



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**PAYYANUR COLLEGE**

EDAT PO, PAYYANUR, KANNUR, KERALA 670327  
670327

<https://www.payyanurcollege.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Payyanur College, Payyanur is a government-aided college affiliated to Kannur University. The non-partisan, non-communal, non-political Payyanur Educational Society, which was registered under the Registration of Societies Act XXI of 1860, established the college in 1965 in a vast area of about 120 acres of land which was donated/given at minimal rate by the local people who wanted to see a centre of higher learning established in their locality. Thus, starting its journey as a people's institution, the college has so far shared the fruits of higher education to around 50,000 students hailing mainly from the socio-economically backward families of North Kerala. The college is proud that it has its alumni across the globe, contributing significantly to all walks of life.

The college has been consistently recording high pass percentage with significant number of ranks in university examinations; has been winning the university Arts Festival successively; and winning university and professional games championships with impeccable track record. It has been making notable achievements in all domains through well-structured teaching-learning, research, extension, infrastructural augmentation, social orientation initiatives. The support to the weaker sections, as envisaged in its vision and mission which are based on the solid democratic foundation of inclusivity and holistic, sustainable development, has won the college much acclaim in academic and public circles.

Currently around 2000 students are pursuing their higher education in 14 UG, 5 PG and 5 PhD programmes across science, social science, humanities, commerce, and management studies disciplines. A team of 83 teachers and 30 non-teaching staff is driving the college forward, ably directed by a visionary management.

The college has always been committed to breathe in quality in all its transactions and robust policies and systems are in place for quality assurance which are piloted by the IQAC. The college was accredited by NAAC with 'A' grade in 2007 and re-accredited with 'B+' grade in 2018. This SSR is for the third cycle of accreditation. The college could secure a rank in the 151-200 rank band in the NIRF of MoE in 2023 which is a morale booster for the upcoming NAAC accreditation

### **Vision**

The vision of the college is "Our Education, Our Future. This vision reminds us of the positive changes in the world generated by educational efforts of the enlightened people of Payyanur who came forward with the idea of founding an institution for imparting quality education to the rural and semi-urban population in and around Payyanur. The foremost objective of Payyanur College, Payyanur ever since then has been to provide quality

higher education to all the aspiring people living within the catchment area across caste, creed, class and religion. Adhering to the principles of reservation and norms of admission based on merit, the college is able to serve the marginalized sections as well as the financially sound and academically competent class. Besides, Payyanur College is unique in its secular character and mode of functioning. In the midst of caste and communal institutions that come up in large numbers this institution stands up as the beacon of secularism and democratic spirit. The College has formulated the aforesaid vision to carry forward the message and practice of the founders who emphasized the worth of education as a means of social upward mobility for the

rural people. The institution has strategic plans to actualize the vision through a stated mission

## **Mission**

The MISSION STATEMENT of the institution is : Higher Education for Inclusiveness, Equity, Excellence and Sustainable, Holistic Development. The finer aspects of the mission statement can be spelt out as the following bulleted points:

To be a model earth-friendly, sustainable, inclusive institution serving students and the local community through quality higher education

- Dissemination of secular and democratic values in the learners with a view to building a cohesive and tolerant society.
- Spreading an inclusive consciousness beyond gender, class and caste prejudices for integrated national development.
- Propagation of Sciences, Social, Biological and Mathematical, to assist the formation of a productive knowledge society. Developing global competency in students.
- Preservation as well as advancement of the literary wealth of different Indian and foreign languages through study and healthy interaction.
- Empowerment of women and the socially deprived sections through education.
- Promotion of green practices to decimate carbon footprints
- Preservation of biodiversity.
- Exposure to ICT for Teaching, Learning, Evaluation and Research.

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

### **Institutional Strength**

- 58 years' tradition of educating about 50,000 students through 14 UG, 5 PG, and 5 PhD programmes spread across science, humanities, commerce, management studies disciplines—all in government-aided mode
- Presence of alumni of global, national, and regional repute in all walks of life
- Massive public support. The institution started functioning with over 120 acres of land donated/given at nominal rate by the public
- Support for the establishment of other government educational institutions by donating 35 acres of land
- Visionary, non-partisan, non-communal management comprising representatives from all sections of the society
- Certificate courses for value addition and upskilling
- Every year, educating around 2000 students majority of whom are from financially and socially weaker families. Many are first-generation learners
- Special thrust on care for the underprivileged. Endowments, scholarships, study aids and free mid-day meals for the needy.
- Special equal opportunity initiatives for women and the differently-abled
- Consistently high results in university examinations
- Excellent performance in sports at international, national, and university level.
- Scintillating performance in university arts festival. Won the title 22 times out of 25
- Fully democratic campus atmosphere with programmes to promote national integration,

national/regional culture, values of co-operation, mutual trust, integrity, equity, social and gender justice

- Reasonably good infrastructure. Majority of classes are ICT enabled
- Excellent library with around 58,000 books and innumerable e-resources
- Regular seminars with government and PTA funding;
- Various clubs and forums for overall development of student personality
- Active NCC and NSS units
- Commitment to preservation of national/local heritage
- Eco-friendly campus with 64 acres of lush greenery. Biodiversity conservation gardens of RET plants, etc
- Green Brigade to monitor campus cleanliness.
- Solar power plant and rainwater harvest ponds
- Ladies hostel and sports hostel
- Facilities for all major games, Yoga
- Own transportation facility
- Parks and recreational facilities for social interaction
- Canteen, Co-operative Store with concessional rates
- Highly qualified and dedicated faculty; committed administrative and support staff
- Significant outreach activities of various dimensions
- Strong PTA and Alumni Association
- Transparent financial management
- Accessibility of college infrastructure for the public
- Sufficient land near to national highway
- Goodwill of the institution among the public and academic circles

### **Institutional Weakness**

- Lack of academic flexibility due to the affiliating system
- Lack of skill courses on regular mode
- No hostel accommodation for the boys
- Minimal research grants and research output. No patents so far
- Insufficient space for college central library. So department libraries has to be maintained
- Lack of sufficient governmental funding
- Shortage of funds as a hurdle for implementation of mega project plans like construction of additional library block, sports hostel, indoor stadium etc. and setting up of advanced research labs
- Minimal presence in MOOC sector
- Lack of sufficient financial support for faculty scholarship
- Knowledge gap of students at the entry point
- Poor communication skill of the students who are mainly from rural areas
- Lack of paid consultancy projects
- Placement records not as per expectation
- Insufficient water preservation system

### **Institutional Opportunity**

- Scope for autonomy for greater academic flexibility
- More research activities, fund tapping

- More skill courses
- More funds from govt/RUSA etc to be tapped
- Greater involvement in MOOC
- Infrastructure augmentation
- Collaboration and consultancy
- Boy's hostel
- More professional development programmes for staff
- Improve placement activities
- Improve water preservation system
- Greater alumni engagement
- To emerge as a Knowledge Hub
- Scope for emerging as a centre of sports and arts excellence
- NEP advantages

### **Institutional Challenge**

- Rapidly changing educational environment.
- Uncertainties regarding the implementation of Four Year UG Programme
- Has to compete with well-established institutes in the globalised scenario
- Craze for foreign education. Lesser opportunity to attract foreign students
- Drop out of students to join professional courses
- Rural situatedness. Lack of big industries in the area which forestall institution-industry linkage
- Relatively poor placement opportunities, no industries in neighbourhood
- Rigidity of affiliating system
- Poor financial status of students leading to result drop
- Lack of goal orientation among students from rural areas

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular transactions being the heart and soul of the operations of any educational institution, the college has been systematically implementing the curricular activities with utmost commitment to quality of output. Being an affiliated college, we are bound to adopt the curriculum provided by the parent university; and, hence, the freedom in curriculum design is limited. However, our teachers take active role in the curriculum design as members of university academic bodies. The college has flexibility in meaningfully implementing strategies of curriculum transaction. This freedom allows for institutional uniqueness and quality differentiation. The methods followed by the college for effective implementation and transaction of the curriculum are: Academic Calendar, Master Time Table, Course Allocation Process, Lesson Plan, Teachers' Diary, Bridge Course, Internal Assessment System, Mentor Diary, Remedial Courses etc.

Academic Flexibility has been realised mainly through well-designed certificate/add-on/value-added courses. During the last five years the college offered 51 such courses benefitted by 3410 students. These courses provided diverse and customised learning experiences to our students.

Cross-cutting issues of Professional Ethics, Gender, Human Values, Environment and Sustainability are well

integrated into the syllabi of various programmes and the college has devised and implemented a variety of curricular and extra-curricular programmes to follow them in letter and spirit. IPR Seminars, Gender Sensitisation Initiatives, Democratic Citizenship Promotion Programmes, and a series of initiatives to green the earth both inside and outside the campus are some programmes in that line.

The college has a well-structured Feedback System. Feedback on academic ambience, teacher performance, syllabus and programme of study from Students, Teachers, Alumni and Employers are taken through structured questionnaires. The feedback is analysed by the IQAC and Action Taken Report (ATR) based on the analysis is submitted to the higher authorities and corrective measures are taken accordingly.

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

The average student strength of the college is 1955 for the past five academic years. The enrolment percentage always maintain above 98 in every year. We have students from various Socio-economic-religious-cultural-financial-geographic backgrounds including marginalized sectors. Presently 40 differently abled students are pursuing their education from this college. Present Student Teacher Ratio is 28:17.

The college emphasizes student-centric methods for effective learning, including experiential learning like practical sessions, internships, and case studies. The institution also utilizes ICT tools like LCD projectors, Moodle LMS, and e-resources including e-books, journals, and online platforms like Google Classroom and YouTube. The efficient tutoring system is supplemented by the remedial and mentoring. Mentoring helps the teachers keep track of the student's academic performance and personal aspirations.

The percentage of full-time teachers against sanctioned posts is 100%. Out of 73 faculties, 56 teachers hold PhD degree. 100% teachers are NET/PhD holders.

The college has a transparent internal assessment mechanism with proper Grievance Redressal System. The College follows Kannur University's assessment methods, allocating 20% for internal and 80% for end-semester exams. Three-tier statutory redressal system is followed by the college. Internal assessments include diverse methods like assignments, seminar, viva, internal/model exams, and practical evaluations, along with continuous monitoring.

The college follows Outcome-Based Education (OBE) offered by Kannur University. Institution emphasizes student familiarity with Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) through various channels like website publication, college calendar, departmental display boards, and through syllabus. Feedback mechanisms from students, faculty, employers, and alumni is used for corrective measures. Outcomes are otherwise explained and inculcated through bridge Courses for the first-year students during the initial stages of admission. A high percentage of students progressing to higher studies and reputable placements reflects the effectiveness of the program outcomes.

The average pass percentage of the institution during the period of assessment is 85.33%. College claims 64 University ranks to its credit over the five years of accreditation. In this 5 year tenure the research departments of the college has produced 9 PhD.

### **Research, Innovations and Extension**

Establishing an environment conducive to innovation and research is paramount for sustainable growth. Within the limitations of an Arts and Science college offering mainly UG programmes, our institution has made significant attempts at research and innovation, transfer of knowledge/technology, promotion of Indian Knowledge System (IKS), IPR sensitization etc. The extension activities are significant in number and outcome.

A culture of research and innovation is effected through projects, filed/industrial visits, assignments, enrolment for PhD, preparation of registers like biodiversity register, energy audit, activities of Entrepreneurial Club, starting of Business Incubation Centre and so on. Tapping of research funds has been done by the faculty, though not on a very significant level. Over 35 research methodology seminars/workshops and an equal number of IPR/Research Ethics seminars were organised during the last five years.

Considering the limitations of an affiliated college with regards to research and innovations, maximum efforts have been put for creation and dissemination of knowledge. It is reflected in the number of publications, PhDs produced, and awards received.

The college is well-noted and well-appreciated for the extension activities in the neighborhood community. The activities are carried out by the NCC and NSS units as well as the departments. They are planned and implemented in consultation with the relevant constituencies of the community, addressing their most pressing needs. The broad areas within which these activities fall are: Basic Human Need, Education, Disaster Management, Covid-Combat, Swachh Bharat, Nature Conservation, National Integration, Preserving Traditional Knowledge, Propagation of Scientific Temper, Healthcare, Disabled Care, Geriatric Care etc. All these programmes were targeted at the holistic development of the students, in addition to supporting the beneficiaries. The college has received a significant number of awards, including State Award for Best Green College as well as Best NSS Unit and Programme Officer in recognition of the extension activities. The appreciation received from the beneficiaries as well as the general public also has been overwhelming.

### **Infrastructure and Learning Resources**

Our institution has ensured state-of-the-art infrastructure facilities for teaching-learning, cultural and sports activities catering to the evolving needs of our diverse student category. In a sprawling campus of 63.67 acres with 168724.24 sq.ft of built-up area, 90% of the classrooms are ICT-enabled with LCD projectors. A Learning Management System and sufficient e-resources are also available. Laboratories for PG and UG science departments facilitate experiential learning, complemented by a comprehensive computing setup and a well-equipped library with automated systems. The college has a remarkable record in arts festivals and sports championships, with dedicated facilities including a Kalakendra, Yoga Hall, indoor and outdoor game areas, and a multi-gymnasium. Infrastructural highlights include a large auditorium, practice spaces, open stages, and audio-visual halls promoting academic and cultural inclusivity.

The college library system comprises a Central Library and Department Libraries with advanced digital facilities including library automation, institutional repository (DSpace), and e-book reading. It hosts diverse print resources with over 57,000 books, 60 journals, and online access to Book Share, N-LIST and DELNET. The library serves an average of 135 daily users. The catalogue of the library is available online through WEBOPAC, hence it is possible to search and know the details and availability of books from any place at any time. A catalogue of available books in audio format collected from different universities/agencies across Kerala has been made available for the print-disabled, giving them access to audio books. The Central Library is fully automated with the software Book Magic for the in-house management.

The institution regularly updates its IT facilities. The internet connectivity was enhanced from 3 MBPS (2015) to 200 MBPS (2021). Various academic-management software includes Total Campus Solution, Moodle, and Asset Management Software. QR codes offer easy access to course outcomes and botanical information. The student-to-computer ratio is 13.7:1.

The total expenditure over the last five academic years amounts to Rs. 774.74 lakhs of which Rs. 337.83lakhs (43.606%) was spent on infrastructure augmentation, and Rs 250.05lakhs (32.276%) on infrastructure and academic maintenance.

### **Student Support and Progression**

The college prioritizes a student-centred and forward-thinking environment, equipping graduates to thrive in the global arena. Our comprehensive support system fosters a nurturing learning experience, ensuring each student's journey to success. This commitment manifests through proactive scholarship system, diverse capacity-building and skill development programmes, transparent grievance redressal mechanism, and extensive sports and cultural facilities. Additionally, dedicated career guidance, counselling, and placement support empower students for their future careers. Alumni provide placement training for students, render invited talks, motivational classes etc for student progress and development.

87% of the students are provided with financial assistance from government and non-government organisations in the form of scholarships, endowments, freeships and other financial help. A total of Rs 435.89 lakhs was given as Government scholarships and Rs.7,90,550/- as non-governmental and institutional scholarships. 98 Capacity enhancement programmes on Soft Skills, Language and Communication Skills, Life Skills and ICT/Computing Skills were organised by different forums and departments. More than 58% of the students were benefitted through 87 guidance sessions for competitive examinations and career counselling organised by different departments and other agencies. Time-bound and transparent Grievance Redressal system is in place. Students can seek the redressal through online and offline modes. All the statutory bodies- Grievance Redressal Cell, Anti-ragging Committee and Internal Complaints Committee function in the campus.

67% of outgoing students were placed/progressed to higher studies. 310 students qualified various competitive examinations.

The students actively take part in sports and cultural activities and more than 279 medals have been received by the students during the last five years at the university/state/national level. Students participated in 398 sports and cultural programmes organized by the college or other institutions.

The college's alumni association serves as a continuous source of enrichment for the academic environment. Through a strategic alignment of their activities, they significantly benefit both students and the wider community. This support takes various forms, including providing financial aid for social outreach programmes, funding infrastructure improvements, organizing educational seminars and competitions, and establishing scholarships for outstanding students.

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

The institution emphasizes the value of education envisaged in its vision, mission, and motto through strategic planning, governing system, technological integration, staff empowerment and financial transparency. The



college follows a well-defined decentralised organisational structure with the apex body of the Board of Management comprising members from all walks of life irrespective of any caste/community/religion/political affiliation barrier. The administrative structure is led by the Principal. The College Council and IQAC play crucial roles in strategic planning, supported by 30 committees and bodies.

The institution has framed a comprehensive five-year perspective plan covering seven key areas such as academic excellence, skill enhancement, holistic development of students, research, capacity enhancement of staff, infrastructure development and reaching out to local communities.

The institution has implemented E-governance system in the areas of Administration, Finance and Accounts, Student Admission and Support and Examination. In order to ensure efficiency, transparency and accountability in governance, the institution has formulated E-Governance Policy.

The institution constantly strives to the professional and personal growth of both teaching and non-teaching staff through a well-structured Performance Appraisal System and various welfare measures. Financial assistance is provided to the staff for seminar/conference/workshop participation and professional body membership. The institution is dedicated to enhancing the competence of both teaching and non-teaching staff through various professional development programmes piloted by IQAC and encourages them to participate in similar programmes offered by other institutions.

A comprehensive financial management system ensures effective mobilization and utilization of funds with a mechanism of internal and external financial audits.

The Internal Quality Assurance Cell continuously makes effort to enhance teaching learning quality through the design of a structured Academic calendar, conducting Bridge course and Certificate courses, the design and annual verification of Mentor Diary and Teachers' diary, ensuring ICT facilities and Online learning through LMS, online resources etc. IQAC has implemented online grievance redressal mechanism for student support. The IQAC established 5 functional collaborations with other institutions and conducted quality audits such as Academic and Administrative Audit, Green Audit, and Gender Audit, aiming to promote various quality practices within the institution. The institution was ranked in 151-200 range by NIRF in 2023.

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

**Gender Initiatives:** Payyanur College is committed to promoting gender equity, human values and professional ethics and has implemented various programmes aimed at ensuring gender equity and fostering a safe and inclusive environment for all genders. Formation of Internal Complaints Committee, Grievance Cell, and Gender Audit etc. are a few significant initiatives.

**Sustainability Initiatives:** The institution has prioritized sustainability through the provision of facilities for energy, water, and waste management. The college campus is eco-friendly as evidenced by solar power plant, water harvesting ponds, biogas plant, solid waste management system and disabled friendly campus facilities. The campus is also adorned with lush greenery, displaying dedication to biodiversity conservation. Green campus initiatives include the establishment of conservation garden components. The State-Level Best Green Campus award is emblematic of this.

**Energy and Environment Audit:** The institution has conducted energy and environment audits, demonstrating a commitment to environmental stewardship. Clean and green initiatives on and beyond the campus further

strengthen efforts to maximise the institution's ecological footprint.

**Inclusivity:** Catering to the needs of socio-culturally diverse student population, the institution has an atmosphere of harmony which emanates from the celebration of various festivals, special days, concern for the other etc. A plethora of programmes promoting national integrations is also a hallmark of the institution.

**Best Practices:** The institution has designed 'Succeeding And Achieving Together Hand in Hand' (SAATH) programme as the first best practice to ensure student support programmes catering to the needs of differently-abled students, slow learners, female students, and financially disadvantaged students. 'Punarjani' (Giving Breath to Dying Wealth), the second Best Practice focuses on the preservation and promotion of local and national traditional knowledge and culture.

**Distinctiveness:** The institution's distinctiveness lies in its continuing commitment to inclusivity practiced in every respect. The college took off as a public institution embracing all sections of people in its operations. The institution's inclusivity is evident in its student and staff diversity, best practices, support to other institution by generously donating land, and various activities to reach out to the community.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PAYYANUR COLLEGE
Address	Edat PO, Payyanur, Kannur, Kerala 670327
City	Payyanur
State	Kerala
Pin	670327
Website	<a href="https://www.payyanurcollege.ac.in">https://www.payyanurcollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Santhosh V M	04972-805521	9497653521	-	payyanurcollege@rediffmail.com
IQAC / CIQA coordinator	Swaran P R	04972-2805121	9447293398	-	swaranpr@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	Kannur University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	17-06-1972	<a href="#">View Document</a>
12B of UGC	17-06-1972	<a href="#">View Document</a>

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				

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?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	06-07-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Edat PO, Payyanur, Kannur, Kerala 670327	Rural	63.67	15675.01

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Mathematics,	36	Plus Two	English	40	34
UG	BSc,Physics,	36	Plus Two	English	40	38
UG	BSc,Chemistry,	36	Plus Two	English	41	41
UG	BSc,Botany,	36	Plus Two	English	38	38
UG	BSc,Zoology,	36	Plus Two	English	36	36
UG	BA,Political Science,	36	Plus Two	English	57	57
UG	BA,Economics,	36	Plus Two	English	71	71
UG	BA,History,	36	Plus Two	English	57	57
UG	BA,Malayalam,	36	Plus Two	English	40	40
UG	BA,Hindi,	36	Plus Two	Hindi	41	41
UG	BA,English,	36	Plus Two	English	47	47
UG	BCom,Bcom,	36	Plus Two	English	72	72
UG	BA,Functional Hindi,	36	Plus Two	Hindi	29	29
UG	BBA,Management Studies,	36	Plus Two	English	44	44
PG	MSc,Mathematics,	24	BSc	English	15	13
PG	MSc,Physics,	24	BSc	English	15	14
PG	MSc,Chemistry,	24	BSc	English	15	13
PG	MSc,Botany, Plant Science with Bioinfor	24	BSc	English	12	11

	maths					
PG	MA,English,	24	BA	English	20	20
Doctoral (Ph.D)	PhD or DPhil ,Mathematics	60	MSc Mathematics	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Physics,	60	MSc Physics	English	7	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	MSc Chemistry	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Hindi,	60	MA Hindi	English	6	1
Doctoral (Ph.D)	PhD or DPhil,English,	60	MA English	English	4	0

### 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	2				9				62			
Recruited	1	1	0	2	4	5	0	9	26	36	0	62
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	3	10	0	13
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				31
Recruited	23	7	0	30
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	3	4	0	19	20	0	48
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	1	0	0	7	16	0	24
UG	0	0	0	0	0	0	0	0	0	0

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



<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	7	0	9
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>	
	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	275	0	0	0	275
	Female	453	0	0	0	453
	Others	0	0	0	0	0
PG	Male	15	0	0	0	15
	Female	56	0	0	0	56
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Certificate / Awareness	Male	113	0	0	0	113
	Female	499	0	0	0	499
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	38	24	19	30
	Female	41	45	56	67
	Others	0	0	0	0
ST	Male	16	4	5	4
	Female	12	24	11	20
	Others	0	0	0	0
OBC	Male	151	112	96	122
	Female	302	273	259	229
	Others	0	0	0	0
General	Male	59	47	35	44
	Female	91	103	91	129
	Others	0	0	0	0
Others	Male	3	6	2	3
	Female	3	5	4	6
	Others	0	0	0	0
<b>Total</b>		<b>716</b>	<b>643</b>	<b>578</b>	<b>654</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>We are living at a time when disciplinary boundaries are fast vanishing. Research and innovation in the contemporary times is founded on multidisciplinary and interdisciplinary approach. NEP 2020, which is an embodiment of the spirit and need of the time, also lays significant thrust on this aspect. Payyanur College has contributed its own share in materializing this approach at two levels: one, being an affiliated college, it follows the core course and complementary course pattern where similar subject are brought together with mutual complementarity as per the university system (for example, Mathematics Core students study Physics and Statistics as Complementary subjects); two, it has introduced its</p>
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own vistas of interdisciplinary enquiry by offering a basket of elective courses, certificate courses, research projects, student projects etc. At the macro level of the university curriculum there are different initiatives towards interdisciplinarity. The Common Courses (both English and Additional Languages such as Malayalam, Hindi, Sanskrit etc.) for UG programmes often form an amalgam of well-chosen topics and texts pertaining to the disciplines of linguistics, literature, art and culture, gender studies, dalit studies, economics, history, political science, pure sciences, environmental studies, sports, film etc. Integration of Information Technology is also part of almost all programmes. The Generic Elective Course for final year UG students provide ample scope for inter/multidisciplinary studies. Each department offers a minimum of two courses in the 5th semester UG, which can be opted by students across the disciplinary boundaries. The college gives thrust on interdisciplinary knowledge while new programmes and courses are planned. The new PG programme in Plant Science with Bioinformatics is an example. Application has been submitted to competent authorities to sanction a new UG programme in Data Science. The Four Year UG programmes starting from the next Academic year have ample scope for interdisciplinarity and multidisciplinary of knowledge. In addition to the above, at the institutional level, every department offers Certificate Courses based on their core competency for which students of other departments can also enroll. This provides them with an opportunity to integrate knowledge that is spread across various disciplines. For example, The Department of Management Studies offers a course on “Ethos of Vedanta” in collaboration with the Department of Sanskrit; IQAC piloted a course on the different dimensions of Environmental Studies; Department of Physics offers a course on the “Art and Science of Photography”. The research projects undertaken by the scholars at various departments also address the interdisciplinary potential. For example, the PhD scholars of the Department of Physics explore the relationship between the radioactive properties of soil with varying vegetation. UG and PG students also undertake similar projects where they bring in knowledge from different disciplines to address their research question. Further, the college has organised

	<p>a series of programmes bringing together the faculty of similar subjects, like science, humanities, commerce &amp; management studies etc</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Flexibility is a buzzword of modern education and work environment. Aligning with this societal and attitudinal change, NEP has provided ample scope for flexibility and ensured mobility of students across the country. The relatively new concept of Academic Bank of Credit is the cornerstone of academic flexibility and the university to which the college is affiliated has initiated its implementation. The students of the college had registered in NAD in 2021 and they did ABC registration in 2022. A college level co-ordinator is posted to facilitate ABC registration. The ABC system will be fully operational in the university and subsequently in the college from the coming academic year onwards as the university has expedited measures to implement the Four Year UG Programmes from then.</p>
<p>3. Skill development:</p>	<p>The demographic dividend of youth population in the country and the national mission of Skilling India have led to the increased integration of skill development into higher education in NEP. Identifying the significance of skill enhancement, the college has been implementing various projects and programmes to enhance hard and soft skills of the students. Skill-based diploma and certificate courses, special skill enhancement programmes launched by government, industry visits, field trips, seminars/workshops, hand-on training sessions etc. fall under this category. Diploma course in Computer Application; Certificate courses in Data Analysis using SPSS, Mushroom Cultivation, Art and Science of Photography, Fish Culture, Apiculture, Communicative English, LATEX; Generic Elective Course in First Aid etc. are offered to the students as mainstream academic activity. Programmes launched by the Government of Kerala, such as ASAP (Additional Skills Acquisition Programme), WWS (Walk with a Scholar), SSP (Scholar Support Programme) etc. are implemented by the college for upskilling the students. In addition to this, special skill training sessions with the support of various professional organizations and technical support teams are conducted for imparting skills such as swimming, carpet making, paper bag making, jewellery making etc. Programmes organized by</p>

	<p>Entrepreneurship Development Club also contribute significantly in the skill segment. Soft Skill development sessions for outgoing students, Science practical sessions, training in journalistic writing, demonstration sessions in art and culture etc. also lead to skill upgradation. Also, various programmes organized by students improve their social, organizational, and soft skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Education that does not acknowledge one's roots will not have long-lasting impact. India is a land of great tradition and rich diversity and NEP envisages sensitization of students to these. The commitment to academic enquiries in the field of Indian knowledge system of the college is embodied in three ways: 1) Serious academic deliberations on the topics in this area that are included in the syllabi of various programmes by the university; 2) Conscientising the students about the Indian knowledge system through special certificate courses; and 3) Creating awareness and pride in students about our knowledge system, both national and regional, through a plethora of programmes and activities. The syllabi of various programmes offered by the university through its affiliated colleges has well integrated topic pertaining to the Indian knowledge system. All UG students have to study two Common Courses of which one is English and the other Hindi, Sanskrit, or Malayalam. The syllabi of these courses comprise lessons on the Indian Constitution, epics, social set up, joint family structure, art and culture, folklore etc. In addition, a lot of literary pieces translated from various Indian languages also form integral parts of the syllabi. Various programmes in the science stream incorporate knowledge related to the preservation of traditional varieties of plants and animals and traditional technologies of preservation. The certificate courses offered by various departments also highlight the grandeur of the Indian knowledge system. The course on "The Ethos of Vedanta" jointly offered by the departments of Management Studies and Sanskrit, on "Natanapraveshika" by the Department of Malayalam etc. are a few case in points. The motto of the college is the age-old Indian saying— Vidhyadhanam sarvadhanath Pradhanam (education is the Ultimate Riches) and the vision of the college envisages holistic development of the students, declaring its commitment to the Indian</p>

	<p>philosophy of education. Some of the current programs are listed below: • Preservation of native varieties of Kunhimangalam mango through extensive social penetration programmes • Many plants which are used in the traditional system of medicine–Ayurveda–are preserved in the Herbal Garden maintained by the college. • Local mangrove preservation and restoration programmes are piloted by the Departments of Botany and Zoology in association with various NGOs. • Payyanur is known as Second Bardoli due to its significant contributions in the Indian Freedom Movement. The Department of History, NCC, and NSS have organised many programmes celebrating this great tradition. • The Department of Malayalam organised a variety of programmes for the preservation of the folk tradition in association with the Folklore Academy, Govt. of Kerala. • The language departments organised seminars and workshops that explored the terrains of interaction among Indian languages and translation. • The department of Hindi offered a special tailor-made course in Hindi for the police personals of Payyanur. The videos of the topics dealing with the Indian knowledge system that are incorporated into the syllabi are made available on the YouTube channel of the Department of English.</p>
5. Focus on Outcome based education (OBE):	<p>PO, CO attainment exit questionnaire Teachers participated in university workshops CBCSS Co-ordinator briefed to students and teachers Kannur University, to which the college is affiliated, introduced the OBE system for all UG programmes from 2019 admission onwards and for PG programmes from 2023 admission. The curricula, syllabi, as well as teaching-learning-evaluation process of all programmes were aligned in the line of a three-tier outcome achievement—Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Following the university regulations, the college has taken systematic initiatives to materialize OBE in its true spirit. The crux of OBE is communicated to the students right from the first day of their joining the college. In the welcome meeting of first year students and their parents, the salient features of OBE are introduced. In the Induction Programmes that follow, the department-level CBCSS Co-ordinators detail about the OBE and the CBCSS systems. The POs,</p>

	<p>PSOs, and COs are displayed in front of each department, on the college website, and printed in the college calendar that is distributed to students. The curriculum and syllabi of the programmes concerned are also shared with the students through the official WhatsApp group of each class. The COs are explained in details by the teachers handling the specific courses. In the teaching-learning process, the effective transaction of the envisaged outcomes is ensured. The teachers are given training by the university as well as by the college-level CBCSS Co-ordinator on the implementation of the system. The teachers devise their own strategies in line with the university guidelines for effective realisation of the expected outcomes. These outcomes are evaluated, as per the university guidelines, through continuous evaluation based on classroom and allied activities, internal and external examinations, seminars, projects, industry/field visit reports, practical records etc. Participation in co-curricular and extra-curricular activities is also taken into consideration. Feedback questionnaire is used to check the attainment of outcomes by the outgoing students. The achievement of the outcomes is monitored at the various levels by individual teachers, the Department Council, the College Council, IQAC, and Class PTA.</p>
<p>6. Distance education/online education:</p>	<p>As per the guidelines governing the functioning of affiliated colleges, programmes through Distance Education mode cannot be offered by an affiliated college. The parent university, as well as the Sree Narayana Guru Open University (SNGOU), IGNOU etc. conduct them. Many of our teachers are on the academic bodies of Kannur University and SNGOU and are involved in curriculum design of Distance Education programmes. Many teachers serve as academic advisors (faculty) for various programmes offered by all the three universities above mentioned above through Distance Education mode. Regarding Online Education, the college has made significant strides, especially in the pandemic and post-pandemic (Covid-19) period. This achievement is the result of a chain of activities, the chief among which are furnished below:</p> <ul style="list-style-type: none"> <li>• The teachers attended e-learning, e-teaching, e-content development workshops/seminars/FDPs offered by UGC HRDCs, PMMMMNMTT, other agencies, and our own college.</li> <li>• IQAC initiated the massive participation of teachers</li> </ul>



and students in various online courses offered by premier platforms such as SWAYAM, NPTEL, and Coursera. • The e-resources thus produced by the well-trained teachers are shared with students through various platforms like Google Classrooms, Moodle etc. Assignment submission, class webinars etc. are being done through these platforms. • License to use online platforms like G-Suite, Zoom etc. were purchased and classes and webinars were/are conducted through them. • YouTube channels were started and lectures by our faculty were made available to students irrespective of institutional barriers. The YouTube channel started by the Department of English benefited the students of all colleges under the university immensely during the pandemic period. The viewer statistics (415K views, 22.7K watch hours) vouch for it. • The college library made available to the users innumerable e-books and e-journals with mobile access facility. The college has been a subscriber of INFLIBNET for the past many years. Also, a D-Space account was created by the library to make available to the readers institutional resources like previous years' question papers, newspaper clippings, e-books, dissertations/theses, and faculty publications. • The Library Club and NSS volunteers joined hands in the production of podcasts based on syllabus items with the noble humanitarian aim of supporting the print-disabled (visually-challenged) students in all colleges under Kannur University which has won much acclaim. • In the world where geographical boundaries are vanishing with respect to education, the college has planned to create more e-contents for the academic community. In line with NEP, we are planning to offer MOOC courses at various levels which shall be integrated into the Academic Bank of Credit. A studio for e-content production is in the pipeline.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

YES. Electoral Literacy Club has been established in our college from 2018-19 academic year as per government directives to inculcate election ethics in new voters aged between 18-21 years pursuing their

	<p>graduation. It aims to educate the students about voter registration and constitutional obligations as a part of democratic process. By strongly upholding the dictums, 'Every vote counts' and 'No voter is to be left behind,' the club helps the target audience to understand the value of their votes and exercise their right to franchise in a responsible and ethical manner.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>In the beginning of every academic year, ELC is reconstituted with a faculty co-ordinator and a student co-ordinator at the apex. They ensure the smooth functioning of the club throughout the annum. Faculty Co-ordinator is appointed by the Principal from experienced faculty members. Generally, the association secretaries of various departments who are the student representatives elected through the College Union election become the student co-ordinators. This ensures the democratic nature of the Cell in its functioning and conduct of all the activities on disseminating electoral knowledge. All the students recognize themselves as the club members once they get registered as per the co-ordinators' instructions and their membership will remain intact till the completion of their graduation course. The office bearers of the club are as follows:  Staff Co-ordinator of 2023-24: Dr Sreehari A.C., Member of Payyanur College Council. Student Co-ordinator of 2023-24: Nandana P., Member of Payyanur College Students Union. Staff Co-ordinator of 2022-23: Dr Sreehari A.C., Member of Payyanur College Council. Student Co-ordinator of 2022-23: Chithralekha R., Member of NCC, Payyanur College Unit. Staff Co-ordinator of 2021-2022: Ajith Kumar P., Assistant Professor, Department of Political Science. Student Co-ordinator of 2021-2022: Gokul N, NCC, Payyanur College Unit. Staff Co-ordinator of 2018-2019 - Ajith Kumar P., Assistant Professor, Department of Political Science. Student Co-ordinator of 2018-2019 : Rithusandhya J, II BA Political Science</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under</p>	<p>ELC of the college regularly conducts voter awareness campaigns during university level and public elections. Working of the Electronic Voting Machine (EVM) was explained to our college students. Students were made aware regarding Lok Sabha Elections 2019. Importance of the election process for strengthening democracy and for that necessity of awareness among every voter was</p>

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

explained. Students were guided that voting is the right of all citizens and everyone should exercise the same. They were also informed about the election process, rights and responsibilities of elected people representatives. Along with this, students were inspired to encourage every voter in their family, in his/her neighbourhood and village. Representatives of local governing bodies are invited for inaugurating various programmes to attract student community to the electoral process in general and student union elections in particular. Result analysis of various elections with the help of Psephologists like Dayal Paleri, Researcher of IIT Madras under the supervision of Dr Sudheesh K.M., of the Department of Political Science, Payyanur College, and invited lectures were given on Indian Republic by the same resource person. Registration camps for new voters are conducted in the campus and the link of the Election Commission of India for the same is prominently given in the college website for new voters to register themselves with the help of the committee. Students also help register the underprivileged by visiting their home during the annual NSS Camps and various other Outreach Programmes of the Political Science Department of the College. The College Union Elections are conducted every year under the guidance of Electoral Literacy Club. The process of elections is at par with the election conducted by Election Commission of India thereby creating an awareness among students regarding the democratic process and its importance. It helps the students to choose their representatives, who will represent their interests and voice their concerns to the authorities. Campaigns are conducted for ethical voting by sensitizing students by including lessons in the Common Courses in English and Assignments given for Internal Assessments. A separate College-Level Committee has been constituted by the Principal for the Differently-abled Students in which the ELC Staff Coordinator is an active member. Volunteers of the ELC provide infrastructural facilities to equip disabled students and staff to cast votes. The club assures facilities at polling stations with the help of NSS and NCC volunteers for aid and assistance, provision of ramp and wheelchair to abide by the Commission's motto of 'No Voter to be Left Behind'.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

Electoral literacy club conducted a survey to study about the awareness among youth regarding elections and to help them register for Election Identity Card. The survey was coordinated by NSS Unit 10 and the analysis was done by the Department of Statistics of Payyanur College. Electoral literacy club has conducted awareness programmes for students with the help of college NSS Units, NCC and through the social media. A debate based on “One Nation, One Election: Better for Voter, Better for Citizen” was conducted in 2023 with the help of Readers’ Club of the Central Library of the college to discuss the idea of having simultaneous elections for both the Lok Sabha and State Assemblies -- an idea mooted by the Union Government. Students were trained to participate in election related quiz and short film competitions to percolate the idea of democracy among students and had won prizes. They are the advocates of equal representation of women in politics. Surveys are conducted to gather details of the registered voters from the students and their families. Assignments on College Union Election experience were given to common English students. The selected students of the second-year made team presentations based upon their assignments to the first-year students to sensitize them on the need to be part of the electoral processes. An awareness class regarding the Lok Sabha Election 2019 in Kerala was organized by the club. A lecture was delivered by Nodal Officer regarding the importance of Casting Votes through EVM and to spread awareness among the young voters especially the students who would vote for the first time in the upcoming elections. Electoral Literacy Club of the college organized different activities under SVEEP programme like Debate Competition and Poster Making Competition on the theme “Greater Participation for a Stronger Democracy.” College union elections were also made plastic free with NSS Units - Haritha Keralam Mission and the Suchitwa Mission, two government bodies looking at waste management, to ensure a green election. The Electoral Literacy Club celebrated the 13th national voters’ day, in association with Internal Quality Assurance Cell of Payyanur College, Payyanur. College Union, NSS units and NCC cadets also joined the initiative. In connection with NVD 2023, the pledge prepared by CEO Kerala had been taken by the students of the

	<p>entire college. The club conducted an open discussion on the topic, “Indian Elections: Unraveling the Biggest Festival of Democracy.” An article by Dr J. Prabash, faculty of Kerala University, regarding 'One Election, One India' was circulated and critically analyzed by the participants. An Onam flower carpet was made by the ELC of the college in collaboration with NSS and the College Office Staff to popularise the idea of voting as directed by the University DSS.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>ELC of the college regularly conducts voter awareness campaigns during university level and public elections. Working of the Electronic Voting Machine (EVM) was explained to our college students. Students were made aware regarding Lok Sabha Elections 2019. Importance of the election process for strengthening democracy and for that necessity of awareness among every voter was explained. Students were guided that voting is the right of all citizens and everyone should exercise the same. They were also informed about the election process, rights and responsibilities of elected people representatives. Along with this, students were inspired to encourage every voter in their family, in his/her neighbourhood and village. Representatives of local governing bodies are invited for inaugurating various programmes to attract student community to the electoral process in general and student union elections in particular. Result analysis of various elections with the help of Psephologists like Dayal Paleri, Researcher of IIT Madras under the supervision of Dr Sudheesh K.M., of the Department of Political Science, Payyanur College, was done and invited lectures were given on Indian Republic by the same resource person. Registration camps for new voters are conducted in the campus and the link of the Election Commission of India for the same is prominently given in the college website for new voters to register themselves with the help of the committee. Students also help register the underprivileged by visiting their home during the annual NSS Camps and various other Outreach Programmes of the Political Science Department of the College. The College Union Elections are conducted every year under the guidance of Electoral Literacy Club. The process of elections is at par with the election conducted by Election Commission of India thereby creating an awareness among students</p>

regarding the democratic process and its importance. It helps the students to choose their representatives, who will represent their interests and voice their concerns to the authorities. Campaigns are conducted for ethical voting by sensitizing students by including lessons in the Common Courses in English and Assignments given for Internal Assessments. A separate College-Level Committee has been constituted by the Principal for the Differently-abled Students in which the ELC Staff Coordinator is an active member. Volunteers of the ELC provide infrastructural facilities to equip disabled students and staff to cast votes. The club assures facilities at polling stations with the help of NSS and NCC volunteers for aid and assistance, provision of ramp and wheelchair to abide by the Commission's motto of 'No Voter to be Left Behind'

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1989	1920	1852	1794	1794

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

### 2 Teachers

#### 2.1

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

Response: 77

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	71	67	67	62

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
166.78058	157.80231	93.33104	204.91325	151.90901

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



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Being an affiliated college, we are bound to adopt the curriculum provided by the parent university; and, hence, the freedom in curriculum design is limited. However, our teachers take active role in the curriculum design as members of university academic bodies. The college has flexibility in meaningfully implementing strategies of curriculum transaction. This freedom allows for institutional uniqueness and quality differentiation.

The steps followed by the college for effective implementation and transaction of the curriculum are:

- Well-meditated **Academic Calendar** is provided at the beginning of each year, outlining key dates for classes, assignments, examinations, and holidays. It serves as the blueprint for organizing and managing various academic activities. Department academic calendars are prepared subsequently. This allows students and faculty to plan effectively in tune with the university's academic calendar.
- The college prepares a well-organised **Master Time Table** which gives the details of class allocation for each class/hour/teacher. It is prepared in tune with the time tables of individual departments.
- Before the beginning of each semester, **Course Allocation** is carried out through department council meetings to ensure time-bound completion of the syllabus.
- Effective curriculum delivery is ensured via a **Lesson Plan** based on the syllabus and academic calendar. The teachers prepare the same well in advance. The HoDs and Principal ensure that classes progress as per that plan.
- **Teacher's Diary** is a personal and professional record-keeping tool used by teachers to document their daily work schedule, including teaching, administrative support, outreach activities etc. It serves as a valuable resource for teachers to track their progress, plan future lessons, and improve their teaching practices. Monthly verification of the diary is done by the respective HoD and the Principal.
- Well-advanced communication of **POs, PSOs and COs** to the students is ensured through department notice boards, websites and college calendar.
- **As per IQAC directions, Bridge Course** are planned and implemented based on a common time

table to plug the knowledge gaps in newly-enrolled students.

- The college ensures the foolproof implementation of **Continuous Internal Evaluation System (CIE)**. Our CIE system incorporates class tests, quizzes, presentations, projects, and other activities throughout the year. A specially-constituted committee plans the schedule and mode of implementation of Model Examinations and monitors the conduct of the same.
- **Invited Lectures and Workshops** at the college/department level are regularly organised to make teachers and students aware of the recent developments in academics, as part of measures to help students achieve expected learning outcomes.
- The college offers a wide variety of **Certificate Courses** that promote value addition and cross-disciplinary knowledge. The departments offer such courses through a long-drawn planning process.
- The implementation and execution of **Mentoring and Tutorial systems** offer academic guidance and motivation to the students. Mentoring sessions are planned in consultation with the students. The Mentor Diary, designed by IQAC, is maintained for each student
- **Parents Teacher Association (PTA)** meetings are organised to reinforce the academic bondage and interactive dynamism among students and teachers.
- Academically weaker students are given **Remedial Classes** and special coaching. Peer Teaching sessions are also arranged.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 25

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

#### Other Upload Files

1	<a href="#">View Document</a>
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### 1.2.2

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

**Response:** 19.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
618	516	386	154	178

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

As an affiliated college, Payyanur College follows the curriculum designed by Kannur University. Cross-cutting issues under reference are well integrated into the syllabi of various programmes and the college has devised and implemented a variety of curricular and extra-curricular programmes to follow them in letter and spirit.

### **1. Professional Ethics:**

- The codes of conduct as prescribed by the competent regulatory bodies are circulated to the teachers and students through various channels.
- Ethical practices such as commitment to truthful information, facts, and unprejudiced approach are ensured.
- Several programmes are organized on IPR, Research Ethics, and Plagiarism.
- Professional development and soft skill training sessions are organised for students.
- Interaction with successful entrepreneurs and professionals are organised.

### **2. Gender Sensitivity:**

- A gender-neutral atmosphere is ensured on the campus with about 70% girl students.
- Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective.
- Proportionate participation of girl students is ensured in all committees and forums.
- Free counseling services are provided.
- Programmes on mental health, personal hygiene, self defense, women empowerment through skill enhancement etc. are regularly organised.
- Special days such as International Women's Day are celebrated with governmental support.
- Exclusive rest rooms are provided for girls.

### **3. Human Values:**

- True democratic ambience based on values of mutual love, care, trust, recognition, co-operation, support, etc. forms the foundation of all activities
- Majority of co-curricular and extra-curricular activities organised by various arms of the college such as NSS and NCC are in line with the propagation of basic human values.
- Invited talks on value-based education are organized for students.
- Different social outreach programmes on Health and Hygiene, Medical Check-up, Cancer Awareness, Voter's Awareness, Road Safety Campaign, Blood Donation etc. are conducted.
- Celebration of national days like Independence Day and Republic Day serves as a platform to enliven patriotic and moral values.
- Field visits (tribal colony, old age home) are conducted to foster empathy and human values.
- Anti-drug campaigns are regularly conducted.
- Various national festivals are organised to give the students a feel of the rich diversity of India.

### **4. Environment and Sustainability:**

- The college is a typical example of the practical realisation of the environment and sustainability initiatives integrated into the curriculum. It enabled us to win the State Government Award for the Best Green Campus.

- The Department of Botany has a significant number of projects to their credit in this segment such as RET Plants Garden, Bamboosetum etc.
- Solar power generation, rainwater harvesting etc were initiated by the college much earlier.
- The activities of the NSS units encompass various conservation activities both inside and outside the campus.
- Programmes like special day celebrations (like ozone, wetland, environmental days) is a regular feature of the college.
- The college has taken active role in Swachh Bharat Abhiyan and Tree Plantation programmes introduced by the Government.
- Butterfly garden, Biodiversity register, Citizen science projects, Green brigade, Composting, Promotion of led lights etc inculcate environmental awareness.

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

### 1.3.2

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

**Response:** 73.71

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

Response: 1466

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 98.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
712	718	681	656	653

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

2022-23	2021-22	2020-21	2019-20	2018-19
722	727	688	672	657

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 83.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
219	210	218	156	146

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

2022-23	2021-22	2020-21	2019-20	2018-19
253	256	257	192	180

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 28.41

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**



**Response:****I. STUDENT-CENTRIC METHODS**

Student-centric methods are the sure-shot strategies for effective academic transactions. The foundational objective of the college is to bring out the best in each student and ensure holistic development. The college employs different methods, as mentioned below, to achieve this objective:

**Experiential Learning**

Conscious of the fact that learning by doing is the best mode of learning, the college has implemented a variety of experiential learning methods, the chief of which are listed below:

1. Laboratory-based Practical Sessions
2. Project Works
3. Field Trips, Industrial Visit, Study Tours
4. Field Surveys
5. Internships
6. Peer Teaching Sessions
7. Case Study Analysis
8. Language Competency Exercises (Listening/Speaking Tests)
9. Video Production, News Reporting
10. Demonstration Sessions
11. Seminar Presentations
12. Translation Workshops
13. Learning through Games
14. Role Plays
15. Biodiversity Register Preparation
16. Energy Audit
17. Nature Camps
18. Paddy Cultivation, Mangrove Restoration, Plant Budding & Grafting

19. Mushroom Cultivation
20. Craft Training Programmes
21. Earn While You Learn Project
22. Subject-Related Workshops
23. Maintenance of Herbal & RET Plants Gardens, Butterfly Park
24. Sky & Star Watching

### **Participatory Learning**

The college has devised various methodologies of participatory learning to make learning a social experience. The key strategies involve:

1. Team Projects
2. Peer Teaching-Learning Sessions
3. Debates and Group Discussions
4. Citizen' Science Project
5. Special Day Celebrations
6. Departmental Exhibitions & Fests
7. Preparation of Question Bank
8. Mock Parliaments
9. Budget Analysis
10. Podcast Content Creation
11. Mock Vivas
12. Magazine Preparation
13. Programme Co-ordination
14. Activities of NCC, NSS, Clubs & Forums
15. Art & Culture Fests

16. Residential Camps

17. Student Library

### **Problem Solving**

Identifying academic and research problems and finding logical solutions is of paramount importance in the contemporary educational scenario. We are employing the following Problem Solving methods to enhance effective delivery of concepts to develop critical thinking in students:

1. Case Studies
2. Hands-on-Training Sessions
3. Puzzle Contests
4. Student Projects
5. Management Games

The details of the above-listed methods are given as supporting document.

## **II. ICT-ENABLED TOOLS AND E-RESOURCES**

The college has sufficient ICT infrastructure and tools as well as e-resources and they are put to the best use in the teaching-learning process. The major components are listed below:

### **Hardware Components**

1. LCD Projector
2. Smart Board
3. Computer Lab
4. Language Lab
5. Audio-Visual Centre
6. Browsing Centre at Career Library
7. E-Book Reader
8. Campus Wi-Fi

**Software Components**

1. Moodle LMS
2. Google Classrooms & Google Meet
3. Zoom Meetings
4. Library Software with Remote Catalogue Access Facility
5. WhatsApp
6. Telegram

**E-Resources**

1. E-Books & E-Journals
2. Inflibnet – NList, Shodhganga, Shodhgangotri, IndCat, NDL, VIDWAN, DOAJ
3. Delnet
4. D Space Repository
5. YouTube Videos
6. Podcasts for the Print-Disabled

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

**2.4 Teacher Profile and Quality****2.4.1**

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

**Response:** 91.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	71	71	77	77

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 98.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	71	66	65	59

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

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

### **Response:**

The College abides by the internal and external assessment methods and rules prescribed by Kannur University, and readily addresses the student concerns related to internal assessment. Choice Based Credit and Semester System (OBE) as implemented by the university reserves 20% weightage for Continuous Internal Assessment and 80% weightage to end-semester examinations.

### **Assessment Process**

- The evaluation considers various factors such as attendance, participation in classroom discussions, test paper, assignments, seminar presentations, viva-voce, lab examinations, and centralised model examinations. Course-wise and semester-wise particulars of the aforementioned parameters are mentioned in the syllabus and are briefed to the students during the Induction Programme.
- Internal assessment is conducted by the faculty concerned and is supervised by the Head of the Department.
- Model examinations are managed by the Internal Examination Committee
- The external examinations are conducted by Kannur University.

### **Transparency**

- The internal examination schedule is given to the students well in advance and they are given sufficient time for preparation.
- Continuous evaluation is conducted through written and oral tests of different nature.
- Evaluation of internal exam answer scripts is done within the stipulated time and the marks are uploaded in the TCS software maintained by the college which are accessible to the students and teachers.
- Assessment of practical examinations and final semester projects is done based on model lab examination, record book submissions, and the quality of the work.
- Genuine cases of absence on medical grounds, arts or sports activities are duly acknowledged and the students are allowed to appear for a re-examination, submit assignments or make seminar presentation.
- Parents are intimated about the attendance and performance of the students through department level PTA meetings.
- Attendance monitoring happens both online and offline through registers and TCS software respectively. Attendance uploaded in the TCS is accessible to the students. Eligible students without the mandatory attendance of 75% are given chance to apply for condonation at the university, as per norms.

Internal mark sheets are displayed in the respective department notice boards. These are then finalised and uploaded on the university website only after settling the issues raised by the students and getting their signature of consent.

### Grievance Redressal System

Student complaints pertaining to the internal assessment system are readily addressed through a three-tier statutory redressal system. Initially, complaints are addressed by the department-level committee; if the issue is not settled there, it is referred to the college-level committee; and if the student is not yet satisfied, s/he can approach the university-level committee.

The students are provided with multiple channels to raise their grievance. They can approach their mentor/tutor and report the issue. They can also lodge their grievance through the link provided in the college website. Grievance-cum-suggestion boxes are fixed in various blocks which can be used for this purpose also. Students can also directly approach the teacher concerned and convey the grievance.

In the feedback collected from the outgoing students, relevant questions pertaining to the internal evaluation system are also included. This feedback enables the college to make the evaluation system more robust.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

OBE system is implemented for all the undergraduate courses from 2019 admission onwards. The entire curriculum and teaching learning process of the college is focused towards programme outcome (POs), programme specific outcome (PSOs) and course outcome (COs).

Clarity of outcomes and the procedures of their attainment on the part of both the students and the teachers are the keys to success of the OBE system. Familiarising the students with the Programme Outcomes (PO) and Course Outcomes (CO) and equipping them to attain the outcomes are given immense importance by our institution to materialise OBE in its true spirit. The POs and COs are displayed in various formats and communicated to students and faculty as mentioned below:

Sources of common access

- Published in website of the college for common access

- Published in College calendar which is given to all students
- PO and PSO are exhibited in the form of display boards in front of each department
- Syllabus of each Programme contains PO, PSO and CO; the hardcopy of which is made available at the respective departments for ready reference by students and teachers

#### Dissemination to students

- The faculty in charge give an outline of the OBE system and the importance of outcomes to both students and parents during orientation session of newly enrolled students and their parents.
- The induction programmes and Bridge course offered by each department also give details of the outcomes to the students.
- Tutorial/mentoring sessions also discuss programme outcomes
- Course outcome is explained by the respective teachers at the beginning of each course.
- Each student has access to PO, PSO and CO through the website, college calendar, display boards and syllabus.

#### Acquainting the faculty

- The implementation of the OBE system and syllabus design at the university involved several rounds of meetings and discussions in which majority of the teaching faculty of the college participated.
- The college has an exclusive body for implementing and monitoring the OBE system. The team comprises of a college level coordinator, and department coordinators at each department. Any issues and doubts are clarified through this system.
- The teachers are encouraged to take part in the various orientation programmes and workshops organized by educational bodies.

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

#### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The assessment of attainment of POs and COs are carried out at our college in multi-tipped manner. It is carried out at turning points of the programme/Course progression.

- **Comprehensive External Examinations** which encompass testing of specific COs are conducted at the end of each course, and different aspects of POs are evaluated by examinations



of all the courses of the programme. The questions are made as per Bloom's taxonomy to include different levels of cognitive learning.

- **Continuous Internal Assessment** is carried out to ensure the attainment of PO/CO at various stages. It includes assignment, test papers, quiz, group discussions, case studies, class seminars/presentation, viva, speaking/listening tests etc. The assessments are recorded and communicated to students by subject teachers and mentors. Corrective measures are adopted in teaching methods as and when the desired level of attainment of outcome is not achieved.
- **Practical courses and practical components** of theory courses are very important methods to assess how well the course outcomes are achieved. Here the students are continuously assessed and recorded. At the end of the course, the practical skill and knowledge of students towards the outcomes are evaluated by external examiners.
- **Feedback survey from outgoing students** is conducted by each department by using well designed questions to evaluate attainment of Programme Outcomes and necessary corrective measures are taken based on analysis. Similar analysis for individual courses is done by the faculty in charge.
- **Feedback from teachers** on syllabus and its transaction identifies any shortcomings in transaction methods that affect outcome attainment.
- **Feedback from employers and alumni** collected and analysed by IQAC also helps to evaluate the level of outcome attainment.
- **Involvement and enthusiasm of students participating in various programmes** and activities conducted by different departments, clubs and forums, Students' Union, NSS, NCC etc. including exhibitions, surveys, residential camps etc. indicate the attainment of POs and COs.

The programme outcomes to a great extent are reflected in the high percentage (more than 80%) of students' progressing towards higher studies and placements in reputed institutions.

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

### 2.6.3

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

**Response:** 85.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	493	510	539	499

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

2022-23	2021-22	2020-21	2019-20	2018-19
601	605	584	600	579

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.75

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 41.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.40	4.65	6.48	14.08	13.60

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Establishing an environment conducive to innovation and research is paramount for sustainable growth. Within the limitations of an Arts and Science college offering mainly UG programmes, our institution has made significant attempts at innovation and transfer of knowledge/technology, promotion of Indian Knowledge System (IKS), IPR sensitization, and encouraging business incubation, as enumerated below:

#### Innovation

- Ample scope for academic innovation is provided to the students through seminars, projects, subject-specific exhibitions etc.
- Many students follow up the UG/PG projects at higher research levels leading to the final materialization of innovation envisaged during their graduate days.
- Our students have submitted ideas under the Young Innovators Programme of the state

government which is under consideration.

### **Indian Knowledge System**

The institution, whose motto is *Vidhyadhanam Sarvadhanath Pradhaman*, explores and propagates the IKS through activities coming under the following major heads:

- Serious academic deliberations on the topics in this area that are included in the syllabi of various programmes by the university.
- Conscientising the students about the Indian knowledge system through special certificate courses.
- Creating awareness and pride in students about our knowledge system through a plethora of programmes and activities highlighting national and regional knowledge systems.
- Conservation of regional and national biodiversity and cultural heritage.
- Entering into MoUs and collaborations with governmental agencies and NGOs for programmes and projects on IKS.

### **Research and IPR Initiative**

- Five departments of the college are research centres of which two are recently started. The first three centres have produced 8 PhDs during the last five years.
- 23 of our teachers are research guides. They have produced more than 20 PhDs at our centres and the university centres to which they are attached. 60 scholars are pursuing PhD under their supervision.
- Members of the faculty have received research grants from government agencies like ICSSR, DBT, KSCSTE etc.
- Orientation classes are held to inculcate research culture. Organised more than 40 research methodology seminars/workshops during 2018-'23.
- Organised more than 10 seminars on IPR and/or Plagiarism, some of them with the support of the IPR and Patent Office of the Govt. of India.

### **Incubation and Entrepreneurship Initiative**

- An incubation centre is started by the Dept. of Management Studies.
- Seminars on entrepreneurship and interaction with successful business personalities and professionals are regularly organized under the aegis of ED Club.
- The Department of Botany has taken initiative to establish a mushroom cultivation centre which trains the students and the local community in mushroom farming.
- Discussions are on to explore the possibilities of start-ups with the support of government under KKEM scheme.
- College-level fests are organized to develop incubation of ideas and entrepreneurship.

Attitudinal and intellectual changes in students vouch for the achievement of outcomes pertaining to IKS and IPR. The research output is evident from the PhDs produced and the publications. Innovation and incubation activities have made only minimal impacts and needs improvement.

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

**3.2.2**

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

**Response:** 63

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	18	04	08	01

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

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 2.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	34	32	30	34

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

### 3.3.2

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

**Response:** 0.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	03	06	25

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

The college is well-noted and well-appreciated for the extension activities in the neighborhood community. The activities are carried out by the NCC and NSS units as well as the departments. They are planned and implemented in consultation with the relevant constituencies of the community, addressing their most pressing needs. The broad areas within which these activities fall are:

1. Basic Human Need (Snehavedu: Home for the Homeless, Food and Dress for Shelter Home Inmates and Flood Victims etc.)
2. Education (Aksharakkoottu: Language Skill Enhancement, e-Lite: E-Literacy Programme; Donation of Books to School Library, Spoken Hindi Classes to Police Officials, Communicative English Class to School Students and Mothers, Subject-Specific Exhibitions, Awareness Seminars etc.)
3. Healthcare (Stem Cell Donation, Blood Donation, Medical Camps, Palliative Care etc.)
4. Geriatric Care (Visit to Old Age Homes and Shelter Homes and Distribution of Required Items, Cultural Programmes for Psychological Well Being etc.)
5. Disabled Care (Camps and Skill Training for Disabled, Artificial Limb Camps, Podcasts for Print-Disabled etc.)
6. Disaster Management (Collection and Supply of Food and Clothing to Flood Victims, Flood Vulnerability Mapping Survey etc.)
7. Covid Combat (Sanitizer and Anti-Covid Kit Distribution, Vaccination Promotion Drives etc.)
8. Nature Conservation (Massive Tree Planting and Eco restoration Drives, Mangrove Protection Initiatives, Energy Conservation Seminars etc.)
9. Swachh Bharat (Cleaning Public Places like Hospital and Railway Station Premises, Snehaaramam: Conversion of Waste Dumping Yards to Public Gardens, Seminars on Cleanliness etc.)
10. National Integration (Azadi ka Amrit Mahotsav Programmes, Celebration of National Days, Seminars on Constitutional Values etc.)
11. Conservation of Traditional Knowledge (Conservation of Local Plant Varieties, Folk Culture Promotion, Regional and National Language Promotion etc.)
12. Propagation of Scientific Temper (Science Seminars, Exhibitions, Sky Watching Camps etc.)
13. Entrepreneurship (Seminars, Formation of Rural Entrepreneurship Cell etc.)
14. Financial Aid (To Poor People Suffering from Illness)

## 15. Recreational (Training in Art Forms, Games Coaching Camps etc.)

**Social Impact**

The impacts of the programmes under the above heads are evident from the level of satisfaction of the beneficiaries which are rendered formally and informally. The accolades that the college received through governmental recognitions, awards and appreciations from non-governmental bodies, public opinion, media coverage etc. highlight the results of our committed efforts in community development.

**Role in Holistic Development of Students**

All the above activities, in addition to bringing perceptible benefits to the neighbourhood community, effected a metamorphosis in the lives of the participating students in terms attitude and overall personality development. The students have been benefitted in the following areas of their holistic personality growth:

- Social orientation
- Awareness of burning social issues and needs
- Empathy and compassion
- Leadership and team work
- Decision-making and problem-solving skill
- Critical thinking skills
- Organisational skills
- Patriotism & national integration
- Pride in one's tradition
- Disaster management
- Basic medical care
- Scientific temper
- Awareness about conservation of nature and heritage
- Democratic citizenship

Needless to say, the students who were actively involved in the extension activities passed out as better human beings with the utmost social commitment.

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

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

In recognition of the valuable contributions made through extension activities, the college as well as



individual faculty and students, have received numerous coveted awards/recognitions/appreciations. These achievements not only celebrate past accomplishments but also inspire continued commitment to impactful extension endeavours, fostering a culture of service and engagement between academic institutions and neighbourhood communities. The accolades received are listed below:

1. **Best Green/Biodiversity College Award by Kerala State Biodiversity Board (2021)** – Conferred on the **institution** for the significant contributions made to the conservation of biodiversity. Habitat restoration, species conservation, and community education initiatives to raise awareness about the importance of biodiversity conservation etc. were the criteria of selection.
2. **Best NSS Unit Award by Government of Kerala & Kannur University (2021) – Institutional Award** to NSS Unit 10 for its activities.
3. **Best NSS Programme Officer Award by Government of Kerala & Kannur University (2021) – Individual Award** to Dr Sujith K. V. (NSS Unit 10) for NSS activities.
4. **NSS Best Volunteer Awards by Kannur University – Individual awards** to Ajay Babu K. (2018-'19) and Ashin Babu P. V. (2019-'20) for outstanding NSS services.
5. **Beat Covid Campaign Recognition by Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India (2020)** – Bestowed upon the **institution** for its significant role in raising awareness, providing support, and contributing to efforts to combat the COVID-19 pandemic.
6. **Recognition for Rural Entrepreneurship Development Cell by Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India (2020)** – Bestowed upon the **institution** for starting the Cell and promoting rural entrepreneurship.
7. **Swachhta Action Plan Institution Recognition by Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India (2020)** – Awarded to the **institution** for outstanding commitment and achievements in promoting cleanliness, sanitation, and hygiene practices.
8. **Consolation Prize in the State Level Short Film Competition by Chief Electoral Officer, Government of Kerala (2022)** – Institutional award for Short Film Competition in connection with National Voters Day.
9. **Recognition by Kerala Lalithakala Academy** – Individual recognition to Dr. Sreejith E. K., for excellence in photography.
10. **Special Appreciation for Organising Quiz Competition against Drugs by Higher Education Department (NSS Unit), Government of Kerala (2022) – Individual appreciation** to Dr Sujith K.V.
11. **Special Appreciation for Exemplary Service as Covid Warrior by Higher Education Department (NSS Unit), Government of Kerala (2022) – Individual appreciation** to Dr Sujith K. V.
12. **Special Appreciation for Co-ordinating the Freedom Wall Project by Higher Education Department (NSS Unit), Government of Kerala (2022-'23) – Individual appreciation** to Dr Sujith K. V.
13. **Best Teacher (Kannur, Kasaragod Districts) Award by Sahachari Foundation (2022-'23) – Individual award** to Dr Ratheesh Narayanan M. K. in recognition of the significant contributions to teaching profession.
14. **Social Commitment Award by JCI, Kakkayanchal – Individual award** to Dr Ratheesh Narayanan M. K. in recognition of the significant contributions to greening the planet.
15. **Special Appreciation for Editorial Assistance and Peer Reviewing by ELTIF Journal – Individual recognition** to Dr A. C. Sreehari for support and guidance to ELTIF journal.

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

### 3.4.3

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

**Response:** 69

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	14	11	07

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 56

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Our institution has ensured state-of-the-art infrastructure facilities for teaching-learning, cultural and sports activities catering to the evolving needs of our diverse student category. In a vast campus area spread over 63.67 acres with 168724.24 sq.ft of built-up area, the following infrastructure facilities are provided.

#### Teaching-Learning Facilities

**Well-Equipped Class Rooms:** About 90% of classrooms are fitted with LCD projectors and computing facilities to encourage ICT-based academic transactions. Smart Boards, white boards, audio systems, public address systems etc. are provided in classrooms. Required number of standard chairs, tables, benches, desks, ceiling fans, proper ventilation and good LED lightings are also ensured.

**LMS System:** To digitize education, we have implemented the Moodle LMS. A G-Suite account is also purchased and Google Classrooms and Google Meets are also employed for online transactions.

**Laboratories:** The college promotes experiential learning through practicum component facilitated by laboratories for both PG and UG science programmes. Altogether, there are 11 laboratories.

**Computing Facilities:** The college provides a computer lab and a language lab, with a total of 76 computers. Similarly, the library has a surfing centre. E-Book Readers are also provided in the library.

**Library and Museum:** The college has a library with around 60,000 books and journals, and innumerable e-resources. The library also has an exclusive collection of podcast materials to support the print-disabled students.

The college has history and folklore museums, managed by the departments of History and Malayalam. Botany department is maintaining a Botanical Garden with a good number of RET plants. Zoology department maintains a butterfly park and fish culture pond. Both the Life Science departments maintain museums with a significant number of specimens, which serve as repositories of visual knowledge.

**Research Facilities:** We have five research departments to facilitate interdisciplinary collaboration and innovation among faculty and students.

## Cultural and Sports Facilities

**Art & Culture Promotion:** The college has sufficient infrastructure to promote art and cultural activities. Physical infrastructure such as Auditorium, Open-air corner, Audio-visual Room, Seminar Hall, Kalakendra (Art training hall) etc., along with the inputs given by qualified trainers, helped the college win the University Arts Festival 22 times out of 25 competing with around 100 colleges.

**Sports:** The college has facilities for all major games. 400 metre athletic track; football field; courts for volleyball, handball, basketball, kho-kho, badminton and kabaddi; indoor hall for yoga, table tennis; and a well-equipped gymnasium are the major attractions. Two sports hostels sponsored by the Kerala Sports Council and a women's hostel are also functioning. These facilities and the guidance of the teachers and coaches helped the college to make outstanding performance in international, national and university championships. We win around 8-10 championships in major games every year and come up in the top three in overall championship. During the past five years, our students won 5 international and 13 national medals; and 223 were selected to university teams.

### Other Infrastructural Facilities

In addition, the college has all required infrastructure facilities to provide space for the all-round development of the students.

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

### 4.1.2

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

**Response:** 43.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.20606	61.75547	30.08215	128.60782	58.17902

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

Our college maintains an automated, well-equipped research and reference library to support and facilitate teaching, learning, and research. The resources of the library are bifurcated between the Central Library and Department Libraries. The Central Library provides a calm and comfortable reading section with diverse journals, magazines and newspapers. A separate career guidance section provides a wide range of career-oriented books and magazines. The reference section is endowed with a rare collection of books which attracts the researchers from outside the campus. 10 departments are having Department Libraries with Reading Room facility.

### 1. LIBRARY AUTOMATION AND DIGITAL FACILITIES

#### Library Automation

The Central Library is fully automated with the software **Book Magic** for in-house management. It enables customizable search, book circulation, barcode printing, report generation, fine calculation etc. The catalogue of the library is available online (**WEBOPAC**). The library is further equipped with automated e-gate entry.

#### Institutional Repository (DSpace)

Institutional resources, like previous years' question papers, newspaper clippings, e-books, dissertations/theses, and faculty publications are made available through DSpace Digital Library.

#### E-Book Reading Facility

Students get the opportunity to experience the joy of e-book reading using Amazon Kindle E-Book Readers provided by an alumni group.

#### Special Facilities for Divyangjan

Special provisions are made for the support of the print-disabled learners. A catalogue of available **books in audio format** collected from different universities/agencies across Kerala has been made available at the Central Library. All differentially-abled students are registered with **Book Share Service**, especially the blind, giving them access to audio books.

### Plagiarism Checking:

Turnitin software is used for plagiarism checking. Research scholars and faculty of our college can utilize this facility from Central Library, Kannur University.

## 2. LIBRARY RESOURCES

During the past five years, an amount of Rs.26,38,846/- was spent on the purchase of books and journals and procurement of access to e-resources.

### Print Resources

Books : 57791

Reference Books : 1537

Journals & Periodicals : 60

Dailies : 13

Back Volumes of Journals : 760

Bound Journals : 246

Non-book Materials : 217

### Online Resources

#### Institutional Membership

**a. N-LIST:** The college is registered under the NLIST programme and, hence, entitled to access 6000+ e-journals and 31,35,000+ e-books. Registered users can access NLIST resources from anywhere.

**b. DELNET:** The College is an institutional member of DELNET. This allows users to access the Major Digital Library Resource in South Asia, with 3,50,00,000+ books available for loan, 1,00,000+ list of journals, 5,000+ full-text e-journals and 1,00,000+ thesis/dissertations.

**Open Access Resources:** The library promotes the use of the following open access resources

- Shodhganga
- Shodhgangotri
- IndCat
- NDL

- VIDWAN
- DOAJ

### 3. LIBRARY USE BY FACULTY AND STUDENTS

The Central Library functions from 8.30 to 4.30 on all working days, including Saturdays. An average of 135 users including faculty and students visit it daily. The Department Libraries also function during the working hours and are put to best use by the students.

### 4. LIBRARY ACTIVITIES/PROGRAMMES

- Library Reader's Club: active and conducts variety of activities
- Regular Orientation Programmes for faculty and students to familiarize them with the automated facilities and e-resources available in the library.
- Book Exhibitions
- Library Extension Programmes
- Celebration of Special Days

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### Response:

With a commitment to providing seamless connectivity and latest resources, the institution regularly updates its IT infrastructure, ensuring sufficient wi-fi connectivity and internet bandwidth. The upgradation history can be summarised as follows:

- Land line internet connection to all departments and offices with 3 MBPS speed under BSNL NME Scheme (2015)
- Free wi-fi connectivity on campus under CSR initiative of Jio with 20 MBPS speed (2018)
- Upgraded wi-fi connectivity under BSNL special scheme. Two connections, each with 200 MBPS speed (2021)

The hardware involved and the flow of connectivity is graphically presented below:



ONU Modem --> Wan Router --> 24 Port Network Switches --> POI Switches --> Access Point --> Gadgets

The college provides different IT facilities pertaining to various domains of its operation, as listed below:

### Software Components

- Total Campus Solution (TCS) – Software by Meshilogic for student data management
- Book Magic - Software by Meshilogic for library management
- WEBOPAC - Online mobile based catalogue search facility
- Library e-Resources: INFLIBNET- NLIST, Shodhganga, Shodhgangotri, IndCat, NDL, VIDWAN, DOAJ
- Catalogue of books in audio format to support the print-disabled
- Moodle - Learning Management Software
- Dinesh Software - Asset Management Software
- Government softwares such as SPARK, BiMS, GeM etc for transactions with government
- Paid G-Suite and Zoom accounts
- QR code scan to get information about Course Outcomes and certificate courses offered
- QR coding of trees
- YouTube channels by departments and individual teachers

### Hardware Components

- Computer Lab with 52 desktops. A total of 163 computers of which 143 dedicated for student use
- Language Lab with 31 desktops and headsets
- Two 200 MBPS wi-fi connections with required network devices such as routers
- Well-equipped infrastructure to support and print online question papers from University
- e-Book reader facility in library
- Bar-code reader
- CCTV surveillance

### Technical Committee for Monitoring

A Technical Committee is constituted to monitor IT infrastructure. It performs the following roles:

- Updation of college website
- Maintenance of TCS software
- Ensuring the proper functioning of general IT infrastructure

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

### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)****Response:** 13.62**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 146

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

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

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

**Response:** 31.02**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
41.51	46.27	42.86	41.42	68.23

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 87.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
1614	1798	1503	1638	1653

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 58.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
1487	1306	1565	481	670

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 67.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
266	436	347	334	320

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	493	510	539	499

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

### 5.2.2

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

**Response:** 37.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	99	55	15	12

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 279**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
122	51	24	43	39

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

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

**Response: 35.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	38	18	29	26

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

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The institution collaborates closely with its Alumni Association, which has made significant contributions in academic and non-academic domains. Payyanur College General Alumni Association was registered under the Societies' Act in 2018, though it was operating much before. Additionally, individual departments have their respective department alumni organisations to promote department-specific activities.

The elected committee members co-ordinate the various activities conducted by the alumni association. The present office bearers of the General Alumni Association are:

President: Sri. T. V. Rajesh (Ex. MLA)

Secretary: Sri. K.P. Sreedharan (Retd. Chief Manager, Corporation Bank)

Treasurer: Dr. Vijesh A.M. (Assistant Professor, Dept. of Chemistry, Payyanur College)

The alumni individually and through general and department alumni associations support the college in the following ways:

**Academic and Co-curricular Support**

- Serving as resource persons for invited lectures and seminars
- Engaging guidance sessions on career and higher studies
- Participating in programmes like 'Interaction with Eminent Alumni', 'Meet the Entrepreneur' etc.
- Providing feedback on different programmes of study offered by the college—both officially through feedback forms and unofficially through interactions
- Donating books to the college library
- Conducting placement grooming sessions
- Conducting motivational classes for students
- Organising literary, sports and games events, and cultural programmes involving alumni and current students
- Acting as judges and referees for cultural and sports activities
- Organising medical check-up camps for students

**Financial Support**

- Endowments worth Rs.10,000/- each to 15 BSc students every year by Sukritham Charitable Trust, formed by Pre-Degree 1989-91 Science Batches alumni
- 34 endowments of various amount every year by individual alumni and well-wishers
- Financial aid of Rs.5000/- each to 14 students every year by The Retired Teachers' Forum which comprises many alumni
- General Alumni Association Scholarship of Rs.10,000/- each for 31 students in 2018-19
- Endowment by Botany alumni
- Providing personal laptops for needy students
- Financial support to the needy students during covid pandemic
- Free lunch coupon to the needy students (Samridhi programme)



- Financial support for seminars and competitions
- Financial support for participating in the World Powerlifting Championship

### Infrastructure Development

- Generous contributions to infrastructure improvement
- Construction of Campus Park (BSc Mathematics first batch; 6 lakhs)
- Construction of college gate (by Commerce Alumni; 4.5 lakhs)
- Installation of advance technology water purifiers (Rs.3 lakhs) by individual alumnus
- Modern washroom for physically disabled students (Rs.1.25 lakhs by Golden 80s alumni batch)
- A monument of fullerene (by BSc Chemistry first batch; Rs.75,000/-)
- Seating corner in memory of a fellow student (BCom 2020-'23 batch)
- Installation of Smart Board (BSc Zoology alumni)
- Participation in campus green initiatives
- Designing and maintaining the institute's social media sites
- Ensuring digital access for uninterrupted online classes to marginalized sections during the Covid-19 pandemic

### Alumni Get-Togethers

- Grand Alumni Meet in September 2022, attended by around 6000 alumni
- Overseas alumni get-togethers online
- Batch-wise get-togethers
- Reunions of college union members

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Payyanur College, affiliated to Kannur University, is a grant-in-aid Arts and Science College run by Payyanur Educational Society. The vision, mission, and motto of the institution epitomize the value of education and the values instilled through education.

**Vision :** *“Our Education, Our Future”*

**Motto :** *“Vidhyadhanam Sarvadhanat Pradhanam”*

**Mission :** *“Higher Education for Inclusiveness, Equity, Excellence and Sustainable, Holistic Development”*

The institution has successfully incorporated the spirit of the above into its Perspective Plan which is materialised through various activities.

#### **NEP Preparedness**

Being an affiliated college, we are bound to follow the university directives on NEP. However, we are fully geared up for the change, a listed below:

- A NAAC-sponsored seminar on “NEP Preparedness and Revised NAAC Accreditation Parameters” was organised to deliberate on the vital aspects of NEP.
- Many teachers are actively involved in curriculum revision of Kannur University for NEP implementation and are preparing the curriculum by integrating components such as Indian knowledge system, inter-disciplinary research, vocational/skill based courses etc. Some departments have already made interdisciplinarity a reality.
- A Co-ordinator is posted for streamlining the implementation of the FYUGP at the college.
- In the proposal submitted for RUSA funding, the NEP components are given due priority.

#### **Sustained Growth**

The college has been recording a sustained growth in its journey towards excellence since its inception through systematic strategy formulation and implantation in all domains of activities anchored on the spirit of its vision, mission, and motto.

- Education as a key to successful future is the soul of the college’s mission and it has been

moulding the students accordingly through well-knit academic activities. Providing foundational knowledge in relevant subjects, skill enhancement, value-orientation etc. are effectively implemented through classroom transactions, seminars, projects, and co-curricular activities. Attainment of Outcomes is tracked properly.

- Research excellence is aimed at with the starting of new research centres, more research guideships, collaborations and MOUs with reputed organisations, gaining major funded projects by faculty.
- The institutional policies and programme encompass the spirit of inclusivity, equity, and holistic growth in every respect.
- Regular augmentation of infrastructure is ensured by the college. Addition of ICT-enabled class rooms, new computer lab and canteen building, facilities for physically-challenged students etc. are some new additions.

### Decentralised & Participatory Management

- Payyanur College is governed by the Board of Management which comprises members from all walks of life, irrespective of any caste/community/religion/political affiliation barrier. This democratic spirit is visible in the administration of the college also. The Principal is assisted by various committees (statutory and non-statutory) which comprise staff and students, irrespective of any bias. Bodies like the College Council and IQAC take lead roles in designing and implementing strategic and operational plans. There are around 30 independent committees, in addition to NCC and NSS, to support the administration. Departmental affairs are managed through participative discussion by the Department Council. The decentralisation extends to the Student-Faculty Council. The democratically-elected College Students Union spearheads the student cultural activities. Office duties are divided among the staff as per government regulations.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

With an aim to render top-notch service in the field of knowledge dissemination, the institution has prepared a comprehensive perspective plan for the next five years. The comprehensive plan integrates seven major areas:

1. *Continuing Academic Excellence by Improving Teaching-Learning Process*
2. *Skill Enhancement and Career Guidance for Students*
3. *Holistic Development of Students*
4. *Excellence in Research and Innovation*
5. *Capacity Enhancement of Teaching and Non-Teaching Staff*
6. *Infrastructure Augmentation and Maintenance*
7. *Reaching out to Local Communities*

### Deployment of Perspective Plan

- Academic excellence in students is ensured through the different activities envisaged in the Perspective Plan; new courses, OBE, ICT enhancement, mentoring, student-centric methods, to cite a few examples.
- Skilling the new generation is successfully implemented through programmes like career guidance, ED club, soft skill development etc.
- The target of providing holistic development is achieved through a series of well-designed activities spread across arts, culture, games, yoga etc.
- Excellence in research and innovation is one focal area where the college could not implement the strategic plans to the fullest extent, though there have been significant strides during the last five years, such as starting new research centres, upgradation of labs, entering into more collaborations.
- Capacity enhancement of staff has been successfully implemented exactly as envisioned in the Perspective Plan.
- The college has recorded remarkable development in infrastructure including full-fledged functioning of new block, upgraded labs and equipment, modification of library, acquisition of college bus, new building for canteen etc.
- Indelible impressions about the services of the college has been made in the local community through innumerable projects in the focal areas.

### Institutional Governance

The institution has a well-defined decentralised organisational structure as shown below:

Board of Management	Top-level management.  Headed by its President.  Plans and formulates governing policies and procedures.
Principal	Chief executive of the institution.  Link between college and external stakeholders.  Overall management and administration.
College Council	Comprises HoDs and two elected members from the teaching staff, Librarian, Office Superintendent etc.

	Takes major decisions about the academic and administrative affairs.
IQAC	Monitors and enhances the quality of education by devising and facilitating continuous improvement initiatives.
Committees	Around 30 statutory and non-statutory committees with specific roles that support the overall administration.
Other Statutory Bodies	PTA, Alumni Association, Student Union etc. to ensure organisational development.
College Office	Provides prompt administrative services to the stakeholders.  Headed by Junior Superintendent.

### Service Rules and Procedures

The college is bound to follow UGC directives, University Statutes, Kerala Service Rules and rules and regulations prescribed by other competent bodies.

### Recruitment

The college management notifies the vacancies in national newspapers and *University News* after acquiring consent from government and processes applications as per UGC regulations. Interviews are conducted by a duly-constituted board which includes subject experts nominated by the university and government nominee. The entire process is very transparent.

### Grievance Redressal Mechanism

The institution has multiple channels of grievance redressal. Mentors/tutors, HoDs, complaint boxes, online system on website etc. can be used for lodging grievances. Grievances are handled at various levels with due priority.

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

## 6.2.2

*Institution implements e-governance in its operations*

**1. Administration**

**2. Finance and Accounts**

**3.Student Admission and Support****4.Examination****Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

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

**Response:**

The institution follows an efficient system for the professional and personal growth of both Teaching and Non-Teaching Staff through well-designed Performance Appraisal System, Feedback System and Welfare Measures.

**PERFORMANCE APPRAISAL SYSTEM**

The college has a well-established 3600 annual performance appraisal system for the staff. It includes Self Appraisal (Annual Performance Assessment Report -APAR) and Stakeholder Appraisal (Feedback System)

**SELF APPRAISAL**

**Teaching Staff** – Each teacher submits to the IQAC the Annual Performance Appraisal Report in the UGC format at the end of every academic year. The appraisal form mainly evaluates:

- Academic performance
- Administrative responsibilities
- FDPs attended
- Research Activities

The appraisal proformas of the faculty due for promotion are scrutinized by the IQAC and appraised by a screening/selection committee constituted with the external Subject Experts nominated by the university.

**Non-Teaching Staff** – Self-Appraisal Report includes statements on the training programmes attended; strengths and weakness in carrying out their responsibilities etc. The Principal and the IQAC team evaluate the performance and initiate measures for improvement. Specific training programmes are designed by IQAC based on the requirement.

### **STAKEHOLDER APPRAISAL (FEEDBACK SYSTEM)**

**Teaching Staff** – Feedback on individual teacher performance is collected from students through a well-structured questionnaire that covers all dimensions of the teacher's role. Feedback from parents is received in PTA meetings. Informal feedback is collected from alumni also. The Principal analyses the feedback and consolidated feedback report is given to individual teachers. Action to be taken report on low scoring areas is collected from the teachers which help them to address their shortcomings and improve their performance.

**Non-Teaching Staff** – Feedback is collected by IQAC from stakeholders viz. principal, teachers and students for evaluating their performance in terms of professionalism, approachability etc. The feedback is analysed by IQAC and report is served to individual staff and action to be taken report is collected.

### **WELFARE MEASURES**

The staff of the institution is benefitted by various welfare measures provided by both government and the institution.

#### **Governmental**

- Annual Increments and Dearness Allowance
- Statutory/Contributory Pension Scheme
- Provident Fund with Loan Facility
- Group Insurance Scheme & State Life Insurance
- Gratuity on Retirement
- Accident Insurance Scheme
- Commuted Leave, HPL, Casual Leave, Earned Leave, Loss of Pay leave, and Duty Leave.
- Maternity/Paternity Leave, Miscarriage Leave
- Health Insurance scheme-MEDISEP
- Festival Allowance and Refundable Advance
- Leave Travel Concession

#### **Institutional**

- Surety Loan upto Rs.2,00,000/- through Employees' Co-operative Credit Society.
- Stationery items, books and confectionary are available at discounted price at the college store
- Food items at concessional rate at college canteen
- Transportation facility in college bus at concessional rate
- Accommodation facility in hostel
- Financial Assistance for professional body membership and participation in seminars/workshops

and publication

- Financial aid to economically-backward staff members or family in contingency.
- Programmes for the physical and mental wellbeing of the staff like annual staff tour, sports, fitness facilities like multi-gym, and awareness classes etc.
- Recreation programmes organised as part of festivals and send off ceremonies

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

### 6.3.2

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

**Response:** 12.46

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
16	02	00	07	17

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

### 6.3.3



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

**Response:** 48.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	38	41	34	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	26	25	26

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The institution has a comprehensive financial management system for the effective mobilization and utilization of funds and a robust mechanism for financial audit that ensures transparency. The system comprises three components, viz., financial planning, mobilization and utilization of funds, and financial audit.

**1. Financial Planning**

The Executive Committees of the Board of Management, the PTA, and the Alumni Association take the final decisions on financial planning pertaining to their respective funds. Proposals for government funds are prepared by the respective college-level committees. The Principal, who is a part of all the afore-said bodies and committees, interacts with different stake holders, enumerates the budgetary requirements, and presents them before these bodies/committees. Expenditure status of previous years and the future requirements are relied on in preparing the financial proposals.

**2. Mobilization and Utilization of Funds**

The institution adheres to well-established strategies for efficient and transparent mobilization and utilization of funds.

**Mobilization**

The institution mobilizes the funds from both governmental and non-governmental sources

Governmental	UGC, RUSA, ICSSR, NCC, NSS, KSCSTE, ASAP, SSP, WWS, Women's Cell, Bhoomithrasena, Institute of Parliamentary Affairs
Non-governmental	Management, PTA, Alumni, Retired Teachers, Philanthropists

**Optimal Utilization**

The relevant bodies of the college (Executive Committees of Board of Management, PTA and Alumni Association; Purchase Committee etc.) monitor the optimal utilization of the mobilized funds as per the financial plan. Periodical review sessions with relevant stakeholders are conducted and strategies are modified, if needed. Funds are utilized for:

- Construction of new building and repair and maintenance of existing infrastructure
- Upgradation of lab facilities in various departments to promote academic and research facilities
- Upgradation of ICT facilities, network connectivity
- Enhancement of library infrastructure and accession of additional books and journals and e-resources
- Strengthening of teaching-learning process by organizing seminars, workshops, and student-centric programmes
- Providing financial assistance for professional body membership fee and attending seminars/workshops

- Empowering underprivileged students through the initiatives such as study aid, mid-day meal, scholarships etc
- Providing endowment to academically meritorious students
- Providing financial support to students for participating in sports and arts at university, national and international levels
- Providing support for green and clean campus initiatives
- Creating opportunities for recreation of staff and students
- Providing assistance for outreach activities

### 3. Financial Audit

The college has an internal and external audit mechanism to monitor and ensure transparency and accountability in financial transactions.

#### Government Funds

- The income and expenditure related to government and semi-government sources are audited by the government auditors. The audit team of the Department of Collegiate Education, Govt. of Kerala does comprehensive audit of all government funds. The central govt. and UGC funds are audited in detail by the team from the Accountant General's office. These funds are also audited by a certified Chartered Accountant.
- Government-funded activities like NCC, NSS, WWS, SSP, ASAP, etc. have their own accounting procedures and audits apart from the general audits.

#### Non-Government Funds

- The Management accounts are audited by a certified chartered accountant appointed by the Board of Management. Internal audits are done by a team of auditors from the Board of Management which includes banking professionals also.
- PTA and Alumni funds are audited annually by internal and external auditors and presented in its Executive Committee and General Body meetings for approval.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The IQAC performs the triple functions of setting parameters and evolving quality benchmarks, spearheading the implementation of quality initiatives, conducting well-structured periodic reviews, and ensuring incremental improvements in overall performance.

**Quality Benchmarks and Implementation of Strategies**

Smooth and efficient functioning of various systems is ensured through the following measures:

**1. Teaching-Learning Process**

- a) Academic Calendar – Preparation and follow up
- b) Orientation and Bridge Courses – Designing and ensuring
- c) Mentoring – Design of the diary, ensuring mentee allotment and functioning
- d) Teachers' Diary – Design and monthly verification and evaluation
- e) Certificate Courses – Designs and implementation
- f) Technology Assistance – Ensuring ICT facilities; web accounts and cloud space
- g) Online Learning – Through Moodle, Google classrooms; online resources
- h) Ensuring the Achievement of Learning Outcomes

**2. Research and Collaboration Initiatives**

- a) Research Proposal for Funding – Support and ensuring submission
- b) Research Methodology and IPR Workshops
- c) Motivation and Guidance for Guideships and Starting Research Centres
- d) Ensuring Facilities and Support for Research Scholars
- e) Facilitating Collaborations and Linkages for Resource Sharing

**3. Professional Development and Welfare Measures for Staff**

- a) Professional Development Programmes – For staff to improve efficiency (NAAC sponsored seminar on NEP Preparedness; FDPs on E-Learning etc.)
- b) Training Programmes on Data Mining and Blended Teaching-Learning
- c) Financial Support for Professional Body Memberships and Seminars

d) Welfare Measures and Support for Staff

#### **4) Student Support**

a) Ensuring Proper Grievance Redressal

b) Support with Scholarships and Endowments

c) Structured Programmes on Skill Enhancement, Career Guidance and Higher Studies

d) Student-Faculty Council

#### **5. Policies and Procedures**

a) Designing and Enacting Policies on Different Aspects

b) Ensuring the Proper Communication and Implementation of the Statutory Rules and Regulations

#### **6. Assessment/Accreditation Initiatives**

a) Timely Submission of Data for AQAR, AISHE, NIRF, University, Government.

b) Planning and Execution of Programmes to Improve Ranks

c) Student Wing of IQAC

#### **7. Green Practices and Social Responsibility**

a) Ensuring Facilities and Functioning of Waste Management System, Alternate Energy Sources, Green Campus Initiatives etc.

b) Inculcating Values on Green Practices through Programmes/Courses/Clubs (Certificate Courses, Green Brigade)

c) Celebration of Days of National Importance (Azadi Ka Amrith Mahotsav)

#### **Review Mechanisms**

##### **Internal Review**

1.Result Analysis

2.Feedback from Different Stakeholders on Relevant Aspects

3.Outcome evaluation of OBE

4.Internal Audits

##### **External Reviews**

1.Academic and Administrative Audit

## 2.Green, Energy, Gender Audits

**INCREMENTAL IMPROVEMENTS FOR THE LAST 5 YEARS**

<b>Item</b>	<b>2012–2017</b>	<b>2018-2023</b>
NIRF	-	151-200 band
PG Programmes	4	5
Research Guides	7	23
Publications in Journals	41	186
Book Chapters	24	50
Research Methodology/IPR Workshops	0	63
Number of Certificate Courses	9	51
Student Enrollment for Certificate Courses	7.81%	36.25%
Project /Fieldwork/Internship	17.88%	73.25%
Extension/Outreach Programmes	20	70
Collaborations/Linkages	5	60
ICT-Enabled Classrooms	21	36
Computers for Student Use	99	146
Internet Bandwidth	10 mbps x 2	200 mbps x 2
Scholarships/Freeships	74.57%	87.23%
Guidance for Competitive Exams/Career Guidance	21.6%	58.56%
Student Progression and Placement	44.6%	67.23%
Students Qualifying Competitive Exams	24%	37.47%
Awards for Sports/Cultural Activities	110	279
Average No. of Cultural/Sports Events Participated	6.8	79.6
Financial Support to Teachers	0	41.74%
FDP Participation by Staff	19.98%	63.6%
Quality Audits	Green Audit, Energy Audit	Academic and Administrative Audit, Green Audit, Energy Audit, Gender Audit,

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

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

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

**A. GENDER AUDIT** has been done for the year 2022–23 by the Social Work Department of St. Joseph's College, Pilathara (weblink of the report attached)

#### **B. MEASURES FOR PROMOTION OF GENDER EQUITY**

Our institution has implemented a range of measures that fosters inclusivity and equity within all spheres of academic growth. The college promotes gender equity through well-defined policies emphasizing diversity and inclusion programs, training and education, zero tolerance to discrimination, feedback mechanisms, skill development opportunities and systematic assessment of the equity measures. Gender sensitization programs are carried out through various departments, clubs and committees, NSS & NCC etc. with the support of governmental agencies and NGOs, which have ultimately created a free and democratic ambience on the campus for all genders.

#### **1. EDUCATIONAL OPPORTUNITIES**

- The number of female students enrolled every year is around 70% of the total strength
- Educational benefits such as scholarships, endowments etc. are received by girl students proportionately, or even higher

#### **2. INCLUSIVE ORGANIZATIONAL CULTURE**

- 61% of teachers are females and there is a proportionate representation in all academic bodies
- Students representation in various bodies, including the elected students union, is also free from gender bias

#### **3. PHYSICAL INFRASTRUCTURE & SAFETY AND SECURITY MEASURES**

- The college offers a free and secure environment for all genders
- Special restrooms are provided for girls
- Gender-neutral recreational and sports facilities are provided
- Safe common interaction spaces, well-lit surroundings, guarded women's hostel, CCTV surveillance etc. are ensured

#### **4. HEALTH AND HYGIENE**



- Preliminary medical care with the support of neighboring hospitals is ensured for all
- Programs are conducted on menstrual hygiene, adolescent health awareness, pre-marital counselling etc. by the Girl Students Welfare Committee, NSS etc. in collaboration with governmental agencies and NGOs
- Also, Holistic Wellbeing programs like Yoga, Physical Fitness classes are conducted

## 5. GRIEVANCE HANDLING MECHANISM

- transparent grievance redressal mechanism is followed
- The ICC has been effectively functioning in the college
- Student Grievance and Ethics Committee is also functioning well

## 6. GENDER SENSITIZATION & LEGAL AWARENESS PROGRAMS

- Various courses in History, Political Science, Economics, English, Hindi and Malayalam incorporate learning materials with a sharper focus on gender
- Gender sensitization and legal awareness programs are conducted by various constituencies of the college
- Special days such as International Women's Day and National Girl Child Day are observed

## 7. ENTREPRENEURIAL AND SKILL DEVELOPMENT INITIATIVES

- Interaction with successful women entrepreneurs, specific skill training sessions in carpet/paper bag making, bottle art etc. were organized

## 8. SELF DEFENSE TRAINING PROGRAMS

- Self-defense training programs for girls were arranged. Classes in Karate and Taekwondo were steered by our own girl students who are national level medal winners and trainers

## 9. TALENT PROMOTION

- Special activities to promote various talents in students are organized by various departments and forums and by the College Students Union

## 10. SPORTS & GAMES

- Special care is given for nurturing the talents of girl students
- Two girl students represented India in Asian Powerlifting Championship in Dubai and won Gold and Silver in their respective categories
- 135 girl students participated in university/national tournaments in the last five years of which 104 bagged medals

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

**7.1.3**

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

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

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

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

#### 7.1.4

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

#### Response:

Realising the significance of education in moulding character, refining the individual, and building better democratic citizenship, the college has implemented innumerable number of programmes and projects that herald its commitment to strengthening inclusivity, tolerance, diversity as well as uploading constitutional values.

The major heads under which these activities fall and a few sample activities are listed below:

### **Cultural and Regional Inclusiveness**

- **Admission** of students from diverse categories through the University Centralised Allotment process
- Celebration of **national festivals of cultural and regional importance** such as Onam, Christmas, Eid, and Holi etc. with a variety of programmes
- **Ethnic Day Celebration**, **Ethnic Food Fest**, **Field Trips** to Tribal colonies etc.
- **Performances of traditional art forms** like Kolkkali, Mudi yettu, Theyyam, Kurathiyatam, and Chavittu Natakam etc.
- **Preservation** of local items in college **museums**

### **Linguistic Diversity and Communal Harmony:**

- Observance of **Malayala Bhasha Dinam**, **National and International Hindi Day**,

**International Mother Language Day, Vayana Varam etc.**

- Promoting language through **special training programmes** for school children
- **Interaction** with experts in linguistics
- **Inclusion** of students from **all religions and communities** in all activities of the college without any discrimination
- Celebration of **festivals** like Onam, Eid, Christmas, and Holi to foster communal harmony
- Celebrating **national/international personalities** in Literature, History, Science, and Sports

**Socio-Economic Inclusivity:**

- **Mid-Day Meal** Programme by PTA provides more than hundred free food coupons every day to needy students.
- **‘Snehavedu’** Project by NSS to help build homes for the deserving
- **SC/ST Cell, OBC Cell, Minority Cell, Girl Students Welfare Committee, Internal Complaints Committee, Equal Opportunity Cell** for the Differently-abled etc. to give special attention to respective category of students
- Gender Equity promotion through **celebration** of LGBT+ Day, Women’s Day, Girl Child Day etc. and other gender sensitization programmes
- **Fit India** programme and the **Annual Athletic Meet** to provide equal opportunities for a healthy and fitness-oriented life
- Special **scholarship** and **endowment** schemes for supporting financially-weak students
- **Visiting the Old Age Home** for the elderly in Trikaripur and preparing and enjoying food with them on Old Age Day
- **‘Snehasparsham’**-NSS Students are given training in artificial limb fitting, and their services are rendered during artificial limb camps
- **Stem Cell Donation** programme jointly by IQAC, NSS, and NCC
- **Blood Donation** and **Hair Donation** camps
- **Flood Relief** and **Covid Help** activities

**Sensitization of Students and Employees to Constitutional Obligations:**

- **Induction Programme** for new students promotes responsible citizenship.
- **Electoral Literacy Club** to familiarize students with the electoral process
- **Annual Campus Elections** provide students with first-hand experience in the election process
- **Elections to PTA, College Council, and Staff Co-operative Society** are held through democratic means.
- The syllabus of many programs includes courses related to the **Indian Constitution**.
- **‘Azadi Ka Amrit Mahotsav** with a large number of programmes
- **Orientation programmes, lectures, workshops, talent days, Meet the Scientist programmes, agricultural activities, cleaning activities, cultural programmes at old age homes, human rights**

education, socio-economic surveys, flash mobs, etc organised regularly to promote human values.

- **Observance of important days** like Keralappiravi (State Reorganization Day), Martyr's Day, Kargil Vijay Diwas, Yoga Day, Science Day, Environment Day, Farmers Day, Mangrove Day, Food Day, Forest Day, Wetland Day, Ozone Day, Mango Day, Management Day, Teachers Day etc.
- The staff plays a key role in the smooth conduct of elections to Panchayat, Assembly and Parliament as Presiding/Polling Officers. NCC cadets also serve as guards.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**BEST PRACTICE 1. 'SAATH': Succeeding And Achieving Together Hand-in-Hand**

**Objectives:**

- 1.To ensure an inclusive educational environment for socially and financially underprivileged, differently-abled, and academically slow learners of all genders
- 2.To foster a sense of social responsibility built on empathy

**Context:**

Payyanur College has witnessed an increase in the enrolment of socially and financially underprivileged, meritorious girl students, and also many differently-abled students over recent years. The institution is committed to providing an inclusive and supportive environment for these students, acknowledging the need for addressing their unique challenges and ensuring equal opportunities in academics and co-curricular activities.

**Practice:**

The college has implemented a multifaceted programme to address the needs of the afore-said categories. This involves organizing various programmes and activities under the following heads:

1. '**Ek Saath**': Nurturing Differently Abled Talents
2. '**Nari Samridhhi**': Empowering Girl Students

3. **‘Vidya Samarthan’**: Comprehensive Financial Aid for Student Empowerment
4. **‘Shiksha Samvedana’**: Addressing Learning Needs of Slow Learners
5. **‘Sahakarma’**: Outreach Support for the Underprivileged

#### **Activities:**

##### **‘Ek Saath’**

In the last completed academic year, 52 students, two teachers, and 3 non-teaching staff with different types of disability were part of our campus community. To address their diverse needs, the college has implemented the following programmes:

- Equal Opportunity Cell for the Differently-abled
- WINGS- (We In Need of Greater Space)- Differently-abled Students Club
- Joint celebration of different days (eg. Helen Keller Day) and festivals (Onam)
- Training programme jointly with NGOs in disabled care

##### **‘Nari Samridhhi’**

During the last five years the college organised more than 100 programmes to promote gender equity, on the following themes:

- Mental Health and Personal Hygiene Awareness
- Skill Enhancement for girl students and mothers
- Self-defence training
- Legal literacy
- LGBTQIA+ awareness
- Publication of *Her Voice* magazine
- Interaction with successful women
- Language empowerment for mothers

##### **‘Vidya Samarthan’**

The college’s unwavering commitment to promoting educational equity is ensured through the following initiatives aimed at providing robust financial support to students facing economic challenges:

- Financial Assistance for ‘Mid-Day Meal’ through PTA & Alumni
- Scholarships and Endowments by Alumni, PTA, and Teachers
- Financial assistance to cover unfortunate incidents

##### **‘Shiksha Samvedana’**

Variety of strategies were implemented to support academically weak learners

- Mentoring sessions
- Peer teaching
- Peer mentoring for differently-abled students
- Remedial classes

- Alumni-driven lecture series
- Book bank scheme
- Podcasts and Youtube channel for print-disabled students

### **Sahakarma**

Our students, especially NSS volunteers organised more than 100 programmes during the past five years to extend a helping hand to the needy in the neighbourhood, such as,

- Artificial limbs distribution
- Home for a homeless orphan alumnus
- Flood relief programmes
- Academic and talent development support in adopted villages
- Stem Cell, blood, hair donations

### **Evidence of Success:**

- Increased enrolment of girls, financially-weak, differently-abled and slow learning students and their successful graduation from college
- Consistent appreciation and support from the community around

### **Problems Encountered**

- Limited financial resource
- Difficulty in overcoming societal stigmas and biases related to disability and gender

### **Resource Required:**

- Financial Support
- More collaborations with External Agencies

## **BEST PRACTICE 2**

### **‘PUNARJANI’: Giving Breath to Dying Wealth**

#### **Objective:**

To conserve and revitalize the unique local and national biodiversity, culture, and heritage by involving student and public participation.

#### **The Context:**

Over these years, our college implemented a series of programmes under this broad umbrella. Recognizing the swift changes in the dynamic era, the college initiated this programme with a profound commitment to breathe new life into the local and national knowledge and resources endangered by the pressures of contemporary times.

### **The Practice:**

The practice involved a basket of well-linked activities involving the efforts of various departments, NCC, NSS, different clubs and forums, governmental agencies, NGOs, and local social organisations etc. Majority of the projects were self-funded in nature. The overall practice can be classified into various sub-heads which are mentioned below under the sub-title “The Activities” with the major programmes coming under each.

### **The Activities:**

#### **‘Aaranyakam’: Ecosystem Restoration and Awareness Creation**

- ‘Kavoottu’ - restoration of sacred groves with endemic trees
- ‘Theeravanam’ - restoration of mangroves

#### **‘Nattumanjottilekku’: Documentation and Conservation of Local Mango Varieties**

- Creation of local conservation groups, documentation of information on more than 150 local mango varieties, phytochemical analysis of selected varieties
- Organising exhibitions, seminars, seedling raising, grafting and planting in different institutions jointly with local residents
- Efforts to get National Geographic Indicator status for Kunhimangalam mango variety

#### **‘Vayalum Veedum’: Awareness Programmes on Indigenous Grains**

- Cultivation of traditional varieties of paddy by students
- Celebration of International Year of Millets
- Seed Fest (Vithulsavam), Millet Fest (Cheruthalla Cherudhanyangal), Swadeshi Food Fest (Jeevani)

#### **‘Pachathuruthu’: Endemic and Endangered Plants Conservation**

- Establishment of conservation gardens like Endemic Tree Garden (Johncy Vanam), Medicinal Tree Garden (Oushadhavanam), Herbal Garden, Bamboosetum etc. on the campus

#### **Thanima: Revitalisation of Traditional Folk Art and Cultural Heritage**

- Documentation of vanishing folk culture and knowledge
- Demonstrations of folk-art forms in collaboration with Kerala Folklore Academy
- Setting up of Heritage Museum
- Mobile exhibitions of traditional artifacts

#### **‘Angaadi’: Value Addition and Marketing of Indigenous Products**



- Fests such as OPUS to promote indigenous food and craft items
- Seminars on value addition and global sales prospects

### **‘Ente Bhaasha’: Language Harmony and Cultural Preservation**

- ‘Thaliyola’ collection initiative to preserve indigenous writings and knowledge
- Communicative Hindi training for police officials to overcome language barriers in profession
- Malayalam language promotion drives
- Translation workshops

### **Swaabhiman: Celebration of National Pride**

- Celebration of Azadi ka Amruth Mahotsav
- Celebration of national days (Independence Day, Republic Day, Kargil Diwas, Martyr’s Day etc.)
- Exhibitions and seminars on Indian mathematicians, scientists, writers, scholars

### **Evidence of Success**

- State level recognitions and awards for environmental conservation initiatives
- Increased community and student interaction
- Improved biodiversity and ecosystem health of local ecosystems
- Positive local and national level media coverage about the college’s environmental conservation initiatives.
- Allocation of funds by governmental and non-governmental agencies for conservation projects
- Inculcation of pride in regional and national identity

### **Problems Encountered**

- Lack of sustained financial resources
- Difficulty in ensuring proper co-ordination in participatory projects with outside agencies
- Tight academic schedule

### **Resource Required:**

- More financial support
- Provision in syllabi for greater involvement in extension activities

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

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

### **Response:**

### **INCLUSIVITY**

Nestled in the enchanting landscape of the culturally-rich North Kerala, Payyanur College has transcended its role as an ordinary educational institution, evolving into a beacon of educational and citizenship training and the mainstay of thousands of youngsters from socially/educationally/financially-weaker families in their journey of personal and professional enrichment. The college has ever been a true democratic space with **inclusivity** practised in every respect

Payyanur Educational Society, which runs the college, was formed as a Charitable Society under the Societies Registration Act (1860) in 1964. The society comprised members from all walks of life, irrespective of politics, religion, caste, community, gender, financial position etc. and Society has ever been a cross-section of the people of Payyanur. It is this **inclusive** nature of the management that enabled it to acquire around 120 acres of land in the nearby village of Edat to start Payyanur College. The entire land was given by the people almost free of cost. Thus, the college took off as a public institution embracing all sections of people in its operations.

### **Vision and Mission**

The stated Vision of the college “Our Education, Our Future” as well as the motto “Vidyaadhanam Sarvadhanat Pradhaanam” epitomize the importance of education. The Mission statement “Higher Education for Inclusiveness, Equity, Excellence and Sustainable, Holistic Development” signifies the means to materialize the Vision and emphasizes **inclusive and holistic development**. All the activities of the college are targeted towards the implementation of the Vision and Mission.

### **Student and Staff Diversity**

The staff recruitment and student admission systems are very transparent and **inclusive**. Entry is barred to no individual based on his/her gender, class, caste, community, financial, cultural, geographical identities. This has resulted in the diverse demographics of the campus community. There are staff from all categories—Hindu, Muslim, Christian religions; General, OBC, SC communities; 50 out of 103 regular staff are women; 2 on teaching staff and 3 on non-teaching staff are from differently-abled category. The differently-abled non-teaching staff were recruited through general quota; and regarding teachers from this category, our college was the first aided college in the state that recruited them through special recruitment as per the provisions of the Persons with Disabilities Act.

Reservation of seats to underprivileged categories is strictly ensured in student admission. In addition, many students from these categories are admitted through general quota. Of the total student population, 20% are from minorities, 60% are from OBC, 16% from SC/ST, 70% are girls, on an average.

### **Care for the Needy (SAATH - Succeeding And Achieving Together Hand-in-Hand)**

The priority to **inclusiveness** of the college will be most evident from the initiatives under the major head SAATH which is conceived as one of the best practices of the college. Under five verticals of inclusive

campus experience, namely, **Ek Saath**: Nurturing Differently-Abled Talents, **Nari Samridhhi**: Empowering Girl Students, **Vidya Samarthan**: Comprehensive Financial Aid for Student Empowerment, **Shiksha Samvedana**: Addressing Learning Needs of Slow Learners, **Sahakarma**: Outreach Support for the Underprivileged, SAATH ensures equitable educational opportunities for all. A variety of individual programmes and schemes implemented by various constituencies of the college form part of SAATH. The details are provided under Best Practice 1 of this SSR.

### Support to Other Institutions

The popular African proverb says, “If you want to go fast, go alone; if you want to go far, go together”. Payyanur College has decided to go far and has generously donated land to establish other institutions, thereby leading to the development of the village of Edat into an educational hub where institutions from Anganawadi to university are available. The college donated 35 acres of land to various institutions such as Kannur University Payyanur Campus, Sree Sankaracharya University of Sanskrit Payyanur Regional Centre, Kendriya Vidyalaya, 32 Kerala Battalion NCC Headquarters, Anganawadi, Pollution Control Board, and Panchayat Drinking Water Project. This gesture has led to the overall awakening of the village in which the college is situated.

### Reaching out to the Community

The college is committed to an **organic and inclusive** development of the campus and the community around. The outreach activities fall in the areas of construction of home for the homeless, e-literacy, language and art training, biodiversity conservation, indigenous knowledge preservation, transfer of latest knowledge, sports talent development, flood relief and so on. These activities, in addition to bringing the beneficiaries to the fold of our college community, inculcate the values of social **inclusivity** in the participating students.

### Caring the Heritage and Indigenous Knowledge

Intentional intervention is made in different areas of traditional knowledge and practices in the community around the campus. This includes scientific support, documentation and preservation of the knowledge. Eco-restoration efforts in the community are well supported by the college. The areas include support to community for mangrove and sacred grove conservation, preserving traditional varieties of plant species, local historical heritage conservation etc. The college with a vast campus area even maintains germplasm of many of such valuable resources like banana, mango, RET trees, bamboo etc. All these efforts boil down to the mission of the college to effect a **holistic** development in students which highlights an **inclusive** approach that transcends the boundaries of the campus and even human life.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Payyanur College, Payyanur is a government-aided college affiliated to Kannur University. The non-partisan, non-communal, non-political Payyanur Educational Society, which was registered under the Registration of Societies Act XXI of 1860, established the college in 1965 in a vast area of about 120 acres of land which was donated/given at minimal rate by the local people who wanted to see a centre of higher learning established in their locality. Thus, starting its journey as a people's institution, the college has so far shared the fruits of higher education to around 50,000 students hailing mainly from the socio-economically backward families of North Kerala. The college is proud that it has its alumni across the globe, contributing significantly to all walks of life.

The college has been recording consistently high pass percentage with significant number of ranks in university examination; has been winning the university Arts Festival successively; and winning university and professional games championships with impeccable track record. It has been making notable achievements in all domains through well-structured teaching-learning, research, extension, infrastructural augmentation, social orientation initiatives. The support to the weaker sections, as envisaged in its vision and mission which are based on the solid democratic foundation of inclusivity and holistic, sustainable development, has won the college much acclaim in academic and public circles.

Currently, 2000 students are pursuing their higher education in 14 UG, 5 PG, and 5 PhD programmes across science, social science, humanities, commerce, and management studies disciplines. A team of 83 teachers and 30 non-teaching staff is driving the college forward, ably directed by a visionary management.

The college has always been committed to breathe in quality in all its transactions and robust policies and systems are in place for quality assurance which are piloted by the IQAC. The college was accredited by NAAC with 'A' grade in 2007 and re-accredited with 'B+' grade in 2018. This SSR is for the third cycle of accreditation. The college could secure a rank in the 151-200 rank band in the NIRF of MoE in 2023 which is a morale booster for the upcoming NAAC accreditation.

### **Concluding Remarks :**

Quality assurance and efforts for excellence are continuing processes and the college has always been committed to the pursuit of these. This SSR places on record, the academic and related activities falling within the framework of NAAC accreditation that were undertaken by the college during the last five years. The data has been checked for accuracy and factuality. Details of the diverse and innumerable activities have been consolidated diligently to provide a comprehensive view of the institution's committed service to academics as well as to the larger society. We present the SSR before the NAAC in expectation of an assessment and grading that befits the efforts of the institution in the assessment period during which there has been considerable incremental achievements in various domains of functioning as far as a rurally-situated higher education institution is concerned.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :25</p> <p>Remark : As per clarification received from HEI, and excluding those courses which are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1537</td> <td>783</td> <td>699</td> <td>213</td> <td>178</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>618</td> <td>516</td> <td>386</td> <td>154</td> <td>178</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1537	783	699	213	178	2022-23	2021-22	2020-21	2019-20	2018-19	618	516	386	154	178
2022-23	2021-22	2020-21	2019-20	2018-19																	
1537	783	699	213	178																	
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618	516	386	154	178																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1465</p> <p>Answer after DVV Verification: 1466</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p>2.4.1.1. <b>Number of sanctioned posts year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

73	73	73	79	79
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	71	71	77	77

Remark : As per clarification received from HEI, and excluding Physical education director, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	73	68	68	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	71	66	65	59

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22.02	4.65	6.48	14.08	13.6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.40	4.65	6.48	14.08	13.60

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	18	4	8	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	18	04	08	01

Remark : As per clarification received from HEI, and only workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship only to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	34	33	30	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	34	32	30	34

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	4	6	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	03	06	25

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	13	11	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	14	11	07

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :56

Remark : As per clarification received from HEI, and functional MOUs to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43.45803	50.97589	44.65666	42.45951	68.50296

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
41.51	46.27	42.86	41.42	68.23

Remark : As per clarification received from HEI, expenditure on the maintenance of physical facilities and academic support facilities to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
146	102	24	56	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	38	18	29	26

Remark : As per clarification received from HEI, and Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	28	18	28	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	02	00	07	17

Remark : As per clarification received from HEI, and financial support of less than Rs 5000 per faculty per year should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	56	70	50	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	38	41	34	16

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	26	25	26

Remark : As per clarification received from HEI, thus DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>1932</td> <td>1864</td> <td>1805</td> <td>1806</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1989</td> <td>1920</td> <td>1852</td> <td>1794</td> <td>1794</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2000	1932	1864	1805	1806	2022-23	2021-22	2020-21	2019-20	2018-19	1989	1920	1852	1794	1794
2022-23	2021-22	2020-21	2019-20	2018-19																	
2000	1932	1864	1805	1806																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1989	1920	1852	1794	1794																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 79</p> <p>Answer after DVV Verification : 77</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
71	73	69	69	63

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	71	67	67	62