of service to humanity and a commitment to the society at large.

2.4 Teacher Profile and Quality

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

Response: 87.06

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

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

Response: 54.91

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

2016-17	2015-16	2014-15	2013-14	2012-13
36	31	34	37	31

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 21.26

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

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

Response: 4.87

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

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

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

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

Response: 7.35

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

The college in its stride for an all-inclusive development and excellence caters to a unique student-centric teaching, learning and evaluative system. The semester system followed by the institution comprises of the Continuous Internal Evaluation (CIE) method, consistently done throughout the duration of a course. This is conducted in the form of periodic tests, multiple choice questions, projects, presentations, group activities, field visits, quizzes, etc. By its very nature, the continuous evaluation is a systematic and structured assessment task spread across the semester that enables the learners to develop a critical outlook, logical reasoning and deductive rationalisation. The institution improvises the structured framework of CIE to suit the intellectually heterogeneous student community. Through class tests and assignments, the students are identified as advanced and slow learners and the latter are given pertinent guidance for the examination. Minimum Learning Material (MLM) is advocated to slow learners. In this, minimum portions are simplified for easy comprehension and application. Evaluation is done using two modes: Formative Assessment (FA) and Summative Assessment (SA). FA includes two components such as mid-examinations and assignments (that is submitted in a proper and time bound manner) while SA measures how much a student has learnt from the class through a test conducted at the end of the semester. Remedial coaching and retests are conducted as part of the evaluation process to help the weak learners.

The DLMC monitors the academic performance and attendance of students. The CLMC analyses the feedback from stakeholders with the help of DLMC and appropriate measures are undertaken to resolve the grievances, if any. A student friendly teaching-learning methodology aids in assessing their cognitive output. Group discussions, debates, question answer sessions, role plays, peer evaluation and peer teaching under the guidance of their mentor are some of the methods employed to ensure participative learning and comprehensive application. Open book examination system is encouraged among the PG students to inculcate a comprehensive and critical approach towards learning in them. The teachers ensure proficient measures to set the pattern of questions accordingly and the ensuing assessment is also done likewise.

These processes enable the students to overcome their fear factor, lack of confidence, stage fright and anxieties related to the examinations. They are motivated to think innovatively, present their inferences and views constructively and to face an audience in a poised manner while making presentations. The learners are there by encouraged to speculate their strength and weaknesses and assisted to become self-reliant. Thus the system of reforms provides ways and means to ensure its credibility and reliability of the CIE.

File Description	Document
Link for Additional Information	View Document

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

Response:

The institution aims at providing a suitable epistemological milieu for the students to enhance their competence holistically. Being an educational avenue, the institution has to account for the diversified aptitudes of a heterogeneous group of students. The college ensures a uniform evaluation system applicable to each and every student, in spite of the varying calibre. A mandatory process of Continuous Internal Evaluation (CIE) comprising of written examinations, assignments and seminar presentations is implemented as per the University guidelines. Besides, every semester, a comprehensive evaluation system, including more number of tests, group discussions, presentations and other co-curricular and extra-curricular activities is introduced. In line with this, various departments conduct periodic assessments of their students, with required improvisations in the structured framework of guidelines.

The short comings are addressed individually and the progress is monitored. The marks awarded for the internal examinations are published timely and grievances, if any, are addressed individually. Answer scripts of internal examinations are made available to the students for scrutiny within ten working days from the date of the tests. This enables them to assess their performance themselves effectively and overcome their weaknesses. In addition to this, the whole process supports the learners with a clear comprehension as to how they should approach their study modules and enables them in developing a positive learning attitude.

The prevailing system of internal assessment facilitates the identification of slow and very slow learners by the tutors. Though the curriculum prescribes only one internal examination in each semester, the college conducts two tests and the better of the two is taken for awarding the internal marks. In cases, where a class as a whole (or a majority) has underperformed in the internal examinations, conducted uniformly by the college, the corresponding department conducts a supplementary assessment too. This result is integrated to the CIE, for the students to get maximum benefit. Retests are also conducted for those who fail to attend the internal examinations at the first chance. A uniform criterion is followed, that warrants transparency while evaluating the academic progression of these students in a semester avoiding any possibility of disparity.

In order to provide a robust environment for enabling the learners to equip themselves academically, the institution is particularly keen to record their attendance and to entrust them with theoretical and practical assignments. Any shortage in attendance is intimated to them on a monthly basis. PTS meetings are also conducted every semester to review the academic performance of the students and to initiate feedback from the parents. A careful analysis of the same is done and reforms are made accordingly, engendering academic excellence.

The IQAC gathers feedback from the students and analyses the suggestions and urges the CLMC to

evaluate the reports and ensure transparency in the system.

File Description	Document
Link for Additional Information	View Document

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

Response:

Being an educational establishment aimed to ensure the highest standards of excellence through effective academic processes, the institution maintains a unique and impartial mechanism to deal with the grievances related to the continuous internal evaluation. The system guarantees the students to have the opportunity to submit their grievances related to the CIE and get them resolved. The two levels of this mechanism are the Department Level Monitoring Committee (DLMC) and the College Level Monitoring Committee (CLMC), operating within the institution. The DLMC, spearheaded by the Head of the Department and the respective faculty members, primarily addresses all grievances regarding evaluation, including the continuous evaluation examination, comprehensive internal assessment marks etc. The issues which can be rectified within the particular departments are resolved immediately with a student pro approach, by the DLMC itself.

Grievances which demand more attention, including the involvement of other departments too, are handed over to the CLMC for a meticulous and objective case study. The process is conducted on a time-bound manner that brings about an unblemished outcome mostly in favour of the students.

As a regular and systematic practice, the marks obtained by the students for the internal examinations are published within ten days of the examinations and the learners are provided with the evaluated answer scripts for scrutiny. They are also intimated with their attendance every month and the submitted assignments are evaluated and returned to them on time. In case of any discrepancy regarding the results, the students are directed to approach the concerned tutor within a stipulated period. If the grievance is not properly sorted out, the same is placed before the DLMC and the matter is reviewed and changes are made accordingly if the concern raised is found genuine and justifiable. In the event of further concerns or grievances, the case is brought forward to the CLMC, for further enquiry.

The CLMC discusses and investigates the matter in a transparent and impartial manner by identifying the real issue, taking into account the explanations from both the students and the faculty concerned. Subsequently, the panel analyses the matter in an unbiased manner and proposes a reasonable verdict that clarifies the issue objectively. The changes directed by the CLMC, if any, are put into effect by incorporating them into the CIE of the student(s). The whole process is done in a time-bound and efficacious manner with timely intimation to the student(s) concerned.

A Grievance Redressal Cell functioning in the institution, which arbitrates and settles the general concerns of the students, is also get intimated regarding the issues related to the CIE. The cell comprises of a student

representative and is headed by a senior faculty member. These mechanisms of transparency and robustness enable the institution to handle the grievances in a methodical and reasonable manner.

File Description	Document
Link for Additional Information	View Document

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

Response:

With the realisation that a system can be established only through a well designed frame work, the institution follows an authentically structured schedule for the curricular, co- curricular and extracurricular activities. The college practices a tutorial system, where each student gains access to the threshold of knowledge and is provided with opportunities to exhibit competence. Continuous Internal Evaluation (CIE) is materialised through various parameters like test papers, assignments, seminars, case study, role play, etc. which are being conducted on a pre-planned schedule, throughout the duration of a programme and is a prerequisite to enhance the performance of the students. The process is made viable, in a time bound manner by adhering to the academic calendar.

Each semester of the respective undergraduate and postgraduate programmes is aligned and made compatible with the academic calendar prepared in view of the University academic calendar. The college chalks out a common schedule for the various academic activities at the beginning of each semester. The calendar follows the duration of an academic year from June to April, incorporating two semesters for the undergraduate and post graduate programmes. Every semester comprises of a minimum of 90 working days, allocated for academic as well as non-academic activities.

Continuous evaluation is done in every semester, abiding by the charted schedule of the institution. Though the university prescribes only one internal examination, the college academic calendar provides options for more than one, considering the total working days available from the commencement of the classes to the end semester evaluation. Academic audit is conducted twice a year, as per the schedule, one in each semester to ascertain the completion of portions. The students are given individual assignments and seminar topics, to be submitted and presented to their respective tutors within a stipulated period as stated in the almanac, subjected to conditional changes. The calendar of internal examination is strictly followed unless an inevitable circumstance arises. The first internal examination as part of the evaluation process is conducted when 40% of the portions are completed and a centralised examination is conducted after the completion of 90% of the syllabus. The results of the test papers are published on prescribed dates after 10 days of the conducted examination and the students are given the opportunity to place their grievances within a week, from the date of publication of the marks.

A consolidation of the monthly attendance statement is done and published at the end of each semester. Complaints, if any, are rectified within a week's time and a consolidated report of CIE is prepared. The CIE is then submitted to the university after getting signed by the students, adhering to the schedule given in the academic calendar.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are prepared and propagated with a view to make the students, parents and teachers acquainted with the plausible outcomes in terms of knowledge, skills and attitudes. The details are displayed on the college website. In the beginning of an academic year, both the teachers and the students are provided with the link corresponding to the various POs, PSOs and COs. Apart from this, the desired outcomes of the existing courses and the newly introduced ones are communicated to the teachers by the IQAC and the academic committee by piloting an orientation programme/workshop, intending to utilise the academic and research potential of the teachers in the teaching-learning process. The learners are also familiarised with the outcome based education through a bridge course conducted at the beginning of a degree programme. They are acquainted with the objectives of their course in each semester and the desired outcome of their specific programmes.

The IQAC co-ordinates stream wise inter-disciplinary interactions (arts, science and commerce) to discuss and define the need and skill based outcomes of specific programmes (PSO). The department further discusses the course outcomes in a semester and conveys the same to the concerned tutor and the teacher in charge of a particular course. The learners are instigated with the skills and resources required, in order to obtain optimum course outcome. The institution purports to create a niche for the students to develop a suitable attitude and aptitude so as to enhance their career choices. This enables them to develop critical thinking, profundity in a specific course and a pragmatic approach towards life, abetting their holistic growth.

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

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

Response:

The institution adopts various methods to ensure an overall academic excellence of the learners at various levels of their academic progress. It caters to evaluate the performance of the students through internal examinations (CIE) and end semester examinations conducted by the University. The Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) of the students are evaluated by the college through the outcomes of all the curricular components with the help of COs by the respective departments. The outcome varies in accordance with the nature, scope and significance of each First Degree Programme (FDP) and PG programme and the level of performance of the learners.

The tools employed for the assessment of COs are the direct method and the indirect method. In the direct assessment method for theory courses, like arts and commerce, the tools included are internal examinations, assignments, seminars, viva-voce, MCQ, etc. The questions are framed in line with the COs and the attainment is assessed from the answer scripts. For the science courses, the tools consist of a continuous evaluation in every lab session, where the learners' performance is assessed by observing their application skills while conducting experiments and recording observations. Direct assessment tools for projects comprise of periodical reviews, presentations and external evaluation. The theoretical, technical, analytical and communication skills are assessed for attaining CO. The marks obtained from the internal assessments (better of the two) conducted for each course in the respective semester is considered. This is integrated with assignment scores and attendance, and thus the CIE of a learner is arrived at. The result of a course published by the university consists of the consolidated marks obtained in the theory paper and the CIE (in the case of arts and commerce courses). For the science courses, the results consist of the consolidated marks of external theory paper, practical examinations and the CIE. There are five levels of CO attainment: Level 1: Poor, if the student has not obtained minimum pass percentage; Level 2: Satisfactory, if the learner has obtained pass percentage; Level 3: Average, if the student scores 50% in a course; Level 4: Above Average, if the score is equal to/more than 60% and Level 5: Excellent, if the score is equal to or greater than 75%.

The indirect assessment method includes course end survey and graduate exit survey. The course end survey is collected from the students at the end of each theory and laboratory course by the faculty concerned. The graduate exit survey, which is conducted among the students at the end of a programme, contributes to measure the attainment of PO and PSO. The PO and PSO are also measured by considering the learners' performance in co-curricular and extra-curricular activities. If the CO is not up to the satisfactory level, then adequate means of improvement are undertaken. Moreover, feedback, placements and achievements of the alumni are taken into account to measure the level of attainment.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 64.39

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

Response: 1741	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution	
Response: 2704	
File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.51	
File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 9.38

3.1.2.1 Number of teachers recognised as research guides

Response: 6

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

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

Response: 0.48

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

Response: 11

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

Innovation and creativity in the teaching-learning process is one of the priorities of the institution. The conventional lecture method is complemented with various student-centric and ICT enabled learning strategies that are innovative and creative. The college has a tradition of upholding student centeredness in the process of teaching-learning. Learner oriented methods like peer teaching and collaborative learning are actively promoted. The teachers are given the freedom to adopt and adapt innovative modes and methods in the teaching-learning process and they effectively implement it without disturbing the curricular structure planned by the university. By following such methods, it is ensured that the learning remains participatory and interesting.

A Satellite Group Study System (Microteaching system) is promoted in classes by dividing the students into various groups and assigning one student from each group, the role of tutor. Through this method, the challenge of the heterogeneous nature of the student community is converted into an asset, as the advanced learners in each group can uplift the slow learners. The college maintains a positive outlook towards moulding education on the grounds of various vocational interests. Industrial visits are promoted by the college so as to make the students industry ready. In similar lines, job oriented courses were also organised for the students.

Considering the importance of ICT in the modern day teaching-learning process, special care is taken to blend ICT learning along with the conventional methods. The NSS unit has provided economically backward and differently abled students with laptops in order to facilitate them to imbibe knowledge efficaciously. The IQAC has proposed an e-content creation in which all the Departments can be involved in the preparation of e-modules and e-question bank. Online submission of assignments is also encouraged. Various online courses are familiarised to the students and they are encouraged to participate in them.

The college is blessed with a calm and peaceful campus, ideal for scholarly pursuit and artistic endeavour. This positive ambience is especially made use of in discourses related to environment by engaging outdoor classes. Environment education and awareness at VTM NSS, hence, is an active engagement with nature, thereby, imbibing a holistic episteme. Club activities of the college are actively integrated with the teaching-learning process and this ensures an all-inclusive development of the personality of the learners. Special care is given in the direction of gender sensitization, environmental consciousness, awareness regarding human rights etc. The college has a rich legacy of work culture that considers teaching, not merely a profession but a spiritual vocation endowed with a sense of service to humanity and a commitment to the

society.

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

Response: 0

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

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

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years				
Response: 0.88				
3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
18	14	11	6	5
File Description	Document			
List of research papers by title, author, department, name and year of publication	View Document			

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years				
Response: 0.71				
3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
10	13	12	7	2
File Description	Document			
List books and chapters in edited volumes / books published	View Document			

3.4 Extension Activities

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

Response:

The *college* is obligated to mould a generation of hardworking, socially committed and responsible citizens. Realising the fact that the college should be able to produce empathetic individuals, not emphasising on academic brilliance alone, the students are given opportunities to participate in innumerable extension activities. Being situated in a rural locality, the institution has ample scope to intervene in the adversities and ignorance, the people of the neighbourhood face. The economic backwardness of the area adds fuel to their agonies.

The college, especially under the aegis of NCC, NSS and Women Study Unit, has been carrying out various extension activities with a view to aid them. Various flagship programmes of the government including the Swachh Bharat Abhiyan, Yoga Day Celebration, Vimukthi Campaign, Communal Harmony Week, Vigilance Awareness Week, Thiranga March, Run for Unity, Traffic Awareness Drive, AIDS rally, Run Kerala Run, etc. were conducted. Apart from this, the college, in its entirety, came forward to extend a helping hand to the victims of the Chennai floods and the Okhi disaster.

Over and above, the institution designed and implemented quite a few programmes to reach out the local community. The list includes:

- Cleaning the Udiyankulangara-Dhanuvachapuram canal
- Awareness programmes on water conservation methods including rain water harvesting
- Anti-plastic drive in the nearby locality
- Imparting awareness on the scientific use of pesticides and fertilizers to the local farmers
- Providing financial assistance to electrify twelve houses in Kollayil Panchayat
- Drive to collect nutritious food for HIV/AIDS and cancer patients
- Collecting one rupee per student a day (*SAHAYAHASTHAM*) and donating the fund to old age homes
- “Share a meal” programme for the inmates of Gururaja Mission for mentally retarded people
- Donating blood
- Documentation of local knowledge and practices related to farming, exhibition of edible plant varieties
- Gender equity campaigns in and around the campus for the home makers in the locality
- Workshop on liquid embroidery and *shilpkar* craft for girls and unemployed women

The institution always makes it a point to assess the impacts of the programmes it initiated. The wholehearted participation and acceptance of various activities by the neighbourhood are the reflections of the positive outcomes of the programmes conducted. The canal cleaning has made a conspicuous change which mirrored in the decisiveness of the natives to protect it from deterioration. The awareness on scarcity of water and the need to harvest rainwater has persuaded the natives to go for making more silt pits. Although the menace of plastic could not be eradicated from the locality, the anti-plastic drive could bring about a thorough wakefulness among the people to reduce and reuse plastic items.

Likewise, the various extension activities including the Government initiated programmes are also positively conceived by the targeted. These activities instilled a sense of social responsibility, human values, virtues and diligence among the learners resulting in their holistic development.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 36

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	8	6	8	4

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

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

Response: 97.22

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

2016-17	2015-16	2014-15	2013-14	2012-13
1743	1711	1717	1691	1613

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

3.5 Collaboration

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

Response: 35

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	0	4	11	0

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

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

Response: 3

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Set in the midst of a lush green milieu, VTM NSS College has a sprawling campus which spreads over an area of 19.465 acres. It is divided into two major blocks: The main block, and the Commerce and Economics block, with a total built- in area of 6639.59 sq.mts. The main block houses the Principal's office, administrative and accounts office, 30 well ventilated and furnished classrooms, 11 department staff rooms, an IQAC room, an examination control room, a reprographic centre, a guest room, a 200 seater seminar hall with ICT facilities, a state-of-the-art language lab, a computer lab with internet browsing facility, laboratories, a history museum, NSS and NCC rooms, a fitness centre, the General library and a colossal auditorium with a seating capacity of 1500. The Commerce and Economics block is a heritage building and accommodates 11 class rooms, two department staff rooms and separate department libraries. Frequent power failures are overcome by installing a deisel generator.

All classrooms are furnished with adequate furniture, black/green/white boards, lights and fans. Four departments have separate HOD rooms. The laboratories are well equipped to facilitate the conduct of experiments based on the revised syllabus. Every department has at least one smart classroom complete with an LCD projector, a white screen and other necessary accessories. Besides being a fully Wi-Fi campus, all departments are provided with more than one computer having broadband connectivity. Accessories like printers, UPS and headphones accompany the PCs. A generator guarantees uninterrupted power supply. The well stocked general library also boasts a spacious reading section with a good number of dailies and periodicals. On-line access to e-journals is ensured through INFLIBNET facility. Apart from this, all departments have their own libraries.

Sufficient number of wells and rain water harvesting pits ensure adequate water availability. Water purifier-cum-coolers are installed to guarantee access to safe drinking water. The college canteen provides hygienic, nutritious and affordable food items. A section of the canteen also hosts a mini stationery store catering to the student community. First aid facilities are provided in the Physical Education department. Sanitised comfort stations are provided for both students and staff. A napkin vending machine and an incinerator are installed in the girls' comfort room. A common room and a ladies waiting room are also provided. Adequate measures like provision of ramps adjacent to stairs and wheelchairs make sure that the campus remains compatible for the differently abled.

A beautiful garden adorns the front courtyard of the college. Ample two wheeler parking space is provided within the campus. A well maintained botanical garden is home to different varieties of foliage including rare and endangered species of medicinal plants. Concrete benches are erected to bask in the shade of trees. The playfields facilitate various outdoor games. The campus is surrounded by a high compound wall, has security personnel in charge and is under CCTV surveillance 24 x 7. The mentioned facilities ensure efficient and effective conduct of the various activities in the college.

File Description	Document
Link for Additional Information	View Document

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

Response:

The College has incorporated sports, games and cultural activities into its system to motivate and train the students efficiently in order to instill in them a holistic prowess. Physical Education as a stream of knowledge exists since the establishment of the college in the year 1964 and caters to the diverse sporting needs of the students and staff. The college provides adequate amenities for the students in the field of sports, recreation and fitness maintenance. A huge play area sufficient to accommodate a standard athletic track (400 metres), football and cricket field is allotted for sports and games activities. Play areas for volleyball and ball badminton are also demarcated in the campus. The consumable sports items are provided as per the daily requirements of the students to promote play activities. A well maintained Gymnasium, adjacent to the Department of Physical Education, is also functioning. Apart from this, women are motivated to keep up their fitness through the effectual working of a fitness centre, located at the Ladies Waiting room.

The thrust area of the Department of Physical Education is its partaking at various university intercollegiate tournaments. The Department enthusiastically and competitively possesses teams in football, kabaddi, cricket, softball, baseball, ball badminton and body building. The college has so far produced quite a good number of University and State level players in many disciplines. Consumable sports goods are purchased every year with the funds earmarked for this purpose. These include the objects required to play football, cricket, softball, baseball, athletics and ball badminton. A Yoga Centre is actively run in the College. The students learn and perform the *Aasanas* in the auditorium on a prescribed schedule. Department of Physical Education also offers an Open Course which is one of the most sought after courses in this category. An average of 30 students make use of the facilities in the college fitness centre. The outdoor play field facilities are used by more than hundred students daily.

The college has a Fine Arts Club with members from the faculty and the students. The club conducts cultural activities periodically within the campus and motivates students to participate in various intercollegiate cultural competitions. Aesthetic sense along with creative energy is induced into the learners through the effective working of the club. Learners are provided with a platform to interact with creative personalities from various backgrounds. The college also possesses an auditorium and a conference hall with a seating capacity of 1500 and 250 respectively. The ultimate goal of the institution, a wholesome personality development of the learners, is accomplished by integrating the multifaceted sports and cultural activities to the curricular.

File Description	Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 30.23

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 13

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 15.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.	3.28	5.29	2.7	6

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The College maintains an automated library with sufficient number of books, journals and e-resources. It is indeed an expanse of thirty three thousand eight hundred and ninety six (33,896) books ranging from fiction, reference, contemporary, standard textbooks, study aids to books for competitive examinations and the like. The college library is automated via Grandha software (version 2.0) which operates in an efficient and user-friendly manner. The academic version of the software helps to manage the inward and outward

entry of books, stock entry, bar-coding, searching of books, issuing, renewal and return of the same. This facility helps to store and retrieve thousands of documents in the standard format. This ensures the maintenance of a flawless database collection within the library. Each and every document in the library is provided with a bar-code for the ease of transaction.

The library aids the students in accessing INFLIBNET. This has proved effective in familiarising the learners with a wide variety of books, journals, theses, articles, research papers and audio-visual academic resources available on the internet. A library awareness programme is conducted periodically for students and members of the faculty. In the orientation programme meant for the fresh students of an academic year, a major session is designed in such a way that the librarian introduces the entire resources and services that the library renders to the students.

The effective functioning of the library is ensured by an advisory committee. It consists of the Principal, the librarian, a convener, four committee members and two student representatives. The committee discusses the annual budget and addresses grievances pertaining to the library. The services of the library are made efficacious through a regular feedback mechanism. The committee overlooks the purchase of new books and journals, access of e-resources and the book bank. The library is also provided with a Wi-Fi facility. The number of knowledge-resources, both print and electronic, and necessary furniture are enhanced utilising the funds granted by various government agencies and the PTA.

The college has twelve department libraries which offer subject specific reading. Some of the departments provide e-journals to the students, so that they can avail latest information. All the departments have internet access to facilitate reference. The details of ILMS for the last five years are mentioned here:

		2013-14	2014-15	2015-16	2016-17
1	Name of ILMS software	Grandha soft	Grandha soft	Grandha soft	Grandha soft
2	Nature of automation	Fully	Fully	Fully	Fully
3	Version	2	2	2	2

File Description	Document
Link for Additional Information	View Document

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

Response:

Sl.No	Name of the Book	Name of the Publisher	Name of the Author

1	Thenkaila Nathodayam Prabandham.(Malayalam)	The Kerala sahithya Accademi Malayalam Litt.		
2	Kerala sahithya charithram(Malayalam)	University of Kerala	Ulloor S Parameswara Aiyya	
3	Mani Mekhala (Mal.Translation)	Kerala Sahithya Akadami	Translation by P.Janarrdanan Pillai	
4	Kerala Sahithyacharitram(M)	Mangalodayam	Vadakkumkoor Rajarajavar	
5	A Malayalam & English Dictionary	Based Mission Mangalore Nava Sahithi Publications	Dr.Herman Gundert.	
6	Logante Malabarmanual(M)	Mathrubhoomi	William Logan	
7	Natya sastrama(M)	Kerala Sahithya Akademi	Bharathamuni	
8	Rama Kadha (M)	„	Father Kamil Bulcke	
9	History of Indian Science, Technology and Culture AD 1000-1800(E)	Oxford	A.Rahman	
10	India's contribution to world thought and culture (E)	Vivekananda Rock Memorial Committee Madras	Lokesh Chandra ,Devandra Swarajya Prakash Gupta Goel	
11	European Free booters in Mogual India (E)	Asia Publishing House London	Lester Hutchinson	
12	BhashyaPradeepam.Brahma Sutra Bhashyanuvadam.(Light on Bhashya Discussion on Brahma Sutra bhashya) (M)	Kerala Bhasha Institute	Prof .G. Balakrishnan	Nair

13	Paniniya Pradyotam.(A Commentary in Malayalam on Panini's Vyakarana Sutras) (M)	..	I.C.Chako
14	Dhvanyalokam(M)	National Book Stall	Ananda Vardhan`
15	Ramakadha Pattu (M)	National Book Stall	Ayyipillai Asan

16	Cherusseri Bhagavatham (M)	Kerala Sahithya Akademi	Cherusseri
17	History of Travancore From the earliest Times	Asian Educational Services New Delhi	P.Sankunni menon
18	India in the Time of Patanjali	Bharatiya Vidya bhavan	B.N.Puri
19	Hortus Malabaricus (English Edn)	University of Kerala	Van Rheede
20	Biographical Encyclopedia	The Cambridge	David Crystal
21	A History of World Civilization	Kerala Bhasha institute	James Edgar Swain
22	Viswa Vinjana Kosam	..	
23	Thilotham	Mangalodayam	Changampuzha
24	Kavitharamam	The Kalavasini Publishing House TVPM	Meri John Thottam
25	Attakathakal	Sreeramavilasam press	
26	The Decline of Nayar Dominance	Vikas Publishing House	Robin Jeffery
27	The Travancore State manual	Govt.of Kerala	Sahithyathilaka T.K.Velu Pillai
28	Upadesa Sahasri	Ramakrishna Advaita Ashramam	Sankaracharya
29	Athma Katha		Dr.Rajendra Prasad
30	Villiputhurar Bharatham	Gopalakrishna Machariar Company	V.M.Gopalakrishna Machariar
31	Villiputhurar Iyattia Mahabharatham	Gopalakrishna Machariar Company	..
32	Pazhanthamizhar Veera Panpadu	Lekshmi Veliyeedu, Madurai	Major Kathir Mahadevan
33	Uvamana Sankiraham	Thenmozhy Noolagom	Dr.E.Sundaramoorthi
34	Thonnul Vilakkam	Thirunelveli Thennindia Saiva Sidhananda Kazhakam	Dr.S.V.Subramonian
35	Kalvettil Vazhviyal	Manivasahar Pathippagam	Dr.A Krishnan
36	Ilakkanathogai Yappu Pattiyal	Thamizh Pathippagam	Dr.S.V.Subramonian
37	Tholkappiyam chenavarayarurai	..	Devaneyappavanar
38	Tholkappiyam Ilampururar Urair	Saiva Sidhananda Nool Pathippu	..
39	Thiruvacakam	The South India Saiva Sidhanda Society	Thiru.K.subramonia Pillai

40	Veerachozhiam	Thamizh pathippagam	Dr.S.V.Subramonian
41	Thasavatharam	Manivasakar Pathippu	P.L.Muthukumaran
42	Nalayira Thivya Prabhandam	The Little Flower Company Chennai	Srivasan
43	Mahabharatham	Pavai Publication	V.M.Gopalakrishna machariar
44	Anicha Adi	Saiva Sidhanda Nool Pathippu kzhakam	Prof.Sundaram Pillai

Reports

12th Kerala Science Congress

13th Kerala Science Congress

15th Kerala Science Congress

19th Kerala Science Congress

Bench Mark Soils of Kerala

Contribution of writings to the social Progress of Kerala in the first half of the 20th Century.

Dr. K.R.Ushkumari

Financial Performances and Problems of Poultry Industrial Units in

Kerala and Tamil Nadu – A Comparitive Study-Dr.B.Vijayachandran Pillai

Pinkalantai Nikandu. A Study ,Dr. C.Sarada

Total Number of Rare Books – 75

Manuscripts - 2

Special Reports - 8

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 0.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.05	0.05	0.05	0.05	0.05

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

4.2.5 Availability of remote access to e-resources of the library**Response:** No

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

4.2.6 Percentage per day usage of library by teachers and students**Response:** 5.36**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 99

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

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

The IT policy of the College deems ICT as one of its decisive assets. It accentuates on amalgamating technology into the academic and social experience of the learners. In order to execute the academic and administrative activities of the college, there is a need for an accurate, well-timed, pertinent and properly cosseted IT facilities. The core strategy of the college envisions the creation of an e-managed setting with high speed and properly secured network along with provisions for regular data backup and retrieval.

An edifying and dynamic website showcases a comprehensive description on the functions and features of the institution. The college has outfitted most of its classrooms and laboratories with ICT amenities and the faculty members are encouraged to use ICT resources in their teaching-learning process. All the science departments and seminar hall are equipped with advanced and interactive digital boards, augmenting an effective dissemination of concepts. Students are motivated to present seminars through power point and for the post graduate learners, it is made mandatory. A computer lab furnished with twenty seven systems having internet accessibility is maintained to provide ICT advancements. A well designed language lab operates with the backup of modern software. An automated library with browsing facility enriches the e-resources. The college is upgraded from LAN to a Wi-Fi campus in 2017. A visible impact is made in administration with the introduction of office automation in 2014-15. This enables easy management of fee collection and billing, attendance, issue of certificates, etc. CCTV surveillance within the institution ensures optimum discipline and security.

The functioning and maintenance of IT facilities are looked upon by a committee of faculty members. The institution consistently attempts to upgrade the amenities by using a sizeable portion of funds from the UGC and other agencies, and the stakeholders are updated promptly.

Details of IT Facility

Particulars	Details
Computers	81 Desktops and a Laptop
Configuration	Processor-intel dual core processor, RAM-2GB, Hard Disk-500 GB, 18" LCD/LED Display Processor-Intel Pentium ,RAM 512/1 GB, Hard Disk-160GB, Processor-Intel Core i3, RAM-4 GB, Hard Disk-500 GB, 18" LED
LAN Facility	Retained in all the Departments, Office and Labs
Wi-Fi Facility	Wi-Fi Campus
Propriety Software / Open Source Software	Propriety Software: Microsoft Windows 7&8, Campus automation software, Tally, Antivirus programme Open Source Software: Ubuntu, Libre Office, Latex, Python.
Office automation	e-college management solution
Plagiarism Software	Viper

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 22.01

File Description	Document
Student - Computer ratio	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 20-35 MBPS

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

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
25.69	22.47	47.29	24.07	20.39

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

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

Response:

The institution possesses all the essential amenities required for an educational system to function optimally. The College situates in an area of 19 acres of land, makes it possible to accommodate all the required amenities in place and gives ample scope for further expansion. The prevailing facilities include three major blocks comprising of 41 classrooms, a library, an auditorium, a seminar hall, six laboratories, a computer lab, a language lab administrative section, play fields, etc.

The institution, being aware of the optimal use and maintenance of the resources, has formulated foolproof mechanisms and policies for the same. The amenities and facilities specifically earmarked for the departments are taken care of by the respective departments, whereas the common amenities are fruitfully utilised by engaging responsible committees. The bodies like Academic committee, Library committee, ICT committee, etc. ensure absolute use of the classrooms, library, IT tools and others. The Planning Board, Purchase Committee, PTA and the College Council play vital roles in efficacious functioning of the system. The Planning Board ensures timely submission of proposals to bring in funds from various sources. The proposals are prepared with a view to fulfill the long term goals of the college. The Purchase committee guarantees transparent and legitimate utilisation of funds in all purchases. The committees are directed to meet in the beginning of every academic year and propose their plans for proper functioning and need based upgradation of the specific segments. The proposals thus obtained are placed before the college council for its approval. The approved proposals are handed over to the bodies concerned to carry out the tasks. All the bodies entrusted with various facilities are instructed to report the shortcomings encountered without any delay.

The PTA, a statutory body of the college, supplements the maintenance of the facilities to a great extent. As certain components like IT and reprography require frequent maintenance, the college has got into agreements with technical agencies. Above all, the IQAC monitors the totality of the modus operandi related to the optimal use and maintenance of the whole system.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.43

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

2016-17	2015-16	2014-15	2013-14	2012-13
150	130	130	140	100

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 3.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
52	80	55	54	52

File Description

Document

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

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 21.04

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

2016-17	2015-16	2014-15	2013-14	2012-13
198	249	405	426	537

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years**Response:** 38.54**5.1.5.1 Number of students attending VET year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
835	686	659	598	588

File Description	Document
Details of the students benefitted by VET	View Document

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

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 3.84**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
36	18	23	15	16

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

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

Response: 79.57

5.2.2.1 Number of outgoing students progressing to higher education

Response: 440

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

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

Response: 36.13

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	4	5	1

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	12	9	7

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

5.3 Student Participation and Activities

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	00	00

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

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

Response:

As an educational institution upholding legitimate and righteous values in acquisition of knowledge, the college promotes the formation of a Student Council rooted in the dictum of democracy. The formation and functioning of the council, entitled Student Union, are put into practice as per the University directives through a democratic process. Every year, the institution follows a parliamentary mode of election and the members of the union are officially sworn in their positions by the Principal. The Union leaders are elected from among the class representatives. The various posts assigned include The Chairman, Vice-chairperson, General Secretary, Arts Club Secretary, Secretary for Sports, University Union Councillors, Lady Representatives, Magazine Editor and Class Representatives.

The College Union caters to a plethora of co-curricular and extra-curricular activities in the campus. The college administration and the teaching faculty provide their whole hearted support to the various Union activities. In case of insufficient funds, financial assistance, in all respect, is provided from the PTA and management accounts. Renowned personalities from different strata inaugurate the Council activities every year. It plays a prominent role in celebrating various commemorative days within the auspices of the institution. Programmes like Freshers' Day, College Day, *Kerala Piravi* celebrations, *Rakshabandhan* Day and Film Festivals are conducted under the patronage of the Union. Pertinent emphasis is given to promote eco-friendly activities and to establish a 'green and clean campus'. 'Vanithavedi', a wing of the Union, competently supervises the activities related to women empowerment and grievances on -women's issues by trying to spread the message "Respect Women". The Union also takes pride in organising Sports Day and academic programmes like seminars, discussions, debates as well as various other competitions like Quizzes, *Ramayana parayana*, Essay Writing, Recitation, Elocution etc. Though the vigour of these activities takes a slow pace during the semester examinations, it usually regains its rigour after the conclusion of the same. The college magazine, published under the leadership of the college union ensures a proper platform for the students to showcase their literary skills.

Apart from this, the student representation is also guaranteed in all the academic and administrative bodies like the Library Committee, Grievance Redressal Cell, Anti-Ragging Committee, etc. to ensure democracy and transparency. These bodies serve as a learner oriented platform by inspiring the students to develop their leadership qualities, problem solving skills, governance and creative potential. The representation to important forums further exposes them to the labyrinth connected with complex situations and to the apt solutions tactfully arrived at. This in turn moulds the learners to become sensible leaders. The Union also cultivates a sense of togetherness that germinates an enduring allegiance towards the institution.

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

Response: 27.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	32	29	30	26

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

5.4 Alumni Engagement

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

Response:

VTM NSS College, as an educational institution, striving to empower the educationally backward and disadvantaged rural population with a significant stress on the values of humanism, secularism and nationalism, was established on 15th July, 1964. The Alumni Association started functioning from the year 2000 onwards. It is an important stake holder in the growth of the institution. It endeavours to build a bridge between the campus and the social and vocational spheres, so as to introduce the present generation to the professional world and make them proactive to face the emerging challenges in their career. The well connected alumni network familiarises the institution with various academic and other collaborations.

A strong liaison between the alumni and the college helps in facilitating placements, training, career counselling, etc. General Alumni Meetings are held annually. Apart from this, the different chapters of alumni are functioning independently to reconnect with their friends, to provide and organise funds for the needy and deserving students of the institution, and to conduct expert lectures by reputed alumnae to inculcate various life skills among the students. The Office of Alumni Relations in the institution intends to co-ordinate and enhance the functions of these chapters.

The institution is blessed with renowned alumni, who have won many laurels and are working in various professional spheres, such as literature, science and technology, administrative services, judiciary, higher education departments, film industry, agriculture, industrial sector, health services, banking sector, PSC, UPSC etc. With a rural background and humble origins, they scaled the great heights of success with some of them being rank holders too. They are invited to orient and motivate students towards higher studies, research, entrepreneurship and job training. Reputed lawyers conduct classes and provide learning resources to instil legal awareness among the students. They also assure employment opportunities for the students through their job fair and conduct social awareness programmes to minimise drug and alcohol abuse.

Every year, a feedback form is circulated among the alumni and their valuable suggestions are taken into consideration. They emphasised the need for better infrastructural amenities and adequate facilities for the differently abled students. As a token of appreciation, the alumni sponsor cash prizes to the meritorious graduates of the college. The institution promotes the Alumni Chapters to strengthen its functions in terms of financial and non-financial contributions.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION: To interlace a culture of civility with equity and excellence, by believing in a democratic dissemination of knowledge that transcends all barriers of segregation.

MISSION: To build up an epistemological platform for exploring new realms in science, technology, art and culture, to improve the socio-economic status of the community and to instil values of life, diligence and skill in students.

The institution as a pedestal of learning endeavours to spread the light of knowledge and life skills among the students to ensure an all-inclusive and sustainable development. The college is committed to address the needs of the society in general and the students in particular and fervently desires to protect the distinctive culture and tradition of the local milieu. Along with the changing educational scenario, a master plan to fulfill its vision and mission is developed. The institution envisages in disseminating knowledge to the heterogeneous student community with the values of civility, equity and excellence, transcending the barriers of segregation. It strives to provide a scaffold where the learners are equipped with various epistemological dimensions and are ingrained with the values of life, diligence and skill. A holistic development is sought by imbibing the values ingrained in the motto:

II?????? ?????? ?????? II

"True knowledge and wisdom are imbibed by those

with the sublime qualities of cosmic, spiritual and human values"

The learners are inspired to seek and entrench true knowledge and wisdom by inculcating in them, the sublime ideals of cosmic, spiritual and human values.

The institution has constituted various committees and governing bodies for both academic and administrative purposes. The management, head of the institution, IQAC and various other committees work in tandem to chalk out various strategies for attaining excellence in all aspects of governance. The various activities of the College are aimed at stimulating the discursive, creative and aesthetic potential of the students by inculcating a sense of integrity, social commitment and responsibility. They are motivated to become self-reliant and equipped to face real-life situations. The significant contribution of the teaching and non-teaching faculty in this regard is commendable. The management and the various institutional governing bodies usher in novel and significant methods to ensure systematic and effective governance. Academic and administrative processes are always improvised to suit the evolving nature of the contemporary educational scenario. This is accomplished through the collective effort of the various agencies operating within the system. The institution as a whole aims at creating a broader and progressive outlook in terms of education, health and environment; beyond the barriers of religion, culture, and compartmentalised sections of the society and the nation at large.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

A culture of decentralisation and participative management is inculcated within the institution by making different departments/ units/ cells/ committees more responsive and accountable towards a myriad of academic and non-academic processes. The role of the stakeholders in decision making process is also acknowledged. The Heads of the different departments are authorized to prepare and plan a schedule of their work, educational tours, time-table, work-load etc., in consultation with the respective faculty members. They are also allowed to identify departmental requirements in terms of equipment, books, furniture, guest faculty, support staff and other infrastructural facilities, and prepare proposals for developing liaison and gaining assistance from outside agencies. Similarly, the co-ordinators/conveners/teacher-in-charges of different committees and cells are permitted to chalk out and execute their plan of action in cooperation with other members. Participative Management is practised at the management, institutional and departmental levels. The staff comprising of the teaching and non-teaching members are encouraged to contribute their ideas towards problem solving, enrichment and optimum utilisation of resources, project planning and its implementation. For the purpose of consultative management, the various committees/cells work in tandem with each other for handling respective assignments within the institution. All decisions are taken collectively by various committees ensuring the participation of one and all.

In the given context, the prompt functioning of the Discipline committee is worth portraying. The committee plays a pivotal role in maintaining the discipline of the college. It is chaired by the Principal and convened by a senior faculty member. The Heads of all the departments and the Senior Superintendent are the members of the committee. The Students' Union Chairman and Secretary represent the students in the panel. The committee meets periodically to ensure that a peaceful ambience is maintained in the college. It also takes adequate measures to counter indiscipline, if any, during various events/functions organised within the campus. The committee acts sensibly and vigilantly to tackle the situation in cases of any untoward incident. A meeting is held way before the day of the function by the members of the committee and strategies for maintaining discipline are chalked out. The decision, taken collectively, is passed on to the staff and the students through the public announcement system and circulated to the various departments and is also displayed on the notice board. Student volunteers and NCC cadets are mobilised as per the requirements and are assigned respective duties on the day of the event. The campus, so far, has hardly faced any disciplinary issues relating to the conduct of various functions in its recent history. The participatory management mode followed by the institution attributes to the prevailing peaceful atmosphere in the campus.

Similar to the above quoted example, there are other committees which consist of representatives from the teaching staff, non-teaching staff and the students, such as, the Women's Cell, Anti Ragging Committee, Grievance Redressal Cell, etc.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

The college, with its academic, infrastructural and administrative bodies, as a whole, formulates various strategies for its development. The institution caters to a holistic growth with special emphasis given to certain significant aspects. Various governing bodies and committees participate in thoughtful planning of the multifarious activities and its stratagems before its implementation. One of the major problems faced by the students, especially the girls, is discussed here. A conducive and strategically devised solution and its implementation are quoted.

The college follows a co-education system, with vast majority of the students being girls. One of the pertinent issues faced by them was the non-availability of sanitary napkins within the campus. Moreover, the college being located in a rural area, the presence of shops in the vicinity is dismal. It is also a loss of time on the part of the students to go and collect napkins from the available sources. Above all, the prevailing social stigma makes the process all the more difficult for the students. The temporary arrangements made by the teachers have not been fulfilling the requirements. So as to overcome the situation, the teachers and the student representatives of the Women's Study Unit devised a proposal to install a napkin vending machine within the campus.

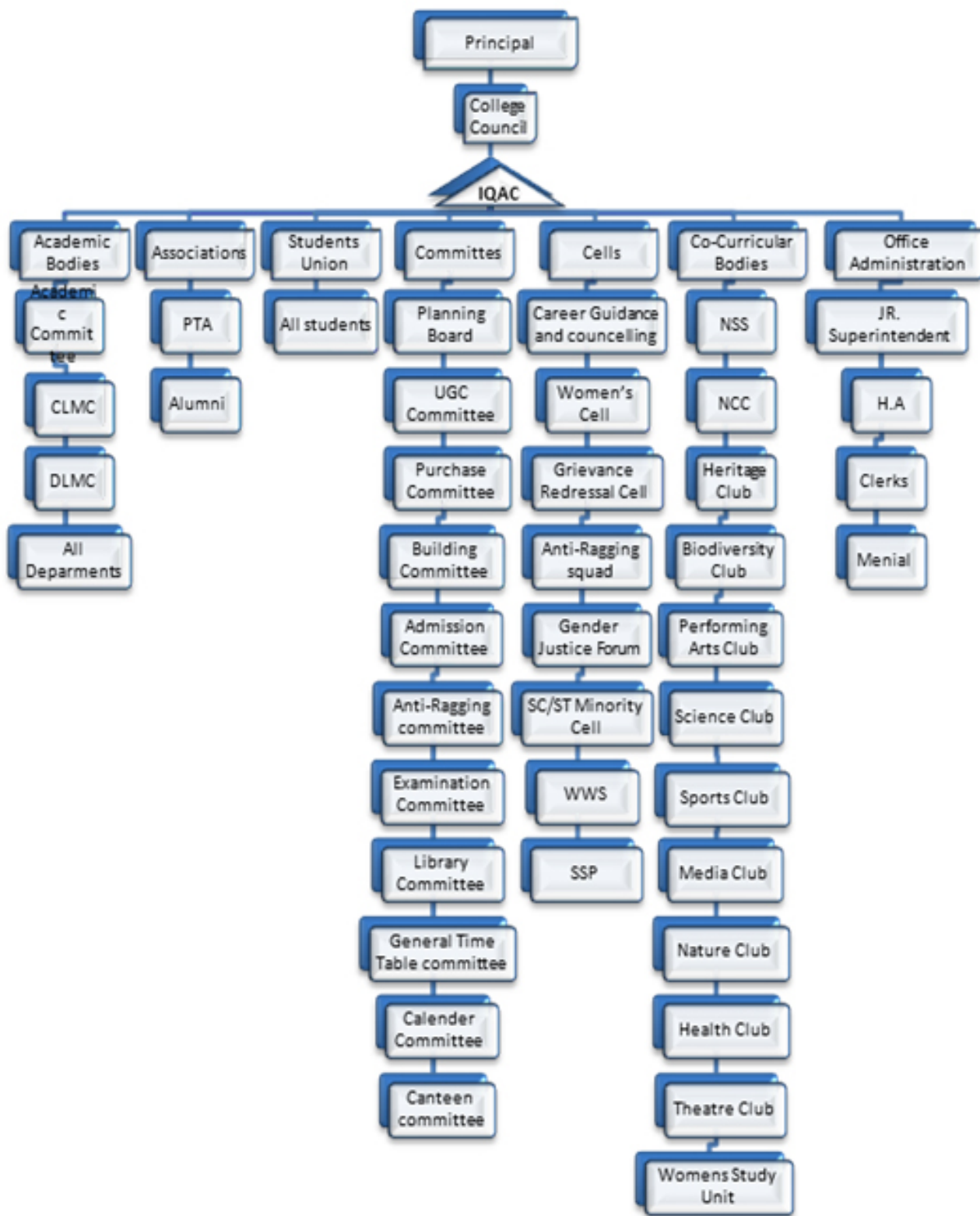
In order to redress the issue at hand, the Women's Study Unit (WSU) in the college took up the matter and brought to the notice of the Principal and the College Council. They unanimously decided to demand the installation of a napkin vending machine inside the Ladies' Waiting room. The finance required for the same was proposed to be obtained from the PTA. As a strategy to address the issue, a meticulous and efficacious planning was undertaken to procure the machine. An immediate meeting of the PTA executive, faculty members and student representatives of WSU was held by the Principal to brief them with the same. The PTA agreed to dispense the amount for the noble cause. Subsequently, the machine was procured by the college following the purchase procedures. Regular filling of the machine with napkins is entrusted to the WSU. Proper sanitation facilities and the functioning of the incinerator are also ensured by the unit. Henceforth, the college, in its stride towards progress, always initiates prompt and apposite strategies to achieve optimum development. The manifold needs and issues of the institution are managed and resolved through charted plans of action by the respective bodies.

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

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

Response:





The organisational structure of the College is shown as organogram.

Levels	Activities
Principal	The Principal effectively manages the overall activities of the institute with th

College Council	Prominent and statutory body which acts as an advisory to the Principal
IQAC	Institutionalize the quality assurance strategies and process enhancing the aca
Academic Bodies	Includes all the departments and their faculty members who take care of the a
Associations	Works for the general progress of the college
Students' Union	Monitor the students activities, cater to the special needs of the students and c
Committees	Prepares plans for the development of the college, budgets the plans and impl
Cells	Catering to the needs and redress the grievances.
Co-curricular Bodies	Co-curricular Bodies manages and organizes various co-curricular activities f
Office Administration	Office staff deals with other matters pertain to finances and administration

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

The college has various academic and non-academic bodies which cater to the innumerable needs of the

students. The governing bodies like the College Council, UGC Committee, IQAC etc, and the various cells, clubs and sub-committees ensure smooth teaching-learning environment. They meet at regular intervals to discuss the on-going projects under the respective committees and to improvise the existing academic and administrative system. The affairs discussed and finalised during the meetings are recorded precisely in the form of minutes. The College Council, a prominent statutory forum, acts as an advisory body to the Principal. It consists of the Principal, the Heads of the departments, four elected faculty members, Office Superintendent. The Council meets at least once in a month to discuss the progression of the college and other related matters. An activity successfully implemented on the basis of the minutes of the meeting is quoted as an example.

As a socially committed institution upholding humanitarian values, it endeavoured to financially contribute to the victims of the Chennai flood in 2015. A meeting of the College Council was convened on 7.12.2015 at 12.30 p.m. Collection of Flood Relief Fund was the agenda of the meeting. The members of the council expressed their concerns towards the plight of the victims affected by the disaster. After incorporating various suggestions it was decided to urge the members of both the teaching and non-teaching staff to contribute generously towards the relief fund. It was decided to call upon a general meeting of the staff to put forward the proposal of donating money towards the Flood Relief Fund. The meeting unanimously supported the humane decision of the Council to aid the ailing victims of the flood in Chennai. One of the senior members of the teaching faculty was assigned with the task of collecting the funds from the teachers and the Office Superintendent was entrusted to collect the same from the non-teaching staff. On the basis of the minutes of the Council meeting, the next day, the Principal discussed the matter with the Advisor and the members of the Students' Union, to ensure contributions from the students' side. The class representatives were assigned to collect the contributions from their respective classes and to hand over the same to the Union Chairman under the guidance of the Union Advisor. The amount collected was transferred to the Flood Relief Fund immediately.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college takes significant care to ensure a healthy and dynamic professional environment for both the teaching and the non-teaching staff. Accordingly, it has come up with pertinent welfare measures to warrant the same. The initiatives taken are listed below:

1. **College Employees Co-operative Society:** A functional Co-operative Society provides ample financial support to the teaching and non-teaching staff of the college. A quick disbursal of loans proves to be a providential blessing for them, especially in emergencies. The society also functions as a haven to safely deposit their savings. A transparently and democratically elected executive committee efficaciously runs the society. It disburses eligible dividend to its members periodically. The society, as part of their social commitment, gives away incentives to the children of its

members who excel in their studies.

2. **Staff Club:** A Staff club is also formed in the institution under the guidance of the NSS Management. It pertinently helps to maintain friendship and harmony among the staff members.
3. **Salary Advance:** The College cares to disburse contingency advance to the staff who await approval and salary from the Government, after appointments.
4. **Infrastructure:** The institution is keen on providing a positive working environment through better facilities which include: furniture, computer, hygienic drinking water, sanitary facilities, canteen, leisure time facilities etc.
5. **First aid Appliances:** Facilities for First aid are provided and are made readily available in case of emergencies.
6. **Other Financial Measures:** The institution makes its staff comfortable by ensuring the timely disbursement and remittance of various welfare measures proposed by the Government of Kerala, under whom the permanent staff is working. The notable schemes under the same include: Provident Fund, State Life Insurance, Group Insurance Scheme, Medical reimbursement, Service pension etc. The staff who come under the banner of temporary/ contract category are also protected with all possible means. Besides salary, they are also given festival allowances and advances.

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

Response: 7.74

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	6	4	3	2

File Description

Document

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years

[View Document](#)

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

Response: 1.2

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

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

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

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

Response: 23.68

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

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

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

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

Response:

The College has a performance appraisal mechanism to assess the calibre of its staff to augment the individual competence and institutional resources. The two phases of this process for the teaching staff are the self-appraisal and the feedback analysis. The major components of the former are general information, academic performance indicators, co-curricular, extension, professional development related activities, contribution to research and academic proficiency. Moreover, the Performance Based Appraisal System (PBAS) sheds light on the research calibre of the teachers and the co-curricular as well as the extension activities undertaken by them. This in turn helps to entrust more opportunities and responsibilities to those

who excel in their performance. The feedback collected from the students and parents is also analysed and utilised in the assessment process. With the help of IQAC, a comprehensive evaluation is done by the Principal. The institution encourages the teachers to participate in various quality enhancing programmes like FLAIR, seminars, workshops and conferences to enrich their professional competence. The college always maintains a mechanism to disseminate the knowledge and skill thus acquired to the learners.

In order to make the Administrative staff competent and responsible, the management has introduced an assessment mechanism. The Head of the institution gathers the required data as per the directions from the latter. The data and the analysis of the same assist the management to make significant decisions in the case of promoting them. The process also helps to identify the grey areas of the institution in general and of the individuals in particular. The information thus gathered helps the management to initiate remedial measures to overcome the flaws, if any. The Administrative staff is made technologically competent by providing them with classes on office automation and online submission of bills and e-grants. Besides, they attended the training programmes related to SPARK and GAIN PF and e-governance systems introduced by the Government of Kerala.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institutions those function with public funding need to be transparent and accountable in all facets of operations, to ascertain credibility and reliability. Being a government aided establishment, VTM NSS College strictly adheres to the rules and regulations set for financial management by the various Government / other agencies. The Plan funds from the UGC, aid from the State Government, funds collected through PTA and e-grants of various kinds are the main resources of the college. In addition to these, the funds provided by the Management are utilized for the infrastructural development in the college. The college keenly prepares claims and proposals and submits the same to the bodies concerned to procure the funds in time. Various bodies like IQAC, Planning Board and Purchase Committee play vital roles in these mechanisms and the College Office, that functions effectively, facilitates the process.

All the financial procedures are subjected to Internal and External audits. The accounts related to the State funds are audited periodically by the Government machinery itself. Mostly, the audit is performed annually. The funds received from the UGC are utilised and audited before the submission of the reports. A professional auditor appointed by the Committee audits the PTA accounts and is presented before the Annual General Body meeting for its approval.

Adhering to a systematic process, the college hardly faces any serious audit objection by the auditors. The objections raised during the audit have been positively considered and remedial steps are taken to avoid any further occurrence. A brief enumeration of the audits completed, including objections raised and steps to rectify is figured in the table.

Financial Year	Nature of Audit (Internal / External)	Objections	Explanations
2013-14	External	Re-admission fee not collected	Started collecting the fee after being pointed out by the audit.
2013-14	External (AG audit)	Treasury cash book- Error in maintaining unused cash book.	Requested treasury to operationalise unused cashbooks
2013-14	External (By Dy.DD)	Casual leave register not maintained	Copy of the attendance register properly maintained. Copies are being sent to the DD office every month
2014-15	External (By Dy.DD)	Transactions of cheques and DDs not recorded in the Govt. cash book.	Separate register was maintained. Started entering in the Govt. cash book this year onwards
2014-15	External (AG audit)	Suggested to utilise accumulated medical inspection fee for welfare of students	Requested neighbouring medical centres for the conduct of medical camps.
2014-15	External (By Dy.DD)	Principal not signed in the Tabulation statement of Sports purchase	The clerical mistake rectified. Signed Statement produced.
2014-15	External (By Dy.DD)	Overspent the amount for laboratory purchase (Rs.934/-)	Overspent amount remitted to PD by the college.

There have been minor objections raised by the external audit on many occasions, however the institution promptly rectifies those mistakes and remedial steps are initiated to avoid recurrence of the same.

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

Response: 0

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

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

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

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

Response:

The optimum procurement and utilisation of funds in a transparent mechanism is the proclaimed policy of the institution. The college encourages the teachers and students to deploy the resources available from various agencies for the betterment of the individuals and the college. The IQAC plays a pivotal role in amassing funds and in its effective utilisation. The forums such as the UGC committee and the Planning Board are entrusted with the responsibility of mobilising and utilising the funds. Special emphasis is given to collect funds for research and infrastructure development.

The institution focuses on maximizing the funds from the UGC, DST, KSCSTE, etc. and entrusts various committees for making proposal to raise the same. The teachers are inspired to apply for various projects and to conduct seminars, workshops and conferences. The college also initiates pertinent steps to avail funds from the management and to optimise the PTA fund. E-grants are made available to help the economically backward students. The institution takes significant care to promote donations and endowments, to encourage the Alumni to contribute financially and to obtain PD funds.

The institution, under the auspices of the Planning Board, prepares proposals with a futuristic perspective to achieve the objectives. The funds obtained are utilised to gain the best possible advantages. The Plan funds gathered are shared among the departments after having productive discussion in the statutory bodies, considering the directions of the Planning Board. Due importance is given to allocate funds to enhance common amenities of the campus.

The budgeting and formally specified procedures have a built-in mechanism to warrant optimum use of financial resources of the College. Once the proposed budgets are reviewed and approved by the management, the HOD/Principal utilises the funds as per the allocations. A legitimate handling of the funds in a transparent and efficient manner is ensured. The Accounts section of the institution maintains the records and administers the utilisation of the same. The financial resources are received and maintained under different heads like PD account, PTA account, UGC account, Miscellaneous account etc. The college also submits the audited utilisation statements and certificates to the respective funding agencies.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes

Response:

The Internal Quality Assurance Cell (IQAC) of the college has contributed significantly for institutionalizing quality assurance strategies and processes to impart quality education and to ensure a holistic development. The timely interventions of the Cell have resulted in an efficacious functioning of the college. The two best practices initiated by the IQAC are:

1. Staff Improvement Programme (SIP)

Realising the very fact that quality improvement shall only be made successful by enhancing professional competency of the teachers and the administrative staff, the IQAC has initiated steps to augment them. The programme aims to achieve the following objectives:

- To familiarize with contemporary knowledge
- To strengthen professional ethics
- To promote core competencies
- To orient towards quality research
- To cope up with the changing behavioural patterns of students
- To open more avenues for social responsibilities
- To encourage the use of sophisticated gadgets

At the directions of the IQAC, the college has been organising various competence building programmes in the form of orientation classes, workshops, training programmes, invited talks, etc.

2. Distinguished Alumni Lectures (DAL)

The institution is always keen to utilize the knowledge and pragmatic wisdom of its alumni, who have established their own forte in various spheres of life. The IQAC has created a lecture forum to facilitate the learners to imbibe their area of expertise and experiences. The Lecture series endeavour to accomplish the following:

- To tap the rich and unexplored resources of the alumni
- To instill a sense of pride and honour to be a part of the institution
- To enable the students to experience a positive change from an alternative learning method
- To inspire the learners through interactive sessions
- To enrich the subject competency
- To nourish their quest for new realms of episteme
- To generate interest and boost self confidence
- To acquaint them with multifarious professional avenues

The IQAC consistently strives to improvise and innovate its quality assurance strategies by enhancing the academic core of the institution.

File Description	Document
Link for Additional Information	View Document

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

Response:

Regular review of the academic progress is carried out at different levels by the institution. The IQAC makes a noticeable contribution in this aspect. Although the college has to follow the syllabus as prescribed by the University, the college exercises the freedom to appropriate the methodologies for effective curricular transaction. The curricular aspects have been the matter of prime concern in almost all the IQAC meetings. The IQAC constantly reviews the changing scenarios and the challenges the institution faces on different occasions.

Two examples of IQAC's reviews and initiatives to overcome the issues are quoted below.

1. There have been references on the delay in commencement of classes for the first semester students in most of the academic years, resulting in fewer days to complete the portions. Besides, there have been concerns expressed by the teachers for loss of days on account of centralised valuation camps held in the midst of a semester, which seriously interrupts the working days and thus the completion of syllabus. Apart from these, there have been loss of working days on many counts including inclement weather and other political reasons. The IQAC reviewed the issue as a very serious one affecting the performance of students. The IQAC, as general rule, has suggested the teaching fraternity as well as the governing bodies that the loss in excess, whenever happens, must be compensated. The additional hours are to be chosen by the department concerned, in consultation with the IQAC, to see that the loss is genuinely made up.

2. Strengthening Continuous Evaluation

The IQAC was critical of making the internal examination to one instead of two, in each semester, by the University. It was understood by the panel that lack of time was the sole reason to make such an amendment. The IQAC reviewed that having two tests prior to the University examination was ideal. Although it may be tough on the part of the teachers to conduct two tests, the IQAC suggested that the institution should find time to stand for its wards. The cell suggested that either the final test or the average of the two shall be considered for calculating the internal marks. The IQAC further proposed that it has to be so calculated to give advantage to students. The IQAC also made a review on the conduct of internal examinations of post graduate students, and resolved to recommend the departments concerned to bring in innovations in testing by employing the modes like open-book examination, peer evaluated answer scripts etc. The IQAC was of the opinion that such experiments can make learning process more meaningful and interesting. Many departments have followed the suggestions and feedbacks obtained from the students were encouraging.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 1.6**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

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

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

Response:

The institution has constantly been in an attempt to improve its position, qualitatively and quantitatively, ever since the reassessment by the NAAC in 2012. The college has made significant progress in many areas, particularly in those pointed out by the Peer team.

1. The IT facilities

- More classrooms with ICT enabled facilities (at least one in every department)
- ‘Short throw’ in all Science departments
- Improved student-computer ratio
- An all equipped website
- Wi-Fi campus

2. Academic Improvements

- Commenced a new postgraduate course (MA Economics in 2013)
- Effective management and support by Academic committee
- Initiated Four Value Added Courses and Seven Certificate Courses
- Strengthened the Feedback mechanism (more stakeholders inducted)
- Adopted numerous student-centric programmes
- Improved facilities in the classrooms
- Established inter-departmental linkages
- Lively PG Forum
- Efficacious monitoring by IQAC

3. Library

- Library became automated
- Inclusion of latest editions of books and journals
- Started issuing more books to students

4. Facilities for Differently-abled

- Constructed ramps and rails (at all buildings)
- Classrooms re-arranged for easy access
- Constructed an accessible toilet
- Ensured emergency amenities

5. Infrastructure Facilities

- Constructed new washrooms
- Renovated existing washrooms
- Equipped and improved Ladies Waiting Room (installed Incinerator & Napkin Vending machine)
- Completed the compound wall

6. Research engagements

- Improved research output
- More teachers with Ph D and the vast majority pursuing
- Number of projects and publications on the rise
- Obtained collaborations
- Familiarised Post Graduates with research oriented programmes

7. Career Guidance and Placement Cell

- Enhanced placement
- More programmes to make students competitive

8. Extension activities

- Initiated innumerable extension activities
- Proactive NSS, NCC and Clubs
- Active participation in National programmes (Swatch Bharat etc.)

9. Administrative Reforms

- Automated Office
- Reduced use of paper
- Foolproof accounting
- Improved reprographic facilities
- Student friendly ambience

10. Best Practices

- Best practices related to curricular activities: Tutor-Ward system, ICT enabled teaching-learning methodology, Green Chemistry & Newsletter
- Introduced Staff Improvement Programme and Distinguished Alumni Lectures

11. Other Developments & Sports

- Overcame shortage of furniture
- Improved playground facilities
- Augmented girls participation
- Introduced Yoga classes
- Intensified preparations for commendable achievements in competitive sports

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 7

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

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

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

7.1.2

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

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

Response:

A well-functioning gender justice forum and Grievance Redressal Cell helps the institution to maintain gender equity. The college has an organized gender justice forum along with a Women's Study Unit, which is a platform for addressing and redressing all sort of issues related to girl students. The institution ensures equality and justice to both genders and the head of the institution and faculty are always vigilant on the safety and security of all students. Round the clock security is provided in the campus to ensure the safety of students. CCTV surveillance, strong compound wall and a vigilant security guard add to shield the institution. Measures are taken to prevent any untoward incident towards the students, especially the girls. The institution makes it a point to ensure that a 'Discipline Maintenance Squad' along with the head of the institution roams around during different sessions, in the campus.

Physical and mental health of students is taken care of well and regular counselling sessions are conducted for the needy, department-wise. A forum of teachers is formed to identify and rectify the diversions in terms of their psychological health. Services of professional counsellors are also availed whenever needed. A waiting room with sufficient area is maintained for girl students. It has all the essential amenities to fulfill their requirements. A vending machine, incinerator, facilities for recreation, reading materials, etc.

are maintained in the room. Adequate numbers of washrooms are hygienically provided.

We conduct programmes under the banner of Women's Study Unit every year. All activities are conducted ensuring equal participation from both the genders. Clubs are functioning in a very efficient manner with women students taking initiatives in all activities. They are motivated to envisage better prospects both in personal and academic life. Presently, the student member in the Anti-Ragging Committee of the college is a girl.

Newly admitted undergraduate students are receiving an orientation on gender equity and personality development. The tutors in each department maintain a good rapport with their students, thereby encouraging and motivating them. The students feel free to discuss all sorts of issues with their tutors. Apart from teaching hours, faculty members ensure the conduct of soft skill development programmes such as group discussions, career discussions, etc. for both the genders.

In order to prevent sexual harassment and abuse, the college has constituted a Special Women's Cell. An Internal Complaints Committee comprising three senior most women faculty members, as prescribed by the UGC, looks into such complaints.

This institution is open to all aspiring students, irrespective of their caste, creed and gender. Students are admitted and allowed to cherish as they are and are helped to grow in their own cultural, social and religious traditions. The institution practices the spirit of equality where no partiality is shown to any group of students.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 50

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

Response: 5

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10

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

7.1.5 Waste Management steps including:

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

Response:

E-WASTE MANAGEMENT

VTM NSS College gives great care to e-waste management in the campus. Students are given prior instructions on ways to handle and dispose e-waste. Knowledge regarding the adverse impact on human health caused by e-waste and the elements present in those materials are vividly presented using relevant study materials. Battery, computer battery, mother board, UPS, etc. are segregated and deposited in designated places within the campus. Care is taken to ensure that soil and ground water are not polluted. Students are instructed to use protective clothing and hand gloves while handling e-waste. Care is taken to keep e-waste away from the elements of nature, so that it doesn't enter the food chain. Experience in e-waste management can be an added advantage for students in their future career pursuits pertaining to ICT.

SOLID WASTE MANAGEMENT

Effective management of solid waste disposal is necessary for the sake of public health and well-being. Students being young citizens are the best persons to become role models in this respect. The College ensures solid waste management by ensuring its disposal at different bins installed for the said purpose. Degradable biological waste is converted to manure, which is used for enriching the soil of the campus. Non-degradable waste like glass, fluorescent lamps, bulbs and metallic objects are deposited in separate containers. These are disposed to local dealers periodically. Incinerator installed in the college campus near the Ladies Waiting Room helps to eliminate sanitary waste materials.

LIQUID WASTE MANAGEMENT

Waste water from rest rooms, canteen, wash areas, etc. is directed to separate drainage pits to avoid contamination. Provisions are made to take liquid waste from laboratories into specially constructed percolation pits, which are far away from water sources. Students and faculty are constantly reminded to refrain from polluting the water resources. Water tanks are cleaned and disinfected at regular intervals.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting

Rainwater harvesting provides a dependable water supply in the campus during regional and seasonal scarcity of water and it is also used for purposes other than drinking. It provides water during drought, helps mitigate flooding of low-lying areas, and reduces the demand from wells which may enable groundwater levels to be sustained. Water levels of the wells in the locality have improved even during peak summer. It also helps in the availability of potable water, as rainwater is substantially free of salinity and other salts. Pits have been dug to collect rainwater to recharge water table. Prevention of water logging is effected to enhance the harvesting. Moreover, the different platforms of the terrain are purposefully maintained to minimise rain water run-off. Large number of trees has been planted to reduce the same for maintaining the growth of the flora. The results of the initiative have been very encouraging.

The rain water harvesting practices facilitate organic farming in the college campus. The water scarcity is minimised to a great extent through the methods adopted. The College is in an attempt to intensify rain water harvesting by all possible means.

Application of rainwater harvesting provides a substantial benefit for both water supply and waste water subsystems by compensating the need for clean water in the water distribution system and a reduction in storm water runoff polluting freshwater bodies.

This enhances irrigation in arid environments. Ridges of soil are constructed to trap and prevent rainwater from running down the slopes. Even during low rainfall, enough water is collected.

Conceptually, a water supply system should match the quality of water with the end use. Mostly, high quality potable water is used for all end uses. Nevertheless, the Institution ensures that wastage of water, money and energy does not happen and unnecessary impacts to the environment are avoided.

7.1.7 Green Practices

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

Response:

Green Practices

A lion's share of the student community uses public transport system for conveyance. Owing to low socio-economic levels, the cheapest mode of conveyance is being opted by the students. A minor group, who stay nearby, uses bicycles too. Pedestrian friendly roads are not practical in the present scenario as the rural area is under developed as far as the basic amenities are concerned.

Institution ensures the campus to be plastic free. When seminars and workshops are conducted in the campus, each department makes it point to avoid things made of plastic in all respects. Porcelain and steel glasses are being used instead of plastic cups. Students make it particular to bring their lunch in vessels there by avoiding plastic or any other similar waste disposals. As a socially committed group of people, the institution extends helping hand towards activities such as 'Ponkala' to uphold the Green Protocol. Steel plates/glasses are collected from the students and staff to be distributed to the participants in the 'Ponkala'. A group of students are selected as volunteers and are entrusted with this task.

Majority of the official communications are made through e-mail and whatsapp to reduce excessive use of paper. The campus is maintained neat and clean with its green landscape in all its naturalness. A variety of trees and plants constitute an undisturbed ecosystem that adds on to the serenity of the campus.

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

Response: 0.03

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

2016-17	2015-16	2014-15	2013-14	2012-13
.006	.009	.012	.005	.004

File Description

Document

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

[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

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

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	3	2

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

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

Response: 7

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

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

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

7.1.12	
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	
Response: Yes	
File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

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

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 18

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

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

The students and staff of the College take active initiative in organising events in connection with the various national festivals as they provide a platform to celebrate the unique and rich culture and heritage of India. These activities reveal and promote a sense of patriotism and commitment to the nation in the student community. It is a matter of pride for the institution that every year the students voluntarily organise most of these events with the whole hearted support of the staff.

Student parades and cultural programmes that showcase the diverse culture of India are conducted on both Republic day and Independence Day. The College Union and the various departments arrange programmes like quiz competitions, essay writing, classes, etc. in connection with these days. The college also venerates the national heroes and social reformers of the country by hosting special programmes on their birth/death anniversaries. Gandhi Jayanti celebration is extended over a week, giving special emphasis to the SwachhBharathAbhiyan proposed by the government. It is also envisioned as an opportunity to celebrate the virtues of truth and non-violence propagated by the Father of the Nation. National Youth Day- Swami Vivekananda's birthday is celebrated every year with great joy and enthusiasm. Leaders like Jawaharlal Nehru and Subhash Chandra Bose who displayed enormous courage and political wisdom and social reformers like SreeNarayana Guru, Mahatma Ayyankali, MannathPadmanabhan, ChattampiSwamikal who upheld the values of social equality are commemorated on their birth/death anniversaries. The birth/death anniversary of the first freedom fighter of Kerala VeluThampiDalava, after whom the college is named, is also commemorated. Dramatisation of their inspiring lives is done under student initiative. On Martyr's Day, along with the whole nation, the college pays homage to the sacrifice

and services of the heroes who laid down their lives for the country.

Celebration of festivals like Onam, Christmas, Holi, RakshaBandhan form the warp and weft of the cultural legacy of the college community. Even religious festivals attain a secular dimension when all the students, irrespective of their religious backgrounds, take part in them. These events set the stage to bring out the creative potential of the students as they partake in competitions like 'Athappokkalam', Christmas Crib and tree' 'Carol songs', etc. It also instills in them a spirit of oneness, brotherhood and fosters the acceptance of divergences. Along with the festivities, special sessions by experts are also arranged on such occasions to ensure that the students get opportunities to reflect on the cultural significance of these events.

In order to sensitise the students to the social, political and cultural history of their State, Kerala Piravi celebration is held on November 1st every year. Student-led cultural programmes, displaying the rich cultural heritage of the state, are performed on this occasion. Special discussions on the various people and events that shaped Kerala's social and cultural fabric are also held. Active student participation and student initiative are the hallmarks of all programmes held in the college.

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

Response:

A good governance system ensures an establishment to be empowered, ensuing functional autonomy and transparency. Being an educational institution with integrity, the college is bound to be transparent in all the spheres of its functioning, following a good governance strategy. Accountability and transparency are meticulously practised by the college in financial, academic, administrative and other procedures, keeping the steadfastness upright.

All the financial affairs are dealt through a scrupulously framed system comprising of advisory bodies, approval forums, endorsing authority, bank and Government Treasury. Policies are discussed and decisions are taken by the Planning Board, in the cases of central funds, and by the College Council and sub committees, in the cases of state and other funds. The PTA, a statutory body that is governed by a democratically elected Executive Committee, frames a plan of action each year for raising and utilising funds rationally.

After the allocation of available funds, the departments are given autonomy to prepare a prioritised requirement list for purchase. The purchase is performed following the rules and regulations of the Government. The College has constituted a Purchase Committee which ensures legitimate procedures for the purchase of all kinds. Payments are made through bank and treasury with a mandatory receipt system. Well maintained stock registers at different levels ensure utmost transparency. All the accounts are audited in time and the account statements are submitted to the Management on a monthly basis. The institution ensures a foolproof mechanism for all the office procedures.

Starting from admission onwards, the college adopts a transparent policy in academics. In this regard, the College adheres to the University rules and regulations. The academic activities are coordinated by several

bodies including the IQAC, Academic Committee, College council, etc. A complete transparent and error-free system operates to oversee the Continuous Internal Evaluation, guaranteeing justice and equality to all learners. Marks and other relevant information are published on the notice boards, in a time bound manner, giving ample scope for the learners to scrutinise and raise complaints, if any.

A decentralised administrative system facilitates the effective functioning of the institution. Various bodies like IQAC, College Council, Library committee, etc. are constituted in a democratic way so as to include stakeholders from all cross sections. This enhances the accessibility and efficacy of administration which in turn benefit the students and staff. The grievances of staff and students are addressed and redressed through a proper mechanism.

All other activities, apart from the programmed ones, are conducted and monitored by sub-committees formed in a democratic and judicious way. Activities related to extension, co-curricular, extracurricular and infrastructural spheres fall in this category. The reports of their functioning are also subjected to analysis and evaluation.

Regular meetings of various forums are convened to assess and improvise the performance. Timely intervention of the authority rules out any undue deviations from the stipulated frame work, giving emphasis to a comprehensive, transparent and completely accountable work pattern.

7.2 Best Practices

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

Response:

1. Reformed Green Chemistry Initiative

Goal:

Implementation of 'Green Chemistry Practice' in the Chemistry laboratory of the College to reduce the adversities of chemicals.

Context:

Extensive use of chemicals was found to be damaging the health of students and teachers. Unaffordable high cost of chemicals and threat of waste disposal were major issues.

Practice:

Chemistry laboratory underwent a makeover from the conventional one.

- All the reagent bottles were replaced by small polypropylene bottles of 25 ml capacity
- Volumetric analyses were converted to double burette methods where pipettes were taken away
- All Qualitative analyses were made Micro scale methods in which the use of chemicals could be reduced to half the amount
- Disposal of chemicals was reduced by giving only the amount exactly required for a particular experiment
- Laboratory Coat, Mask and Goggles were made compulsory

Evidence of success:

Considerable positive changes were observed through this practice

- Students became more enthusiastic in doing practical.
- Accidents in the laboratory reduced both in number and severity.
- Results were better in terms of grades.
- Ease of demonstration got enhanced which in turn enhanced the confidence of both the faculty and the students.
- Environment became less polluted, the indication of which was evident from the healthy growing plants around the laboratory
- Threat from hazardous chemicals could be reduced manifold

Problems encountered and Resources:

Faculty had to undergo a thorough training to implement such a tremendous change. Students were programmed with the conventional practical methods. It was rather a difficult task to make basic corrections in the modus operandi.

Here is the relevance of the commitment of a sincere and dedicated faculty whose tireless efforts made the whole endeavour a success. The Head of the institution and administration wing also supported whenever required.

1. Staff Improvement Programme (SIP)

Goal:

The programme aims to achieve the following objectives:

- To make the staff familiarize with contemporary knowledge
- To promote core competencies
- To orient towards quality research
- To cope up with the changing behavioural patterns of students
- To open more avenues for social responsibilities

Context:

Realising the very fact that quality improvement shall only be made successful by enhancing professional competency of the teachers and the administrative staff, the institution has initiated steps to augment them.

Practice:

To strengthen professional ethics and to encourage the use of sophisticated gadgets, various competence building programmes are arranged in the form of orientation classes, workshops, training programmes, invited talks, etc.

Evidence of success:

- Newly joined faculty could be motivated to give the best output in teaching-learning
- Interpersonal relationship between the students and teachers got enhanced
- The necessity of research along with academics could be highlighted

Resources:

The college entrusts eminent personalities, proficient in specific areas to conduct classes and workshops. The Management and the institution are very particular in the enrichment of the teaching faculty.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

The institution envisages education par excellence by embracing a culture interlaced with knowledge and courteousness. It aims at setting out a pavement that broaches the aspirations of the institution in academic and non-academic activities in the years ahead. Being situated in a rustic ambience, the college is designed distinctively to serve as a platform of education for the rural community comprising mostly of socially backward and economically weak learners. The prime vision of the institution is to uplift this underprivileged group, most of which are first generation students, to the main stream of academics and to the vast and wide competitive world. Inculcating culture and heritage of our country, along with ethical values, in the students and moulding them comprehensively into multi-talented and socially elevated personalities is also manifested. Envisaging to accomplish the goals, the activities and tasks are prioritised in the following manner to have a workable framework.

- Ensure that the academic programmes are available to all students irrespective of their caste, creed and gender
- Formulate need based learner-centric framework to suit the diversified and unexploited brains to conquer new heights
- Achieve an estimable and responsive quality level, that is built on culture, which strives the institution towards success
- Set up an effective system for grading and evaluating teaching- learning process
- Enhance the co-curricular and extracurricular activities of the students through well organised programmes
- Enrich the life skills and soft skills of the students to make them competent individuals and to aid them to fit into the prevailing and forthcoming circumstances
- Develop the infrastructure to catch up with the futuristic parameters of higher education
- Strengthen the extension activities to make the students acquainted with hard social realities, inculcating high values, to encourage community services
- Making students eco-conscious to ensure a clean and sustainable living environment.

The institution focuses on its major thrust areas of educational culture and social equity to mould a generation enriched with quality and values.

- The Institution stands for the specific academic and non-academic requirements of the rustic but developing student population
- Premium education is ensured to all, irrespective of their socio-economic background
- The designed academic programmes are delivered to explore the needs of the learners by identifying them as advanced, slow and very slow learners and to propel them towards excellence
- Students are inducted to imbibe the specific outcomes of the programmes with a precise intention to make them pursue their studies

- The persuasive brains are being trained towards higher standards of credentials in academic and non-academic activities elevating the credibility of the institution
- The multifaceted skills of the students are nurtured enabling them to be achievers in their inherited talents in extracurricular fields that escalate their confidence levels
- The vast area of the campus ensures future prospects for the development of infrastructural amenities in all facets including the upgradation of various UG courses to PG

NAAC

5. CONCLUSION

Additional Information :

The Institution envisages to establish a holistic progression by cultivating values and ethics among the academic community. The IQAC intervenes promptly in imparting momentum to the multifarious activities of the college by spearheading and decentralising various events. To list a few:

- Enhancing teaching-learning process through faculty exchange: an inter-departmental initiative to provide an effective curriculum delivery through participative teaching
- Monitoring the various spheres: the academic, administrative and infrastructural processes are efficaciously augmented to ensure optimum accomplishments
- Financial inclusion: In tune with the growth mission of the central government, a drive has been initiated, by which bank accounts through the Post Office are opened for every student and teacher in the college. This novel endeavour has placed the institution as one among the foremost to instill a culture of savings in the academic community, at the national level
- A rejuvenating ambience has been created in the institution, in connection with the re-accreditation process as a result of the collective efforts of the staff and the students. This has reflected positively to create a pathway and set a pace to accomplish the mission at hand

Share and Care: A special care has been taken to provide lunch for the needy, by encouraging a sense of sharing among the academic community. Financial support is also rendered to the deserving by the teaching faculty

Concluding Remarks :

The SSR, ad manum, is a repertoire of the activities of the past five years in accordance with the seven criteria and their key aspects as detailed by NAAC. The present report is an outcome of a determined assiduousness of the college community, spearheaded by the Internal Quality Assurance Cell (IQAC). It is a wainscot for ushering in quality enhancement, ensuring a consistent improvement in the academic and non-academic activities of the institution. It involves mechanisms and procedures for warranting timely, efficient and progressive performance of academic, administrative and financial accomplishments. It also facilitates equitable access to and affordability of academic programmes to the heterogeneous sections of the society. Accordingly, the College strives to provide quality education through relevant academic courses keeping in mind the special needs of the economically, educationally and socially disadvantaged strata. It seeks to inculcate knowledge and need-based skills so that the learners become well-equipped and self-reliant as and when required. It aids the students to discover and augment their true potential by inculcating the sublime values of humanity, so as to become responsible and productive citizens. The institution promotes moral, secular, scientific and nation-building values so that the students respect, protect and nurture the rich composite culture of the country. It also aims to create awareness, concern and care for the ecosystem, for a sustainable growth. For achieving these objectives, the IQAC coordinates the proper implementation of all the aspects involved and leads the college to the pedestal of sublime achievement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>14</td> <td>15</td> <td>6</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>14</td> <td>11</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Remark : As per the given HEI clarification , the number of research papers in the journals notified on UGC website has been modified .</p>	2016-17	2015-16	2014-15	2013-14	2012-13	20	14	15	6	16	2016-17	2015-16	2014-15	2013-14	2012-13	18	14	11	6	5
2016-17	2015-16	2014-15	2013-14	2012-13																	
20	14	15	6	16																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
18	14	11	6	5																	
3.5.2	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI clarification , the number of functional MOUs are modified based on the name list provided as a proof.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	3	3	1	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	0	2	1	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	3	1	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	2	1	0	0																	
4.2.3	<p>Does the institution have the following:</p> <p>1. e-journals</p>																				

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

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

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

Remark : As per the HEI clarification proper proof is not provided for 2 of the above. Hence the HEI has been modified.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
.82	.24	1.55	1.37	1.37

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0.05	0.05	0.05	0.05	0.05

Remark : As per the HEI clarification , the Annual expenditure for purchase has been reduced .

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1547	1437	1398	1408	1007

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
150	130	130	140	100

Remark : As per the HEI clarification only name list has been provided but only with the name list

the number of students cannot be accepted . Proof of the policy should also be provided and hence the number of students benefited has been reduced .

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : As per the HEI clarification the proofs are provided only for 4 of the above mentioned hence it is edited .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the HEI clarification provided the total number of teachers attended the programs are edited .

7.1.3 Alternate Energy initiatives such as:

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

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 90

Answer after DVV Verification: 0

Remark : As there are no proof given for the claim. The number has been reduced .

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	3	2

Remark : As per the HEI clarification provided the number of specific initiatives to address locational advantages and disadvantages has been edited as per the circulars provided .

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations