



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**PAYYANUR COLLEGE**

PAYYANUR COLLEGE, PAYYANUR, EDAT, KERALA  
670327

[www.payyanurcollege.ac.in](http://www.payyanurcollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Payyanur College, Payyanur is a grant-in-aid, postgraduate, Arts and Science College run by Payyanur Educational Society and recognized by UGC. It came into existence in 1965 and is presently affiliated to Kannur University. The college is rurally situated on a hillock at Edat, a few metres away from NH 16. The campus spreads over 65.7 acres and accommodates 1829 students in 21 courses. Faculty strength is 83, 68 of them permanent. Supporting staff are 38 in number. 35 teachers have research degree (PhD & MPhil), 21 are pursuing research and about 35 teachers have publications. Total number of publications is around 500 (including publications in local magazines and periodicals also), 42 in UGC website published journals. About 20 teachers served as resource persons in either national/international seminars. There are 8 research guides and three research centres in the college. 129 members of the teaching faculty were on the Board of Studies in the past 5 years and they have contributed significantly to the syllabus revisions and curriculum design. The ongoing minor projects add up to 1 out of a total 14 in the X11 plan. The average pass percentage is 89. The classroom teaching is strengthened by the use multimedia and online resources. Invited lectures and seminars are also organized for the advantage of students.

### 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

- Outstanding performance of students in university examinations
- Winners of University Arts Festival for 15 years in the 18-year history of the University
- Active Parent Teacher Association (PTA)
- Rainwater harvest pond
- Solar power generation system
- 66 Acres of land as Campus.
- 1000-seater Auditorium (Inaugurated by the Chief Minister of Kerala)
- Seminar Hall of 250 seat capacity.
- Herbal garden and Green House
- Fruit orchard
- Green, Clean, Plastic-free Campus.
- Well-maintained College Gardens and Park
- Environment–friendly campus
- Payyanur College Employees' Cooperative Credit Society & Store.
- Three Research Centres.
- Promotion of other institutions by land donation at different times

### Institutional Weakness

- Insufficient space in the curriculum for research training of students
- No college-owned transportation facilities
- No patents
- No men's hostel
- No crèche
- No compound wall
- No bank/ATM counter
- No large scale paid consultancy
- No international linkages and collaboration
- Communication skill issues of students
- Drop out percentage of students from weaker sections
- Use of conventional energy

## **Institutional Opportunity**

- Personal and Career guidance
- Good teacher-student rapport
- Scope for research and post-graduation in four disciplines
- Chance for upgradation to potential centre of excellence
- Scope to become the area hub of knowledge and research
- Can develop into Sports and Fine arts centre of excellence
- Opportunities for interdisciplinary centres of study

## **Institutional Challenge**

- Lack of goal orientation among students
- Absence of job-orientation and application of knowledge in the programmes
- Knowledge gap of students at the entry point
- Drop-out for professional courses
- Lack of motivation and self-drive of first generation students
- Conservative examination and evaluation system
- Lack of compulsory outreach programmes for faculty and students
- Lack of active researches and paid projects for students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Payyanur College ensures the participation in Curriculum Designing partly through 129 members of the teaching faculty on the BoE in the past 5 years and the teachers of the college participating in curriculum restructuring workshops. The process of studied intervention for customizing the given curriculum at the Curricular Planning and Implementation level is done in this way:

1. Ensuring the availability of stipulated number of hours through regular classes with special classes added.
2. Proportional distribution of the modules for courses in each semester
3. Bridge Courses.
4. Student feedback for furthering the rest of the curricular process
5. Sensing the pre-knowledge of the students about the topic to be done in the class, for comprehending the diversity, need, limitations and potentialities of the learners.
6. Judicial use of teaching aids and models, providing the information about reference materials, giving the list of must-read books and further reading materials along with some multi-media student-empowering sessions (ICT) facilitate better transaction. Availability of the teachers for one hour more after the class time is ensured on all days to satisfy the academic needs of the students. Teacher presence is ensured for longer time during pre-examination working days.
7. Peer student teaching sessions, study groups, remedial coaching, exhibitions, Tutorial sessions, e-journals; opportunities for state-of-the-art e-content development, alumni interactions, blogs and video production opportunities for students (Green Culture, Sustainability, Team Work, Sharing and ICT).

8. Formal schedule and methodology for Projects, Assignments, Seminars to promote application skills, experiential learning, and research aptitude (Knowledge and Skill enhancement).

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

The institution has evolved a method for addressing learner diversity without explicit categorization and compartmental coaching of learners. Learners with difficulty are provided with various kinds of helps like comprehensive notes and hand outs besides the lecture notes they take down. Access to old question papers is available to students, Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used. Innovations and creativity in TLP are introduced to provide the learner with a most rewarding learning experience in and out of the classroom. Temporary student groups are formed and made to work together for self and group learning. The 2015-18 batch of English students took up the work of preparing guidance material for a book prescribed for Common Course in English *Green Voices* in the form of a blog and made available to all the aspiring undergraduates. Making videos on selected writers and topics included in the syllabus for focused learning and additional skill (direction, script writing, film editing, conversational ability, cinematography, dubbing) acquisition was also attempted successfully. Department of Mathematics initiative, Open Curve a cyber project by Mathematics alumni, faculty and students is a humble attempt for making available reading materials beyond the texts prescribed. Department of Zoology has initiated new interest in students through collaborative team teaching which ensures better resource sharing and interaction possibilities for the learners. Teaching aids like charts and models, ICT and internet resources are also part of TLP of all departments.

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

The research profile of the college is presentably good with 35 teachers with research degree (PhD & MPhil), 21 pursuing research and about 35 teachers with publications. Total number of publications is around 500 (including publications in local magazines and periodicals also), 42 in UGC website published journals. About 20 teachers served as resource persons in either national/international seminars. There are 8 research guides and three research centres in the college. The college has a sound research atmosphere and signed an MoU with the M S Swaminathan foundation on the strength of the shareable resources and research endeavours the institution can contribute to. Within the limited facilities available at the department of English, students have succeeded in producing educational videos on poets like Keats, Wordsworth and Sylvia Plath and uploaded on you tube. The creation of a blog is also an attempt at generation and transfer of knowledge. The cyber educational interactive platform of Mathematics department, alumni and students, Open Curve a pioneering attempt from an arts and science college, is also an instance of knowledge generation and exchange on a global level realized with the state-of-the-art kind of technology. The department of Zoology hosts researchers and arranges for them the facilities for some of the experiments connected with their research.

### **Infrastructure and Learning Resources**

The college has sufficient infrastructure to conduct classes and co-curricular activities. There are 43 rooms of which 26 are designated for engaging core classes and 6 for common course classes. Facilities in the class rooms include sufficient sitting arrangements (benches and desks), ceiling fans, proper ventilation and good LED lighting. There are three labs in the Chemistry department. Of these, one is for PG and two for the UG core and complementary. The fume hood local ventilation device that is designed to limit exposure to

hazardous, toxic fumes, and vapors is a remarkable feature for student healthcare in the study place. The Physics department has three labs for Research, PG and UG respectively while there is one lab each for Zoology and Botany. The Green House, Herbal Garden and RET preservation site are unique aspects of Botany department used as in situ study spots. Mathematics department has a computer lab. A language lab is attached to English department. The college has a museum, managed by the departments of History and Malayalam. The central library is functioning in a three storey building. OPAC facility and e-journals are available in the library. There are eight department libraries. Seminar facilities: One seminar hall, an auditorium, and an audio-visual room are also part of the infrastructure. Library and office are automated and the college is going to use a MIS called Total Campus solutions for overall coordination. The college has provided Wi-Fi connection with speed of 20 Mbps for browsing.

### **Student Support and Progression**

Students being the major stake holders of the college, due importance is given to them in the planning and implementation of activities that directly affect the student community. A democratically-elected College Students' Union, which is constituted as per the statutory provisions, takes the lead role in such activities. During the last five years, the Union has come up with a series of programmes aimed at the educational and cultural improvement of the student community. Our college has won the university arts festival 15 times during the past 18 years since the inception of Kannur University, thanks to the systematic co-ordination put in by the Union. A few other cultural outfits of the students are also functioning in the college for ensuring the overall personality development of the students. Though it is not made mandatory by the university to include student representatives in various bodies of the college, we have included a student member in the IQAC.

The alumni of the college have been generous in contributing to their alma mater in augmenting its infrastructure as well as organizing academic enrichment programmes, such as organizing seminars, instituting endowments/scholarships etc. Two significant contributions towards infrastructure development during the recent years are the park set up by the first B.Sc. Mathematics batch and the construction of the new granite gate undertaken by the Commerce Alumni Association. The endowment award of Rs.1 lakh instituted by Dr Sathees C. Raghavan, an alumnus of Zoology department is worth special mention here

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

Payyanur College has a three-tier administrative system. It adopts a participatory and collaborative form of governance. Perspective and strategic planning are followed for realizing the goals. The college was able to implement solar energy generation project, water conservation strategies, waste management system and conduct academic activities like national seminars and large-scale exhibitions through strategic planning and long-term participatory management. There is transparency in its academic, administrative and co-curricular activities. Every account is audited either by the government auditors or by authorized internal faculty. The web site of the college displays every detail about the college for public. The college mobilizes its resources through personal contributions and State and UGC aid for staff salary. IIQAC works to institutionalize strategies and processes like participatory management, institutional and department level planning, quality metrics like result analysis, feedback, self appraisal (introduced by the UGC and handled by IQAC) and rationalization of Continuous Internal Evaluation by introducing bar-coded answer scripts and centralized arrangement for the second of the two tests stipulated by the university. IQAC reviews the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. Post accreditation initiatives of the institution includes barcoding of answer scripts, regular feedbacks for quality

improvement, green initiatives and ICT enabled teaching learning culture. The training provided to supporting staff, classes arranged for faculty on IPR are all part of the governance and leadership promotion programme.

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

Payyanur College ensures gender sensitivity in providing facilities like safety and social security, counselling and common room for women. Exclusive cultural outfits for women empowerment, programmes for promoting environmental consciousness and sustainability, green practices like solar power generation, rain water harvesting and waste management strategies are effectively implemented by the institution. Institution steadfastly organizes national festivals and birth and death anniversaries of the great Indian personalities for affirming the faith in Indian constitution and democratic values. Classes are conducted on human values and human rights are included in the syllabus for raising the consciousness of the learners and developing an attitude of empathy to others. The college introduces innovations and introduce a number of best practices like student supporting blog making, teacher training, rare, endemic and threatened plant conservation, regular folk art performances, certificate courses and team teaching experiments. **Open Curve** is a distinguished digital best practice from the department of mathematics for online interaction in the subject. English department has launched a programme **Teach them Young** to upskill school students of lower primary classes in the two nearby schools. In spite of the clash of college and school working hours, the 30 hour skilling programme is completed successfully in one school and running in another. Best practices and innovation always highlight the potentiality of an institution like Payyanur college and such institutional values makes it distinct in the excellence in academic performance, achievement in sports and fine arts .

## 2. PROFILE

### 2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Santhosh V M	0497-2805521	9497653521	0497-2805040	payyanurcollege@rediffmail.com
IQAC / CIQA coordinator	Swaran P R	0497-2805932	9447293398	0497-2805121	swaranpr@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-07-1965



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

State	University name	Document
Kerala	Kannur University	No File Found

**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				

**Details of autonomy**

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

**Recognitions**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	PAYYANUR COLLEGE, PAYYANUR, EDAT, KERALA	Rural	65.72	14570.41

## 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	39
UG	BSc,Physics,	36	PLUS TWO	English	40	40
UG	BSc,Chemistry,	36	PLUS TWO	English	40	40
UG	BSc,Botany,	36	PLUS TWO	English	35	35
UG	BSc,Zoology,	36	PLUS TWO	English	36	36
UG	BA,Political Science,	36	PLUS TWO	English	50	50
UG	BA,Economics,	36	PLUS TWO	English	60	60
UG	BA,History,	36	PLUS TWO	English	50	50
UG	BA,Malayalam,	36	PLUS TWO	English,Malayalam	36	35
UG	BA,Hindi,	36	PLUS TWO	English,Hindi	43	43
UG	BA,English,	36	PLUS TWO	English	44	44
UG	BCom,Bcom,	36	PLUS TWO	English	60	60
UG	BA,Functional Hindi,	36	PLUS TWO	English,Hindi	29	26
UG	BBA,Manag	36	PLUS TWO	English	39	39

	ement Studies,					
PG	MSc,Mathem atics,	24	UG	English	16	16
PG	MSc,Physics,	24	UG	English	12	12
PG	MSc,Chemist ry,	24	UG	English	13	13
PG	MA,English,	24	UG	English	15	15
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	36	PG	English	16	5
Doctoral (Ph.D)	PhD or DPhil,Physic s,	36	PG	English	8	8
Doctoral (Ph.D)	PhD or DPhil,Hindi,	36	PG	English	8	1

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				64			
Recruited	0	0	0	0	8	3	0	11	22	35	0	57
Yet to Recruit	0				0				7			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<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	24	4	0	28
Yet to Recruit				3
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				1
Recruited	0	0	0	0
Yet to Recruit				1
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.	0	0	0	5	1	0	8	15	0	29
M.Phil.	0	0	0	2	1	0	3	6	0	12
PG	0	0	0	8	3	0	22	35	0	68
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		6	13	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	178	0	0	0	178
	Female	419	0	0	0	419
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	51	0	0	0	51
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	0	0	0	7
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	144	0	0	0	144
	Female	370	0	0	0	370
	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	36	26	29	31
	Female	55	69	50	50
	Others	0	0	0	0
ST	Male	3	6	5	6
	Female	18	21	12	10
	Others	0	0	0	0
OBC	Male	119	111	116	99
	Female	286	270	236	226
	Others	0	0	0	0
General	Male	41	52	48	51
	Female	89	98	123	125
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>647</b>	<b>653</b>	<b>619</b>	<b>598</b>



## Extended Profile

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### 1 Program

#### 1.1

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

Response: 2278

#### 1.2

Number of self-financed Programs offered by college

Response: 0

#### 1.3

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

Response: 2

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1840	1755	1687	1598	1576

#### 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
372	365	347	327	317

#### 2.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
556	542	496	459	448

**2.4****Total number of outgoing / final year students****Response: 2501****3 Teachers****3.1****Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
82	83	83	75	75

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

2016-17	2015-16	2014-15	2013-14	2012-13
69	70	70	71	71

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

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

**3.4****Total experience of full-time teachers****Response: 1324****3.5****Number of teachers recognized as guides during the last five years**

**Response: 9**

**3.6**

**Number of full time teachers worked in the institution during the last 5 years**

**Response: 91**

## **4 Institution**

**4.1**

**Total number of classrooms and seminar halls**

**Response: 46**

**4.2**

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

2016-17	2015-16	2014-15	2013-14	2012-13
328.0	451.113	418.404	207.417	242.615

**4.3**

**Number of computers**

**Response: 97**

**4.4**

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

**Response: 0.56158**

**4.5**

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

**Response: 0.19341**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

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

Payyanur College ensures the participation in Curriculum Designing partly through BoS members and the teachers of the college participating in curriculum restructuring workshops. This degree of participation, though not insignificant, is, definitely, inadequate. That is, there is quantitative inadequacy of participation and consequential limitations in the curriculum for UG and PG programmes. These aspects need to be addressed during the process of curriculum delivery through a well-planned process of customization by incorporating institutional goals (holistic development, equity at all levels, access for the disadvantaged, sustainability and green culture, value orientation, innovation and ICT promotion), Motto (*Vidhyadhanam Sarvadhanat Pradhanam* – Education is the greatest wealth of all), Vision (*Our Education, Our Future* and Mission (gradual development of knowledge communities) and thereby rationalize the curriculum is strongly felt need. A creative intervention of this kind, in the case of an affiliated institution, can be made only at the second and subsequent phases of the practice of the Criterion 1: Curricular Aspects, namely Curricular Planning and Implementation (1.1), Academic Flexibility (1.2), Curriculum Enrichment (1.3) and Feedback System (1.4). The process of studied intervention for customizing the given curriculum at the Curricular Planning and Implementation level (CPAI) may be listed like this:

- 1.Ensuring the availability of stipulated number of hours for a course through regular classes with special classes added to if needed.
- 2.Department level meeting for proportional distribution of the modules for courses in each semester (Time Table) and intimation of the schedule and venue through a Master Time Table to the students on the first day itself (“Who, When and What” part of the CPAI).
- 3.The “How” part addresses the efforts taken to measure the knowledge deficit of the learners and resolve the same by way of short-term **Bridge Courses**. Analysis of the student feedback for furthering the rest of the curricular process (**Motto, Vision and Mission**).
- 4.Faculty prepare lesson plans/lecture schema. The principal and the head monitor the TLE process.
5. The further stages of the “How” part of CPAI is to sense the pre-knowledge of the students about

the topic to be done in the class, for comprehending the diversity, need, limitations and potentialities of the learners.

6. Judicial use of teaching aids and models, providing the information about reference materials, giving the list of must-read books and further reading materials along with some multi-media student-empowering sessions (**ICT**) facilitate better transaction. Availability of the teachers for one hour more after the class time is ensured on all days to satisfy the academic needs of the students. Teacher presence ensured for longer time during pre-examination working days.
7. Peer student teaching sessions, study groups, remedial coaching, exhibitions, Tutorial sessions, e-journals; opportunities for state-of-the-art e-content development, alumni interactions, blogs and video production opportunities for students (**Green Culture, Sustainability, Team Work, Sharing and ICT**).
8. Formal schedule and methodology for Projects, Assignments, Seminars to promote application skills, experiential learning, and research aptitude (**Knowledge and Skill enhancement**).

### 1.1.2

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

**Response:** 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	8	0	0	0

#### File Description

#### Document

Details of the certificate/Diploma programs

[View Document](#)

### 1.1.3

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

**Response:** 0

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

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

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 9.26</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 211</p>	
File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

<p><b>1.2.2</b></p> <p><b>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 85.71</b></p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 18</p>	
File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

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

**Response: 0**

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

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

**File Description****Document**

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

[View Document](#)

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Gender, Environment and Sustainability, Human Values and Professional Ethics** are cross-cutting and overlapping issues interspersed in learning materials with either one in focus or a combination of them in varying emphases. The former three have significant coverage while professional ethics needs to be given more space in the syllabus.

The revised 2014 syllabus of programmes in all disciplines including literatures have tried to integrate issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics for the holistic development of stakeholders. 2B02 ENG Studies in Prose - Module III and **5B10 ENG Women's Writing** gathers the gender issues in lived experiences while **6B13 ENG New Literatures in English** pushes the gender sensitization agenda forward. 6B15 ENG Film Studies with the concept of male gaze helps expose gender in exploitative aesthetic structures. *Green voices* lay bare environmental issues. Professional ethics is the theme in "Thanks" for the common course. **5B07 ENG** and **6B13 ENG** help unravel human rights issues in real life. Human rights issues find expression in 5B08 MAL and 6B13 MAL of BA Malayalam. BA Hindi Language and literature and BA Functional Hindi also include materials with gender (5B07HIN, 6B13 HIN and 6B15 HIN), environment (1A07 HIN), and human rights (5B07HIN, 6B13 HIN, 6B15FHI) concerns.

**Social Sciences:** BA programme in Economics emphasizes the green objectives with a course on Environmental economics (4B06 ECO). 5B08 ECO combines issues of Gender (Module 3), Environment (Module 4). BA History programme manages the distribution of Gender (3B03 HIS module 5), Environment (2C10HIS), and Human rights (3B03 HIS Module 5, 6B13 HIS Module IV) effectively. So does Political Science course also: 1B01 POL 5B09POL (Women Issues in India), 5B10POL (Feminist Politics), 6B13POL (Women Movements), 6B14POL (Human rights violations), P6B15POL

(Feminist Movement). Environment-related courses are 2B02POL (Green Politics), 5B09 POL (Ecological Issues) and 6B13 POL (Environmental Movements). 6B14POL is designed to address human rights issues as courses 4B06POL, 5B09 POL, and 6B13POL also do.

**BSc Physics programme** meets the environmental interests including Disaster Management (5D01PHY, 36 hours, 25 Marks) focussing on global warming, food Security, Flood Disaster, Remote Sensing, Sound and Noise pollution. **MSc Physics** has PHY3E02 highlighting in Module 4 Biological Effects. **BSc Chemistry** fixes the green agenda by inducting **Unit 8 Green Chemistry** (5 hours 6 marks) in 6B14CHE besides a whole course **6B17 CHE Environmental Chemistry-** (54 hours, 50 marks). 5D03CHE Environmental Studies (36 hours, 25 marks) is an open course offered to other UG students. **MSc Chemistry** integrates eco-concerns in CHE2E.01 Environmental Chemistry and Disaster Management, 72 hours, 75 marks. **BSc Botany** incorporates nature concerns in two exhaustive courses 1B01 BOT Environmental Science and Phytogeography (36 hours, 50 marks) and 5B03BOT/PLS Environmental Science (36 hours, 25 marks). **BSc Zoology** sets a green direction to the curriculum through **6B11ZLG Environmental Science and Conservation Biology** (54 hours, 50 marks). 6B13ZLG Ethology, evolution and zoogeography (54 hours, 50 marks) Section 3. Zoogeography - 3.2. Zoogeographical realms (8 hours). B Com course also offers Disaster Management (2A11COM) and Environment Studies (4A14 COM) as courses.

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

### 1.3.2

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

**Response: 1**

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



Response: 1	
File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

<b>1.3.3</b>	
<b>Percentage of students undertaking field projects / internships</b>	
<b>Response: 17.77</b>	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 327	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1</b>	
<b>Structured feedback received from</b>	
<b>1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus- Semester wise/ year-wise</b>	
<b>Response: A. Any 4 of the above</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<b>1.4.2</b>	
<b>Feedback processes of the institution may be classified as follows:</b>	
<b>Response: E. Feedback not collected</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 0.09

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

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

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2

**Average Enrollment percentage**

**(Average of last five years)**

**Response:** 95.45

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

2016-17	2015-16	2014-15	2013-14	2012-13
653	633	619	588	521

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

2016-17	2015-16	2014-15	2013-14	2012-13
676	646	646	610	576

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

### 2.1.3

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

**Response:** 76.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
306	300	250	248	217

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

It is required to make clear at the outset itself that the division into categories slow and advanced learners are undesirable as the learners are neither slow nor advanced in a uniform manner in all their activities in various spheres and such divisions have psychological bearings upon the individual and may even work to disappoint the learners. But learning level difference is a reality and the institution knows that some students did not have enough academic exposure and opportunities resulting in knowledge and skill deficit. So instead of explicit categorization and compartmental coaching, tacit modes of identifying learning difficulties and resolving them are adopted by the faculty in a one-to-one basis. Language faculty collects either oral or written responses to a given topic and sense their power of comprehension, ability of expression and proficiency in language use. The knowledge deficit and skill deficiencies of the freshers are identified at the commencement of the programme itself and capacity enhancing measures are introduced on need-basis, department-wise. Science and Social Science departments also streamline ways for sensing variations in basic knowledge of science and take steps for instilling fundamentals as far as possible. Bridge courses at the point of entry for all students in their respective disciplines and

common courses in English, doubt clearing sessions, periodical revisions, frequent on-the-spot oral and written tests, quizzes on study topics, group presentations are some of the ways in which issues regarding learning level variations are addressed and optimized. Some tutorial sessions are also used for the purpose of team-skill and working together experience. Formation of Study Groups is another means employed to address the issue of knowledge and skill gaps. Study groups are formed combining learners of varying levels. Lab sessions in scientific disciplines also help locate a wide spectrum of learner-standard variations and areas of disadvantage to certain students. Repeat facility in the lab is provided for students who fail to get results expected in the first attempt so that they can conduct the experiment and get satisfactory results in the additional attempts. Minimum two faculty member are posted as in-charge and support in labs for each session so that proper guidance can be given to students for practical work. Mostly first generation students from disadvantaged social classes, exceptions discounted, of course, fall to this vulnerable slot. New learning strategies are also employed to address learner diversity positively. The institution makes optimal use of remedial coaching facilities. Lectures are given spending time for explication of tough topics to satisfy even the most disadvantaged learner; availability of the faculty at student disposal, hand-outs, lecture note-taking are also found to do good. Faculty uses technology, models, charts, boards, slides, and simulations online in support of lecture method for student-friendly, participative, experiential and collaborative learning. Learners with difficulty are provided with notes and hand outs besides the lecture notes they take down. Collection of old question papers is available to students for reference and photocopying to help them prepare for the examination in a focussed way.

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

### 2.2.2

#### Student - Full time teacher ratio

**Response:** 26.67

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.2.3

#### Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.6

##### 2.2.3.1 Number of differently abled students on rolls

**Response:** 11

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### Response:

Higher education class rooms have been undergoing a major shift of focus from the active- teacher passive-learner framework to the active-learner and facilitating-teacher mode since 2009 syllabus restructuring which introduced internal assessment components like assignment, and seminar. These innovations provided opportunities for active learning. Integration of ICT in the syllabus of the UG disciplines empowered students to use technology for resource gathering and seminar presentations. The digitally active student community emerged at the turn of the new century thus became an expanding community during these years and it became necessary for them to make presentations and write assignments. Though the teacher-led lecture method is still in practice (and is unavoidable at least in the case of certain topics and disciplines in higher education), it has been significantly altered by the presence of the active-learner and the concept of teachers as lifelong students. The introduction of project work in UG programmes with faculty as guides set in drastic changes in the direction of participatory learning and knowledge production. Group projects (ten students) and nature camps in some UG disciplines of science like Zoology and Botany widen the possibilities of participatory learning. PG projects in Chemistry and Physics offer opportunities for aspiring students to associate with institutions and industries providing the effect of internship and industry-exposure for at least two months with an external supervisor for project guidance apart from the supervisor from the parent institution. Participatory learning opportunities integrated into the curricular process thus ensures at least the required minimum amount of experiential learning to put the learners in an active mode. Problem solving methodologies are not given central position in the learning process of higher education institutions like arts and science colleges presently. But certain courses of every programme of study introduce the learners to specific problems and real issues related to their disciplines and encourage them to address those issues applying the knowledge acquired as part of course work. Surveys (Economics), Organizational Studies (B Com), and Project-related surveys are also conducted by students of literature and social sciences which provides them experiential learning of collecting and analyzing data and making intelligent speculations about social phenomena. Departmental outfits conduct subject-oriented exhibitions and competitions providing a ground for participatory, experiential learning besides opening up avenues for application of knowledge, invention and innovation. SRFP and paper presentation sessions are also opening up new possibilities for experiential, participatory and collaborative learning as evidenced by the association of our students with the prime institutes like Birla Institute of Applied Sciences, Nainital (Athira Satheesh, Mathematics, 2013), CSIR Lab, Sicri (Rasin. P V, Chemistry, , 2015) IIT Mumbai (Athira T, Chemistry, 2016), NIIST Trivandrum (Thushara R, Chemistry 2017). SRF

Programme of IASc, Bangalore was attended by Akhila B Nair (MKU) and Thasreefa (ATREE, Bangalore, 2014) besides Rashmi Karunakaran at IISER, Pune, 2015). Aishwarya P, BARC, Mumbai was invited for oral presentation (Zoology). It can be said conclusively that students are provided with and are also benefitted too from participatory and experiential learning possibilities.

### 2.3.2

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

**Response:** 120.29

##### 2.3.2.1 Number of teachers using ICT

Response: 83

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.3

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

**Response:** 27.06

##### 2.3.3.1 Number of mentors

Response: 68

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>

### 2.3.4

#### Innovation and creativity in teaching-learning

**Response:**

Payyanur College recognizes the fact that innovations and creativity in TLP spring from the efforts of the teacher to provide the learner with a most rewarding learning experience in and out of the classroom. Systematizing innovation and creativity is difficult but for an institution with students having a wide spectrum of learning habits there is a compelling need for systematization of some practices for

standardizing learning potentials. So teachers are generally encouraged to introduce innovations in teaching process and devise strategies to raise the level and speed of comprehension based on the difficulty of the topic to be taught and the general standard to be achieved. Comprehension of the concept or the fact mentioned being the immediate objective of the learning process, teachers continuously ensure that the students really grasp the basic ideas and facts by asking spontaneous, oral, scaffolding questions evenly distributed in the class. Depending on availability of time, students are put into groups and asked to make posters (Chemistry), frame questions (Physics and other departments) and conduct on the spot quiz competition on study portions, and teach their own class some topics in the syllabus. Selected students on roll after proper training and invited alumni on visit are also encouraged to engage junior classes in the case of faculty on leave at short notice. In order to promote self-learning, temporary student groups are formed and they are guided to conduct visual quiz competition among themselves. The 2015-18 batch of English students took up the work of preparing guidance material for a book prescribed for Common Course in English *Green Voices* in the form of a blog [www.englishmadeeasy.net/p/about.html](http://www.englishmadeeasy.net/p/about.html) and made available to all the aspiring undergraduates. Making videos on selected writers and topics included in the syllabus for focused learning and additional skill (direction, script writing, film editing, conversational ability, cinematography, dubbing) acquisition was also attempted successfully <https://www.youtube.com/watch?v=XvLxqK31LfA>. Department of Mathematics initiative, Open Curve <http://opencurve.in/>, a cyber project by Mathematics alumni, faculty and students is a humble attempt for making available reading materials beyond the texts prescribed. Department of Zoology has initiated new interest in students through collaborative team teaching which ensures better resource sharing and interaction possibilities for the learners. Teaching aids like charts and models, ICT and internet resources are also part of TLP of all departments. The innovations are rewarding in terms of most of the informing aspects of teaching and learning like motivation, comprehension, application and outcome. The Golden Jubilee exhibition the college conducted in 2014-15 has turned out to be an occasion for innovativeness in learning in the sense that students could put into application the concepts they were studying to make the exhibits for the exhibition. Botany and Zoology departments use the Green House, John C Vanam and Butterfly Garden for in situ learning. Malayalam department arranges the syllabus oriented folk art and cultural performances.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 95.15

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

### 2.4.2

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



**Response:** 39.65**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
32	29	29	26	23

**File Description****Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3****Teaching experience per full time teacher in number of years****Response:** 19.19**File Description****Document**

List of Teachers including their PAN, designation,dept and experience details

[View Document](#)**2.4.4****Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 8.55**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

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

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**2.4.5**

**Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0

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

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

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1****Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Internal Assessment was first introduced in 2001 and transformed into grading related Continuous Internal Evaluation in 2008. Further modification followed suit in 2009 and 2014 redefining assignment and seminar components. The aforesaid components of the evaluation system remained the same as in 2009 though direct grading system was dropped and mark and indirect grading system in seven point scale instead of five point scale became the norm in 2014 revision. CIE as it is named and conceptualized presently covers about 10 marks out of 50 (that is, 20 out of 100) distributed over four components in the order Written tests (50%, 4 out of 10), Assignment (25%, 2 out of 10), Seminar or Viva (25%, 2 out of 10) and Attendance (25%, 2 out of 10) for theory courses. In the case of practical courses, the four components and division of marks are done in this way: Record (50%), lab involvement (25 %), test (25%) and attendance (25%). Two internal assessment tests are conducted centrally by the institution and the average will be taken. Assignment topics and the dates for submission are announced to students sufficiently earlier and the scripts are returned after evaluation. Seminar topics are either listed or directions given in the syllabus itself for each course in the case of all programmes. Regarding attendance university regulations prescribe 75% attendance as the required minimum for a student to register for examination. Condonation of 12 days each upon the submission of valid documents in two different semesters during the course of study will be allowed by the university. Marks for the attendance component are awarded according to this pattern set by the university: 90% above full marks (2), 80 % marks for 85-89, 60 % marks for 80-84%, 40% marks for 76-79%, and 20% for 75% attendance. Students without the 75% attendance will have to repeat the semester. A student who does not attempt the CIE cannot pass the course. Affiliated colleges hardly have the authority to reform the university norms regarding CIE and so the institution follows the dictates of the university strictly. However, measures for uniformity in the conduct of the internal examinations are devised and

implemented. A duly constituted six-member committee conducts the examinations every year. The drafting and printing of the question papers and the preparation of the schedule of the examination are supervised by the committee. Formation of Grievance Cells at the level of the department, college and university to resolve issues related to CIE and the implementation of the online submission of CIE marks are innovative steps on the part of the university while the institution reformed its practice using bar-coded answer sheets. Regular class tests, written and oral, along with subject-related random and open-book examinations (latter by some departments only) are conducted after prime modules are taught in the class so that learners feel comfortable in the CIE examinations. Feedback on these practices is processed to rationalize the institution-commanded aspects of the CIE to induce qualitative changes.

## 2.5.2

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

#### **Response:**

Kannur University ensures the robustness of the CIE process by framing clear-cut directions about the conduct of the internal evaluation in the regulations. University regulation fixes 20% of the total mark of each course as the total mark of CIE of each course. The components for Theory and Practical work are diligently identified and listed separately along with the division of marks. Fraction in total CIE is advised to be rounded off to next whole number. Marks for the attendance component are clearly mentioned by the university in this pattern: 90% above full marks (2.5), 80 % marks for 85-89% (2), 60 % (1.5) marks for 80-84%, 40% marks for 76-79% (1), and 20% for 75% (0.5) attendance. University instructs the Boards of Study to furnish the details regarding Assignment and Seminar components in the syllabus of each UG and PG programme. The institution's contribution to robustness is limited to following the university regulations regarding CIE strictly in the case of attendance and in conducting tests fairly, confidentially and in a time-bound manner. For the said-purpose, the college duly constitutes an Internal Examination Committee (IEC) with six members, one of them acting as convener. The two internal assessment tests are announced and conducted as per schedule. Bar-coded answer books are used for the examination. The drafting and printing of question papers is monitored by the IEC and the adherence to schedule is ensured as part of the measures to ensure robustness. The students are provided with question paper patterns and model question papers and parameters of evaluation are also communicated to the students. The schedule for the assignment submission is intimated sufficiently early and the assignments are returned after evaluation for better credibility and transparency. Seminar topics are decided after discussion with students as per the suggestions in the syllabus concerned. The second aspect, namely, transparency, is insisted on by university regulations and the institution dutifully ensures it through the College council and departments. The College sets up a Grievance Redressal Committee in each department comprising one or two teachers as members and the Head of the department as chairman. This committee looks into grievances about internal assessment. The second tier is the college level Grievance Redressal Committee which is formed of the student advisor, two senior teachers and two staff council members (one shall be elected member) as members and principal as chairman. The third tier is the apex committee and it functions at the university level. The students are informed of their marks in their assignment and seminar presentations and the final marks of the CIE are put on notice board for the candidates to personally verify their marks. Then mark entry is done online. HoDs verify and tick each mark awarded and upload the marklist. The copies of the final uploaded marklists with the sign of the students are submitted to the university. There is provision for

grievance redressal in each phase and at all the three levels.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.3

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

##### **Response:**

Students of UG and PG programmes of Payyanur College are evaluated using two types of examinations: Continuous Internal Evaluation (CIE) which is done within and by the institution. End Semester Examination (ESE) is conducted by Kannur University to which the college is affiliated. An exhaustive account of the grievance redressal mechanism for the former, that is CIE, is already given in 2.5.1 and 2.5.2. In the case of the latter, that is, the End (even and odd) Semester Examinations, everything is done according to the schedule and procedure prescribed by the University. So, the grievance redressal regarding the same is also an exclusively university prerogative. The university has regulations to redress grievances pertaining to both the conduct of the examinations and the evaluation of answer scripts. For greater transparency the university notifies the examination schedule and gives required time for the students to register for the exam. As a drive for efficiency, centralized valuation camps are held after the last examination is over. On completion of the valuation work and tabulation, the Board of Examiners meet to approve of the result. If anything goes wrong in the examination or the question paper, the university authorities in discussion with the academic and evaluation bodies take proper decisions like conducting re-examination for the aggrieved candidates immediately or recommending student friendly measures such as discounting the mark of the out of syllabus question from the total. In certain cases when the examination is unusually tough, moderation marks are also given. In the case of suspected valuation or tabulation lapses, if any, the student has the provision to apply for revaluation after remitting the amount of fees stipulated by the university. The revaluation will be done by a senior teacher within a reasonable period and if there is 10% difference in marks between the two valuations, the script will go for third valuation by an experienced evaluator. The candidates are allowed to see and identify their answer scripts in the case of wide variation in marks. There is also the provision for the candidate to get the photocopy of the valued answer scripts on request and payment of fees. Examination results are published according to schedule usually. Provision for re-examination or examination on another day is also there in the case of students who could not attend the examination on a particular day for reasons not their own like hartals. In spite of the vigilance of university and college authorities, grievances related to examination are reported.

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

The university academic calendar provides a wide framework for the general functioning of the college. It mentions the number of working days in each of the months from June to November (for the first, third and fifth semesters). The calendar also marks the week for the first and second internal examinations along with the week for publication and submission of results to the university. It will not be possible always to adhere to this calendar fully and completely, efforts are taken to conform. Due to unforeseen reasons, the institution may have to bring about changes in the schedule given by the university. In the case of the two internal examinations for CIE the college chooses dates depending upon the phased completion of portions and announcement of university examinations taking into consideration the academic well-being of the students. The Internal Examination Committee advises the departments in these matters and on particular grounds the departments are allowed to choose dates within a certain period for the first internals. This is done to disturb the first semester classes commenced later only. The second internals are conducted centrally. The changes made in the dates of the internals are in concord with the phased and satisfactory completion of the syllabus. The second internal serves the purpose of a model examination too. The first internal, assignment, seminar presentation and second internal is the preferred order in which internal assessment process is planned and conducted in an equally spaced manner to keep up the spirit of continuous assessment. Sometimes the seminar presentations may be given the last slot if second internal is posted to the last week of September by some of the departments. Academic calendar is planned to include at least one week study leave to prepare for university examinations. A tentative CIE schedule for third and fifth semester places the first internal examination in the last week of July, assignment in August third week, seminar in September second week and second internal in September last week or October first week. First semester internals are conducted separately since their classes start later. One or two weeks shift in the schedule past the proposed date may also occur sometimes due to unforeseen reasons. Keeping conformity to the schedule in the even semesters is a very tough task as College Union activities, University Fine Arts Festival, co-curricular activities and NSS and NCC camps also needs to be given deserving time slots. The institution manages to function satisfactorily by working on selected Saturdays and holidays besides making use of morning and evening hours before and after the regular college class time.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

#### **PO, PSO and CO statements and advantages**

All the UG and PG departments offering programs formulate Program Outcomes, Program Specific Outcomes, and Course Outcomes for display on website. These documents are framed in tune with the curricular objectives of the program and also of the various courses included in the program. Outcome based education and assessment is a new area of interest to the faculty since it forms one of the key indicators for assessment in the revised online format 2017. The institution had come to realize that participation in preparing the outcome statements enhances insight into the process of teaching and enable the faculty to engage in their work with a greater sense of purpose. Awareness of the objectives and outcome in the case of the students provides them with goal orientation and helps them to keep in sight what they are ought to expect and attain on completion of the program. To ensure that the outcome is communicated without failure, objectives, program specific outcome and course outcome are discussed in the class when syllabus is given. This year onwards the institution intends to send it in the e-mail of the students and some departments plan to post it in the Whats App class group or send it to the individual accounts of the students. Students are also provided with the photocopies of these documents for close understanding of dynamics of learning.

#### **PO, PSO and CO statements: Disadvantages**

The PSO and CO statements of various disciplines of study become fully and completely meaningful and productive only in the case of autonomous college and universities. This is because such institutions draft the syllabus, define the curricular dimensions and learning outcomes and also prescribe ways of measuring Pos, PSOs and Cos as different phases of a continuous process. This continuity and purpose will be missing partially in the case of faculty who prepares and measures outcome for a course designed by others.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6.2

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

#### Response:

Outcome-based assessment practise in [India](#) can be traced back to 13 June 2014 on which date India became the permanent signatory member of the [Washington Accord](#). Accreditation and assessment bodies, NBA for instance, insisted on implementing OBE in higher technical education programmes. NAAC also made a move in this direction with the latest revision of assessment and accreditation process introduced in last July. So colleges like that of ours are given an opportunity to take a stock of our performance on the basis of outcome-based calculations. As it is a new evaluative terrain for us, our faculty commenced with the formulation of outcome documents at the programme, programme specific and course levels. The institution chooses to follow the direct assessment method of computing the outcome based on the results of the university examination. Three attainment levels are identified based on the following:-

Title of the Programme	Total no. of students appeared	Pass	Division				Pass %
			Distinction %	I %	II %	III %	
<b>Year: 2016-17</b>							
<b>PG</b>							
Mathematics PG	15	12	66.67	13.3	0	0	80
<b>PG</b>							
Physics PG	11	6	0	54	0	0	54
Chemistry PG	13	11	38.5	46.2	0	0	84.6
<b>UG</b>							
Mathematics UG	38	27	42.1	18.42	2.63	7.9	71.05
Physics UG	39	35	51	38	0	0	89
Chemistry UG	36	31	63.9	22.2	0	0	86.1
Zoology UG	31	25	45.1	35.5	0	0	80.6
Botany UG	28	26	42.9	46.4	3.6	0	92.9
Hindi UG	33	28	24.2	60.6	0	0	84.8
Functional Hindi UG	22	11	18.2	31.8	0	0	50
Malayalam UG	23	18	34.8	30.4	4.3	0	78.3

English UG	36	29	11.11	61.11	5.55	0	80.55
English PG	11	6	0	27.27	27.27	0	54.55
History UG	40	21	10	40	2.5	0	52.5
Political Science	42	21	2.38	47.62	0	0	50
Economics	53	28	3.8	49.06	0	0	52.8
B Com	58	48	30.05	32.2	16.9	3.38	83
BBA	27	22	51.9	22.2	7.4	0	81.5
Total	556	405					72.84

**Science PG**

**Attainment Level 1:** 50% of students score more than 60% marks out of the maximum relevant marks:  
Physics (54%)

**Attainment Level 2:** 60% of students score more than 60% marks out of the maximum relevant marks.

**Attainment Level 3:** 70% of students score more than 60% marks out of the maximum relevant marks.

Mathematics (79.97), Chemistry (84.7)

**Science UG**

**Attainment Level 1:** 60% of students score more than 60% marks out of the maximum relevant marks.

Mathematics (63.15)

**Attainment Level 2:** 70% of students score more than 60% marks out of the maximum relevant marks.

**Attainment Level 3:** 80% of students score more than 60% marks out of the maximum relevant marks.

Physics (89.0), Chemistry (86.1), Zoology (80.6), Botany (92.9)

**Humanities and Languages**

**Attainment Level 1:** 50% of students score more than 50% marks out of the maximum relevant marks.

Functional Hindi (50.0), PG English (54.54), History (52.5), Political Science (50), Economics (52.86)

**Attainment Level 2:** 60% of students score more than 50% marks out of the maximum relevant marks.

Malayalam (69.5)

**Attainment Level 3:** 70% of students score more than 50% marks out of the maximum relevant marks.

Hindi (84.8), UG English (77.77), B.Com (79.6), BBA (81.5)



**2.6.3****Average pass percentage of Students****Response:** 72.84

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

Response: 405

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

Response: 556

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.54**File Description****Document**

Database of all currently enrolled students

[View Document](#)

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 16.12

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.2	0	3.14	10.575	1.2

#### File Description

#### Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

#### 3.1.2

**Percentage of teachers recognised as research guides at present**

**Response:** 10.14

3.1.2.1 Number of teachers recognised as research guides

Response: 7

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 3.1.3

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

**Response:** 0.77

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

Response: 14

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1

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

**Response:**

There is no incubation centre as such in the college at present since it is something that goes beyond the infrastructural dimensions of a rural institution meeting the educational needs of undergraduates in the main. This is evident from the circular of the Ministry of Human Resources dated 09.02.2017 which makes a mention of funds and projects for higher education institutions none of which addresses the interests of Arts and Science Colleges though there is provision for technical institutions: The Ministry also launched a scheme for research parks and start-ups and incubation centers within the Centrally Funded Technical Institutions [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/Standard%20of%20Higher%20Educational%20Institutes.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/Standard%20of%20Higher%20Educational%20Institutes.pdf) . There are no schemes or funding for incubation centre in the case of a rural college affiliated to a state university. The best such a college can do is done by Payyanur college in spite of what is said above. The institution is able to encourage innovations and succeeded in cultivating an eco system for intellectual inquiries. There are three research centres, Hindi, Physics and Mathematics. The department of Botany, though not an officially approved centre for research, has resourceful faculty and an ecosystem highly conducive to knowledge production. The Herbal Garden, Green house and the precious site where the RET trees are preserved taken together forms an ideal place for botanical knowledge pursuit. The college managed to collaborate for a period and sign an MoU with the M S Swaminathan foundation ( <http://www.mssrf.org/>) on the strength of the shareable resources and research endeavours the institution can contribute to. Within the limited facilities available at the department of English, students have succeeded in producing educational videos on poets like Keats, Wordsworth and Sylvia Plath <https://www.youtube.com/watch?v=XvLxqK31LfA> and uploaded on you tube. The creation of a blog [www.englishmadeeasy.net/p/about.html](http://www.englishmadeeasy.net/p/about.html) is also an attempt at generation and transfer of knowledge. The cyber educational interactive platform of Mathematics department, alumni and students, Open Curve <http://opencurve.in/>, a pioneering attempt from an arts and science college, is also an instance of knowledge generation and exchange on a global level realized with the state-of-the-art kind of technology. The department of Zoology hosts researchers and arranges for them the facilities for some of

the experiments connected with their research. The academic tradition of the institution is perceivable from the information that Sathees C. Raghavan, Shanti Swarup Bhatnagar award winning scientist for the year 2013 [https://en.wikipedia.org/wiki/Sathees\\_Chukkurumbal\\_Raghavan](https://en.wikipedia.org/wiki/Sathees_Chukkurumbal_Raghavan), graduated from the Department of Zoology and P. Kunhikrishanan, present Director of Satish Dhawan Space Centre, Sriharikota spent his graduate years in the Department of Mathematics. All these facilities and achievements mentioned already signify the potentiality of the institution that anticipates the possible launch of an incubation centre.

### 3.2.2

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

**Response:** 0

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

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

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** No

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

#### 3.3.2

**The institution provides incentives to teachers who receive state, national and international**

**recognition/awards****Response:** No

<b>File Description</b>	<b>Document</b>
List of Awardees and Award details	<a href="#">View Document</a>

**3.3.3****Number of Ph.D.s awarded per teacher during the last five years****Response:** 1.89

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 17

<b>File Description</b>	<b>Document</b>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

**3.3.4****Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.1

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

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

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0.34

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	4	7	6

**File Description****Document**

List books and chapters in edited volumes / books published

[View Document](#)

**3.4 Extension Activities****3.4.1**

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

**Response:**

The last five years, 2012 – 2017, were years of dedicated service to the neighbourhood community by the two NSS units (200 students) and one unit of NCC along with various departments. The major community services included building a house to a homeless destitute, elderly woman Kalyanikutty Amma utilising student labour. Building materials were collected by campaign. The impact of this project was setting an ideal model of social service to students and the society at a time when aged people are cast off and ill-treated. The project could send a strong message of social responsibility of the college community. The street play designed to sensitize the community against substance abuse enacted by NSS volunteers turned out to be a blockbuster first staged in Padannakkad Municipal Library and then at Payyanur College, SN College Kannur, University Campus, and Public Library premises, Kolapram. The major actor Navajith Narayanan is a known theatre person and film actor now. The impact of this project was considerable and the degrading influence of liquor on youngsters was put across strongly through enjoyment. Health survey, cleaning of residential areas of marginalized people, and repairing country mud roads were also done. These activities strengthened community relationships and integration. Other exemplary projects include the cleaning of the rivers Thejswini, Chandragiri, and Perumba. financial aid to the Endosulphan victims and anti-war rally. <https://www.facebook.com/PayyanurCollegeNssUnit11/> The major community service in 2015-16 is the project Know Your Neighbour. It was the convergence of 6 units of three colleges to build a house for Reshma TV, a kidney patient. Rs one lakh eight thousand was contributed by the two units of the college. Road construction (Edat) to a burial ground, Eye care medical camp for the neighbouring community, and road safety campaign were also organized. In 2016-17, both units anticipated in the construction of two houses for a college student and a non-teaching staff member on behalf of Kannur University. Snehabhavanam at Kunnaru for Sheena P P was constructed with the aid of the rotary club and Block Panchayth providing student labour and financial support too. A bund for water collection

was constructed at Korom school. Collected books for Edanad UP school library for the second year also. Free coaching camp for rural talents in football and volleyball conducted by the Dept of Physical Education. The complete Mathematical Journal in Malayalam published by the Department of Mathematics is an intellectual service to community. The impact is measurable in its circulation increase, status of authors and the cross references and recommendations in relation to the journal: Renowned professor of Mathematics and the Chief Editor of Ananthatha recommends the students to refer to an article in *Ananthatha* in Maths Blog <http://mathematicsschool.blogspot.in/2011/03/new-maths-text-10.html>. Biodiversity club's preservation project for RET plants in fifty neighbourhood UP and High schools was launched in 2015-16. The impact was that more schools came forward to plant such trees and requested for saplings and guidance.

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

### 3.4.2

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

**Response:** 12

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

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

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 20

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry,

Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	4	3	3

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.4.4

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

**Response:** 35.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
463	725	361	337	1093

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 0

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



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

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

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>

### 3.5.2

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

**Response: 0**

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

The adequacy of academic infrastructure of Payyanur College comes under various heads namely, Classrooms and related facilities, Laboratory facilities, Libraries and Seminar facilities.

The college has sufficient infrastructure to conduct classes for the 14 UG and 4 PG courses. There are 43 rooms of which 26 are designated for engaging core classes and 6 for common course classes. The final degree students have their own classes in each discipline while the first degree and second degree students share one class room without overlap. The eight PG classes have class rooms with required number of standard chairs and tables. Facilities in the degree class rooms include sufficient sitting arrangements (benches and desks), ceiling fans, proper ventilation and good LED lighting. Some class rooms appear congested since the admission of more students than sanctioned (marginal increase by the government order) due to greater demands each year. This condition of inadequacy of space for certain classes will be overcome with the commissioning of the first phase of the new building.

The three PG science departments Mathematics, Physics and Chemistry and the two UG science departments have adequate lab facilities. There are three labs in the Chemistry department. Of these, one is for PG and two for the UG core and complementary. The fume hood local ventilation device that is designed to limit exposure to hazardous, toxic fumes, and vapors is a remarkable feature for student healthcare in the study place. The Physics department has three labs for Research, PG and UG respectively while there is one lab each for Zoology and Botany. The Green House, Herbal Garden and RET preservation site are unique aspects of Botany department used as in situ study spots. Mathematics department has a computer lab. A language lab is attached to English department. The college has built up a museum, managed by the departments of History and Malayalam.

The central library, which suffers from dearth of space, is functioning in a three storey building at the heart of the college and just in front of the main block, at right angles to it. There are eight department libraries. English department library is housed in the senior MA class in the space bifurcated with shelves. The departments of Statistics and Sanskrit also have department libraries.

Seminar facilities: One seminar hall, an auditorium, and an audio-visual room are also part of the infrastructure for curricular activities in the new modes. The two Emeritus Professors who chose Payyanur college as their research centre were accommodated in the department of Sanskrit and English.

Further expansion of physical infrastructure is badly felt in the past few years with the marginal increase in the admission of students, commencement of new courses, and the increasing number of seminars and conferences. Departments and research centres also need better facilities. Some departments are functioning in congested rooms and gradually these also need to be shifted. The new block of which the first phase is almost complete and is going to be commissioned will resolve the shortage of physical

infrastructure to a certain extent.

#### 4.1.2

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

#### **Response:**

Payyanur College is an outstanding institution in the matter of Games and Cultural activities and strives to excel in Sports also. The achievement of the college in the case of cultural activities and arts (University winners 16 times out of 19 and 6 times consecutively) is incomparable and unparalleled in the history of Kannur University and may in the history of any university. Excellent performance of the college owes its credit to cultural infrastructure which is a composite of resourceful people, technological support, cultural apparatus, and buildings. The college has a set in the auditorium of thousand seats capacity, an open stage and a park which can be improvised for small performances. A casuarinas-enclosed square surrounded by trees and buildings is also used for street play staging. Students can watch the performance from the floors of the surrounding buildings. Some fine arts instruments like Harmonium, are also in the possession of the college. There is constraint for practising space for university fine arts and cultural competitions when classes are in full swing. The constraint for space will be over with the completion of the new building. Students are given intensive training for performance items by employing master trainers every year. Teachers of artistic talent are put in charge of different competitive teams for better management of the training sessions.

#### Sports and Games

Sports infrastructure includes two sports Hostels financed by Kerala Sports Council, besides a rented house for comfortable stay and two full-time Kerala Sports Council coaches for football and volleyball, Sports Pavilion, standard size Football Ground, Volleyball, Basket ball, Handball, Kho Kho, Kabbadi, Shuttle Badminton, Ball Badminton courts, Multi-gym (UGC aided, 1044.32 Sq ft), Yoga Hall and the 400 meters Athletic Track. Cricket and Softball are practiced in the football field. Facilities are available for indoor games like Table Tennis, Chess, and Carroms. Table Tennis hall is used for practicing Yoga (754.23 Sq ft) and Kalaripayattu. Payyanur College regularly competes in the university championships in 12 to 18 sports events, and about 25 to 30 students qualify to be part of the university team. More than ten players are selected to attend the national camps in the last five years.

#### **LIST OF EQUIPMENTS IN THE MULTI-GYM**

1. Seated chest press machine.
2. Bench press machine.
3. Shoulder press machine
4. Seated leg press machine
5. Pec deck machine
6. Cable cross over pulley with chinning bar.
7. High lat and rowing pulley machine.
8. Seated abdominal crunch machine.

9. Biceps curl machine.
10. Leg curls and leg extension machine.
11. Squat machine and standing calf raise.
12. Double twister (sitting and standing).
13. Squat stand with safety bar supporter.
14. Bench press parallel.
15. Hyper extension.
16. Abdominal jet bench.
17. Bar stand.
18. Weight plate rack (stand).
19. Dumbbells.
20. Dumbbells stand.
21. Barbells.
22. Weights.
23. Weighing machine.

All the facilities are used optimally. The college ground is used for practice by nearby sports people, schools and local bodies in the times of Keralolsavam (Kerala Fest – Arts and Sports fest for general people)

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

#### 4.1.3

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

**Response:** 45.65

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

#### 4.1.4

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

**Response:** 66.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
278.5	212.5	340.3	168.5	88.7

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

##### Response:

The library functions in a three-storey building (462 Sq m carpet area). The space is used exclusively for library and related services. The library building stands at the heart of the campus and is almost equidistantly placed from other buildings. It is situated in front of the main block and at right angles to it as in the middle limb of the letter E. The librarian's room and the reading room for students along with book search facilities (catalogue, e-search and card system) and the issue counter are arranged on the ground floor of the library. Net work resource centre also functions in the space next to the librarian's room. Stack room 1 is on the first floor (77 Sq m). On the same floor a cabin is provided for the Career Guidance cell where books for competitive examinations are available for reading. The second floor is devoted to the reference section and the stack room 2 (77 Sq m). The internationally accepted Dewey Decimal Classification Scheme (19th edition) is followed for classification of books. Cataloguing is done as per the scheme of AACR2. Both Card and Computer Catalogue searching systems are available.

The library has restricted open access system. Open access is allowed in the case of subject books. The general books section is, at present, not open for access for all but on special request open access is allowed. Books are issued to students on all working days and the reference facility is open throughout the working hours of the library. To help the users and to ensure the security of materials the members on the staff are deployed in various sections. Moreover, controlled gate system is followed to ensure security of materials.

**Details of Automation:** Automation is introduced in the as early as **2006** to facilitate fast and quality services to the stakeholders. The ILMS software service is provided by MeshiLogic and the brand is **Book Magic version 4.0**. The service providers claim that it is suited for College, Research and other similar Institutions and is available as Client Server and Online versions. The OPAC (public interface for users), cataloging/Database/Technical processing (classifying and indexing materials), circulation/

Counter transaction /Issue and return module (lending materials to patrons and receiving them back), Acquisitions (ordering, receiving, and invoicing materials), Serial control module, Administration module, Reports module, Article indexing module, Digital library resources cataloguing module. Of these nine modules available, the college uses all the **8 facilities except the fourth one (Acquisitions)**. Purchase/Acquisition facility could not be brought under automation as the terms and conditions stipulated by the government regarding minimum discount does not agree with the discount the online book stores are willing to offer. The link for online access of the library is <http://webopac.payyanur.meshilogic.co.in/> The exponential increase in the use of the mobile, Wi-Fi coverage on the campus, department libraries and the easy access to unlimited online resources have diminished the number of visitors to the library to a certain extent.

#### 4.2.2

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

##### Response:

Library as one of the most accessible and important learning resources available at hand for the learners, the college plans the functioning of the library through the advisory committee. The duties assigned to them are planning and implementation of the infrastructural development of the library, making recommendations to the Librarian regarding the purchase of books and journals, taking decisions about the suggestions and complaints received from the users, giving orientation to the staff and the students about using the modern facilities of the library and devising strategies for enrichment of the library. Various measures like expanding the service base and increasing the number of services (OPAC, clipping, access to aspiring readers and research scholars outside the college, bound collection of back issues of important journals, e-materials and TED talk series collections for watching). The college library has no special reports but it has a collection of 52347 books. Copies of text books prescribed for English common and core course during the last quarter of the last century are preserved. At least some of these texts are out of print and so these books have a historical value. A number of books in Malayalam which are either out of print now or non-available old editions are preserved in the library (given as additional information). The table given below lists reference encyclopaedia (in English and Malayalam language) editions not usually found in many of the college libraries.

#### NAME, EDITOR, PUBLISHER & YEAR OF ENCYCLOPAEDIA

No	Name	Editor	Publisher	Year
1	Encyclopaedia Britannica Inc (Vol.1-29)	Robert P. Gwinn	University of Chicago	1986
2	Chambers Encyclopaedia (Vol.1-15)	M D Law	George Newnes Limited	1963
3	The World Book	David C. Whitney	Field Enterprises	1963

	Encyclopaedia (Vol.1-19)		Educational Corporation	
4	Britannica Ready Reference Encyclopaedia (Vol.1-10)	Theodore Pappas	Encyclopaedia Britannica (India) Pvt. Limited, New Delhi	2005
5	The Wordsworth Encyclopaedia (Vol.1-5)	Hilary McGlynn	Wordsworth Reference	1995
6	PEARS Encyclopaedia (1)	Christopher Cook	Penguin Books, London	1999
7	Sarvavijnanakosam (M) (Vol.1-8)	Dr. K M George	State Institute of Encyclopaedia Publications, Trivandrum	1987
8	Malayalam Encyclopaedia: Desk Reference (Vol.1-3)	Theodore Pappas	Encyclopaedia Britannica (India) Pvt. Limited, New Delhi & D C Books	2003
9	Akhilavijnanakosam (M) (Vol.1-4)	T N Jayachandran	D C Books	1998
10	Viswavijnanakosam (M) (Vol.1-18)	N V Krishna Varier	National Books Stall	1988
11	Environmental Encyclopaedia (1)	William Cunningham	PJaico Publishing House	2004
12	Illustrated Family Encyclopaedia (1)	Jayne Parsons	D K London	2007
13	Encyclopaedia of Natural History (1)	R E Hawkins	Oxford	2001

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3

**Does the institution have the following:**

**1.e-journals**

**2.e-ShodhSindhu**

**3.Shodhganga Membership**

**4.e-books**

**5.Databases**

**Response:** E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 3.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
8.0	1.7	1.79	2.9	1.07

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5

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

**Response:** Yes



File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>

#### 4.2.6

##### Percentage per day usage of library by teachers and students

**Response:** 0

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

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

##### Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Payyanur College as a higher education institution has always attempted to acquire cutting edge technology. The college provided twelve 1MBPS internet connections to various departments in the 2006-2011 period itself by availing the NME project and net-worked the office for administrative ease and efficient service. The number of computers increased from 57 to 99 now. There are two Computer Labs, one Language Lab, 18 Smart Class Rooms, one Seminar Hall and one Audio Visual room presently. The two computer labs have 25 and 4 computers respectively. There are fifteen computers in the language lab and the software used is provided by ETNL. English PG first year class has LED TV. The connection was upgraded to 3 MBPS capacity in 2015 and later in 2017 November it was further upgraded to OFC connectivity with 20MBPS. Department of English upgrades its connection to 5MBPS in April and May every year for conducting British Council online examinations for Additional Skill Acquisition Programme, the state version of National Skilling Mission. IQAC office has 10 MBPS connectivity and networking. The campus has Reliance Wi-Fi coverage as the beneficiary of the Corporate Social Responsibility Project of the Central Government. Wi-Fi connectivity from the available OFC is used in the departments of English, Politics, Zoology, Maths, and Statistics. ILMS BookMagic was introduced in the library in 2006 itself. IMS is being introduced in the college for administrative and academic efficiency. Office functioning is almost fully automated (Single Window, online admission, SPARK – Service and Payroll Administrative Repository for Kerala for salary, PF etc). Public Address System for announcement with connectivity to each of the classes introduced in 2006 is still maintained. The institution installed an Interactive White Board in the seminar hall for the science departments in particular. Library has a Net Resource Centre. The library provides the remote access facility OPAC. The Information Management System extended to mobile app going to be realized soon is the latest development in this direction for the convergence of data management.

**4.3.2****Student - Computer ratio****Response:** 18.97**File Description****Document**

Student - Computer ratio

[View Document](#)**4.3.3****Available bandwidth of internet connection in the Institution (Lease line)****Response:** 5-20 MBPS**File Description****Document**

Details of available bandwidth of internet connection in the Institution

[View Document](#)**4.3.4****Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No**File Description****Document**

Facilities for e-content development such as Media Centre, Recording facility,LCS

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1****Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
328.0	451.1	418.4	207.4	242.6

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

#### 4.4.2

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

**Response:**

#### **General Maintenance:**

Payyanur College is a Govt-Aided College and the Board of Management is the owner of the land and the infrastructure. So the maintenance of the institutional infrastructure is the responsibility of the college governing body. State government financial allocation for maintenance is a small amount (Rs 6000/- per annum) and the release of the payment is pending for years. The Board of Management has budgetary provisions for the systematic and timely maintenance of the infrastructure. The contribution of the Parent Teachers Association is also significant in keeping the infrastructure in good condition. PTA usually pays for emergency maintenance work in a small scale to augment the management spending. Maintenance and repair work of computers are entrusted to MILA Associates, suppliers of computers and other IT products for the college.

The College has systems and procedures to monitor the optimal utilization of infrastructure, facilities and equipment. Purchase register and Stock register are maintained by each department for laboratories and library. Physical Education department also keeps such registers. Annual Stock Verification of properties is done by appointed committees and the report is submitted to the principal. Campus beautification committee works to keep up the ambience of the campus. NSS and NCC units conduct garbage management and maintain the cleanliness of the campus. The Board of Management engages a sweeper to clean the classrooms, office, labs and library. A night watchman is also employed by governing body.

#### **Maintenance of the library**

Maintenance of the library involves keeping the collection of books intact on the one hand and also ensuring the return of books safe and sound. Books are protected from book-worms moisture, dust and heat. Measures for protection like dusting frequently, rebinding old and damaged books are also done in specific periods. Often the library supporting staff mends the torn, soiled and dog-eared pages besides fixing loose pages resulting from careless handling of books. Checking that the books are returned without damage after reading is ensured by the staff.

### **Maintenance of the Sports and Games facilities**

Playground and court maintenance is a highly sophisticated process nowadays. Volleyball courts need mending frequently by pressing the ground with a roller. Sportspersons of the college do it voluntarily and works technical expertise are outsourced.

### **College Garden maintenance:**

College garden maintenance like pruning is done twice or thrice a year and pruning experts are hired for that work. Manuring is also done two times a year. Governing committee and PTA spend money for it and the campus beautification committee oversees these works. Irrigation of Green house and John C vanam are entrusted to the supporting staff of Botany department and college garden is watered by the college watchman.

### **Solar Power Generation System:**

The college has installed 21.6 K V solar panels and for optimal production the panels should be washed clean every week. Other kinds of maintenance are done by the service providers, Team Sustain.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 74.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
1495	1401	1213	1082	1137

#### File Description

#### Document

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

[View Document](#)

#### 5.1.2

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

**Response:** 0.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	5	5	10	0

#### File Description

#### Document

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

[View Document](#)

**5.1.3****Number of capability enhancement and development schemes –**

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

**Response:** D. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Details of capability enhancement and development schemes	<a href="#">View Document</a>

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

**Response:** 21.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
410	402	265	490	266

<b>File Description</b>	<b>Document</b>
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5**

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

**Response:** 0

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

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

**File Description****Document**

Details of the students benefited by VET

[View Document](#)

**5.1.6**

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

**Response:** Yes

**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

**5.2 Student Progression****5.2.1**

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

**Response:** 1.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	9	12	3	7

<b>File Description</b>	<b>Document</b>
Details of student placement during the last five years	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education (previous graduating batch)****Response:** 44.6**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 248

<b>File Description</b>	<b>Document</b>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3****Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 24**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	3	12	13

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	30	30	25	25



File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<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 national / international level (award for a team event should be counted as one) during the last five years.**

**Response: 0**

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

#### 5.3.2

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

**Response:**

Student Council in the colleges of Kerala is designated as College Union. It is an elected body of student representatives to manage the student affairs in the college. Chairman is the head of the college union. Vice Chairman and Joint Secretary posts are reserved for women. General Secretary, General Captain, Fine Arts Secretary, University Union Councillor and Student Editor are the other major posts. First, second and third degree representatives are also elected along with others. Every degree course students together elects the Association Secretary of that subject. The union after the oath-taking ceremony assumes power. The union fund and the fine arts fund are spent for the union and fine arts activities by the union under the guidance of the Staff Advisor and Fine Arts Advisor nominated from the among the

faculty members. The university union councillors from all colleges vote to elect the university union office bearers. Student representation and participation in all campus activities is ensured through the elected college and university unions. A student representative is nominated to the IQAC committee to render its functioning student-friendly and more effective. Representation of students in administrative bodies is not mandated by rule in the colleges but there is a student representative in the University Senate. All co-curricular activities are conducted by students with faculty guidance and this enables the cultivation of leadership qualities in the students. Major functions like Union Inauguration and Fine Arts Day and other cultural programmes are organized by the college union. There are student cultural outfits like COPS (Cultural Organization of Progressive Students), Mathrukam and Snehitha in the college and the last two are exclusively women collectives for empowerment. Departmental associations and clubs also conduct programmes for student empowerment and socialization. Sahithyavedi (Literary forum) organizes debates on books and related topics and Movie Mania, the registered film society, conducts film shows and fests in collaboration with the college union. The months-long training for the university fine arts fest is organized by the Payyanur college union with such excellence that Payyanur College won the university Arts festival trophy six times consecutively. College union last year organized evening debates in the park after the class time on topics like gender bias, caste, communalism etc. The interaction with Vijayaraja Mallika, transgender activist and scholar conducted by the college union and IQAC was a programme of intense impact on the students in the matter of inclusive thinking and perceiving reality from the perspective of other genders. This programme was organized in the context of the pioneering attempt of the Kerala Government in giving a space for transgender people in services and budget allocation.

### 5.3.3

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

**Response:** 6.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	7	7	6	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Payyanur College Alumni Association is a composite of the thirteen departmental alumni associations and one overseas chapter in the UAE. All these alumni associations contribute, though not regularly and not always substantially, to the development of the institution both financially and otherwise. The financial contributions from alumni for the last five years comes around Rs 14,00000/-. This amount is the total financial aid advanced by the departmental alumni for infrastructural, humanitarian, and academic purposes.

**Prof. A.K. Raghavan Nambiar Park for Students (Mathematics: Rs. 6,50,000/-):**

The first B.Sc. batch (1969-72) and Pre-degree batch (1967-69) of the department of Mathematics spent Rs. 6,50,000/- for constructing a 6500 Square feet park for students. The park was built in memory of the second principal of the college and an eminent Mathematics professor of North Kerala, Prof. A.K. Raghavan Nambiar . The project included the selection of a particular spot with some trees and fixing granite seats around those trees. Some rare and expensive trees were also planted. A knee-high compound wall was built surrounding the spot to secure and mark out the park. A small platform was built at one end to improvise the park for conducting small programmes on need.

**Marble Entrance Gate and Scholarship (Commerce (Rs 5,01865/-).**

The second substantial funding for the development of the college was by the former students of the department of Commerce (Rs 5,01865/-). Of these, Rs 1,00000/- for scholarship, Rs 7865/- for Book Bank, Furniture for Rs. 25,000/- and 4.59 lakhs for a marble gate to be fixed at the entrance point of the college. The expensive marble stone pillar gate was imported from the state of Karnataka.

**Scholarship (Botany: Rs. 1,00000/-)**

Sathees C Raghavan, the distinguished former student of the department of Zoology and Swarup Bhatnagar award winner, contributed Rs 100000/- for instituting a scholarship.

**Books, UGC-NET Orientation/Coaching, Humanitarian causes (Rs 21355/-)**

The alumni association of the department of English spent 21,355/- in the last five years for books, UGC-NET coaching class and humanitarian causes.

**UAE Chapter Contribution for Scholarship and Herbal Garden Maintenance): (Rs 85, 000/-)**

The UAE chapter of Payyanur College alumni Association has contributed an amount of Rs 85, 000/- for scholarship (for two students one each from Arts and Science selected on merit cum poverty basis)

**Alumni Resource Sharing and Intellectual Contributions**

Apart from the fiscal support, alumni as individuals and part of the organization, extend intellectual services also. The most notable instances of alumni resource sharing are the talks and interactions along with seminars conducted by various departments like Mathematics, Chemistry, English, Political Science, Botany (International Seminar conducted exclusively with alumni scholars as resource persons), Zoology and Physics. The alumni association of the department of History sponsored the complete expense of a student last year and advanced Rs 20,000/-.

**Alumni Seminar Spending:** Hindi: Rs 26,800/-

**Alumni contribution to library:** The pre-degree batch of 1982-84 period contributed books worth Rs 30,000/- and a shelf worth Rs 10,000/ towards BOOK BANK scheme designated for financially needy students of UG classes.

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

#### 5.4.2

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

**Response:** ? 5 Lakhs

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3

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

**Response:** 54

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

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

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**VISION: Our Education, Our Future**

**MOTTO: Vidhyadhanam Sarvadhanat Pradhanam (Education is the Ultimate Riches).**

**MISSION STATEMENT: Higher Education for Inclusiveness, Equity, Excellence and Sustainable, Holistic Development.**

The Mission Statement can be explicated as follows to bring out the finer dimensions of the functioning of the institution:

- 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.

#### **Nature of governance**

Payyanur College has a three-tier administrative system with the Board of Management (Payyanur Educational Society) as the apex local authority. It is bound to obey the directives of the Central Government (UGC), State Government and the University. Principal, the head of the institution, is assisted in governance by the College Council and the administrative wing. The office is headed by the Superintendent. In spite this official and hierarchical structure, Payyanur College adopts a participatory

and collaborative form of governance for actualizing the stated vision and mission through strategic plans.

### **Perspective and Strategic planning**

Perspective and strategic planning are for optimal resource mobilization, proportional and preferential allocation of resources for realizing the stated vision, mission and goals of the institution. Payyanur College used to prepare plans which at the best were annual plans. Long term planning was thought about seriously after 2010. As a result the college was able to streamline various projects and bring funds for development. Major achievements in this regard are Women's hostel, Solar power generation infrastructure first of its kind among aided or Government Arts and Science colleges in Kerala as early as 2013, standard size Football ground, new laboratory for Chemistry, 400 metres track, and Rainwater/Roof water harvest and collection pond of 8 lakh litres capacity.

### **Participation of the teachers in the decision making bodies of the HEI.**

Perspective and strategic planning cannot succeed without the convergence of all the constituencies like the Management, Staff, College Union, Alumni, PTA and Department Alumni. Teachers have leading and decisive roles in IQAC, UGC committee etc. All aspects are discussed by the Board of Management and the College council. Department level affairs are monitored by the Heads of Departments after exhaustive discussion with the faculty concerned. In the case of the functioning of the department forums, students are also consulted. Leading roles are given to the students to make them responsible future citizens.

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

## **6.1.2**

### **The institution practices decentralization and participative management**

#### **Response:**

Payyanur College is a government aided college run by Payyanur Educational Society and the structure of hierarchy within which the college functions can be represented as follows:

#### **Central (UGC) and State Government**

V

#### **President/Manager (Board of Management)**

V

**Principal**

▼

**College Council**

(Heads and two Elected Members from the faculty, Office Head, NCC officer, Librarian)

▼

**Head of Departments**

▼

**Faculty Members (Committees)**

▼

**Student (Council) Community (Committees)**

The local apex authority is the Board of Management represented by the president who is the local appointing authority. The Governing Body takes the non-academic decisions and gives suggestions to the principal. The academic decisions are taken by the College Council. Principal delegates the work to the Heads and various other committees formed of the faculty, supporting staff and students or public. This is the way a particular agency is delegated, decentralization is introduced and participatory management is worked out. In spite of the hierarchy, there is operation autonomy at all levels. Decentralization and participatory management can be illustrated with the case study of how the Additional Skill Acquisition Programme for undergraduates is implemented. The government of Kerala circular about the launch of the ASAP programme reaches the college office. Principal discusses the matter with IQAC and the college council and nominates a faculty member for coordinating the course. If urgent action is required the principal makes the nomination and then informs the council. In certain cases, an advisory committee is also constituted. The coordinator informs the students, invites applications and starts the class communicating with the principal and the advisory committee at crucial points. The performance of the students and those who give skill classes are reviewed (in the case of ASAP, there is an inbuilt system for feedback and assessment of SDEs for better results. The annual reports on the conduct of the programme is also prepared and sent to the government with one copy to the principal and IQAC. The accounts of the ASAP undergraduate programme is audited and utilization certificate is sent to ASAP authorities.

**6.2 Strategy Development and Deployment****6.2.1**



**Perspective/Strategic plan and Deployment documents are available in the institution****Response:**

A strategic plan is also one that addresses strategic issues haunting the nation and tries to make a positive change. Payyanur College IQAC proposed the Board of Management to help plan and finance projects to promote green culture in the institution and prepare ways to become a zero-carbon institution gradually. The possible measures for implementation were discussed at the Board of Management meeting held immediately after the suggestion where IQAC members were also present as invitees. The necessity for striking a sensible departure from the conventional energy use to generation and use of non-conventional energy was presented for the consideration of the Board of Management. This proposal in the year 2012-13 was a pioneering effort in the history of Arts and Science Colleges in Kerala as the first college thinking of generation of green energy. The solar initiative assumes greater dimensions of significance if put in the context of the national endeavour for energy sustainability and the global scenario in relation to non-renewable energy resources. Jawaharlal Nehru National Solar Mission was approved in 2011 as part of the National Action Plan on Climate Change (NAPCC) and the objective was to “establish India as a global leader in solar energy, by creating the policy conditions for its diffusion across the country as quickly as possible”. The Mission adopted a 3 - phase approach, Phase 1 (up to 2012 - 13), Phase 2 (2013-17) and Phase 3 (2017 - 22). Payyanur College joined the bandwagon of the JNNSM in the first phase itself and possibly became the first college in the Kerala State to actualize the green energy initiative with the unanimous approval of the project by the Board of Management. The action plan involved steps like choosing the service provider, negotiating the prospects, and overseeing the panel installation and ensuring the optimal functioning. The project of installing the 21.6 KW grid interactive, roof-top solar power generation panels was thus installed. 155- 1800 KW power was generated since then every month. The grid connection facility was not available in 2012-13 and application for grid interaction is submitted once the government of Kerala introduced the scheme.

The second major green initiative was to harvest roof-top and overhead rainwater by making a ferro-cement rainwater harvesting pond with 8.75 lakh litre holding capacity. The overflow pipe of the college water tank was also linked to the tank to save the spillage. The overflow of the dug pond is rechanneled through a filtering mechanism and allowed to drain into the nearby tube well. This artificial tank, built in the gradients of the landscaped hillock on which the college stands, saves nine lakh litres of water from flowing downhill and flooding the highway NH 17, finally filling the Arabian Sea a few kilometres away. Thus the second project turns out to be a multi-purpose one.

These two projects were accomplished by the joint collaborative action of the Board of Management and the IQAC on war footing before the monsoon months.

**6.2.2**

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

**Response:**

### **Governing body, Administrative setup, and Functions of various bodies;**

Payyanur College is a government aided college run by Payyanur Educational Society. The Board of Management is the highest local authority. The Governing Body has to conform to the directives of the UGC, State Government and the University Statutes. BoM consists of 21 directors from whom the President, Secretary and the Treasurer and their deputies are elected. The President of the BoM is the appointing authority. The term of the BoM is five years. Principal, the head of the institution, is assisted by statutory college council formed of all the HoDs and two elected members from the teaching staff. Superintendent heads the administrative wing. It is the bounden duty of the faculty to engage in the teaching-learning-evaluation processes. The college office is morally and legally bound to provide administrative services for the stakeholders as the faculty have the responsibility to protect stakeholders' academic interests. The statutory bodies like PTA, Anti-ragging and Ethics Committee also function in the college to ensure a safe campus life.

#### **Service rules and Procedures.**

Payyanur College is bound to follow University Statutes, Kerala Service Rules and Procedures along with UGC regulations issued from time to time. (Kerala Service Rules Volume - [http://www.idrb.kerala.gov.in/idrb/quater\\_forms/KSR%20Vol-%20II.pdf](http://www.idrb.kerala.gov.in/idrb/quater_forms/KSR%20Vol-%20II.pdf))

Kerala service Rules Two [http://www.idrb.kerala.gov.in/idrb/quater\\_forms/KSR%20Vol-%20II.pdf](http://www.idrb.kerala.gov.in/idrb/quater_forms/KSR%20Vol-%20II.pdf)

UGC draft regulation 2018  
[https://www.ugc.ac.in/pdfnews/5323630\\_New\\_Draft\\_UGCRegulation-2018-9-2.pdf](https://www.ugc.ac.in/pdfnews/5323630_New_Draft_UGCRegulation-2018-9-2.pdf)

#### **Recruitment:**

The process of assessing the need for recruitment is designated as identification of the post. It is followed by creation of the post and appointment procedures are initiated. The aided college management invites applications through national newspapers after getting the consent from the government, processes applications and conducts interview by forming a duly constituted committee. Then the rank list is published and appointment letters are issued considering the number of vacancies. The affiliating university and the government departments of Higher Education have to give approval for appointment. Payyanur College, like other colleges in the state, follows a five day week with five hours of teaching per day. The UGC prescribes 40 hours of work including the 16 hours of direct teaching engagement. The sanctioned work load for a degree course is 25 hours per week. For PG one hour lecture work equals 1½ hours, thereby making 25 hours lecture work for a PG class per week amount to 37½ hours of workload. The workload for each teacher is 16 hours (theory+ practical) per week. The existing rules permit the creation of one post if the workload exceeds 7 hours (this is being reviewed now). Vacancy arises on the retirement of teachers and also when new courses are sanctioned by government. Based on the number of students and also some other norms, supporting staff members are appointed.

### **6.2.3**

#### **Implementation of e-governance in areas of operation**

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

**Response:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

#### **6.2.4**

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

##### **Response:**

Payyanur College celebrated its golden Jubilee in the year 2014-15 and it was an extensive and yearlong celebration. The most challenging programme in the celebration spectrum was Aureo, the 6-day scientific and cultural exhibition planned by the institution for the public and the student community of North Malabar region. There were 72 stalls and about 5000 visitors. The exhibition was so highly an educative experience to the public and the students of the schools and colleges of the region that there was demand for extending it for one more day. This activity ended up as successful since it was executed well through the harmonious functioning of the committees and participatory management. These aspects are reflected in the minutes of the exhibition committee and some details of the same are shared here for illustration. The first meeting was held on 15th of October 2014 in room no M5 of the college at 3.45, that is, after the regular class. 33 staff members attended the meeting and the following decisions were taken: Tentative decision was taken to conduct the exhibition in the first half of January 2015. Resolution no. 2 was to request all departments to set up stalls and inform about the decisions after the department meetings. The third decision was to invite various institutions for the exhibition to put up stalls and/or to visit. The fourth decision was to try the possibility of having the honourable former president of the nation Dr A.P.J. Abdul Kalam as the chief guest for inauguration. The fifth resolution was to invite a tentative estimate of expected expenditure for making the exhibits. It was also decided to fix Rs 20/- and Rs 40/- as entry fee for students and adults respectively. The last decision was to invite suggestions from teachers and students to conduct the exhibition impressively. The rest of the meetings were held on 27th November, 8th of December, 30th December, 1st of January, 9th of January and 23rd of January 2014. The last meeting mentioned was to decide whether the exhibition should be extended for one more day as demanded by the public and the former students. The decision was taken positively. The related committees also functioned effectively to make the exhibition a grand success.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

#### **Response:**

Payyanur College, Payyanur is an aided college and hence most of the welfare schemes available to the government employees are also applicable to the faculty and supporting staff.

1. Pension scheme (Contributory since 2013 April first).
2. Provident Fund with loan facility.
3. Group Insurance scheme.
4. Death cum Retirement Gratuity.
5. Group Personal Accident Insurance Scheme.
6. Commuted Leave, HPL, Casual leave, Medical leave, Earned Leave and Loss of Pay Leave, Leave on Duty.
7. Maternity Leave for mothers (6 months) and Paternity Leave for the fathers for fifteen days.
8. L.T.C.
9. Medical Reimbursement.
10. Miscarriage Leave.
11. Payyanur College Employees Co-operative Credit Society offers surety loan upto Rs. 200000/- and hire purchase loan upto Rs 50,000.
12. Stationery, books, text books and confectionary, soft drinks and ice cream at discounted price are available at the college store.
13. Faculty Development Programme, Post Doctoral Fellowship with salary for Career Advancement Scheme of faculty.
14. Festival allowance and advance.
15. Festival month salaries are credited earlier than the usual pay date in the case of some popular festivals.
16. The college community raises funds to help financially backward staff members or family in contingency like accident or death.

### 6.3.2

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

**Response: 0**

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

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

**File Description****Document**

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

[View Document](#)

**6.3.3**

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

**Response: 2.4**

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

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

**File Description****Document**

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

[View Document](#)

**6.3.4**

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

**Response: 19.98**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation

Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
18	13	16	10	13

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5

#### **Institution has Performance Appraisal System for teaching and non-teaching staff**

##### **Response:**

Performance based Appraisal System (PBAS) is introduced by University Grants Commission with effect from 18.09.2010. It is a self-appraisal system in which the individual teacher has to fill up a structured Performa designed by the UGC. The teachers eligible for promotion on or after 18.09.2010 are governed by the Career Advancement Scheme, 2010. The IQAC cell is the custodian of the PBAS and the filled in performa is channelled through the IQAC to the affiliating university for further procedure. The Screening-cum-Evaluation Committee or the Selection Committee is authorized to verify the self-assessment scores and take decisions. The three categories of the API format are Teaching, Learning and Evaluation, Professional development and Extension (PDAE) and Research and Academic Contribution (RAAC). Of these, the first category, namely, TLE has highest points (80 per year for for stage 1 and 2 promotion and 75 per year for stage 3), 50 for assessment for PDAE (same for all stages) and 20 for assessment period for stage 1 promotion, 50 for assessment for stage 2 promotion and 75 for assessment for stage 3 promotion in the case of the third category RAAC. In addition to these conditions, the incumbent should attend one orientation (28 days) and one refresher course (21 days) for stage 1 promotion. The incumbent should attend one refresher course for stage 2 promotion and one short duration course of one week period for stage 3. For stage 3 promotion, the incumbent should possess PhD degree with one publication or M Phil degree with two publications or PG degree with three publications.

The non-teaching or the supporting staff members do not have performance assessment of an official kind in aided or government colleges. However, there is always a social audit based on their work efficiency evolving from their interactions with stakeholders. Undergoing in service training and strict adherence to code of conduct and ethical guidelines provided by the university and the state government would prove to be an alternative framework of values for most of the employees to be efficient, fair and service-minded.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal and external financial audits regularly**

#### **Response:**

Local and AG's audit

The college has internal and external audit mechanism. The income and expenditure related to government and semi-government sources are audited by the government auditors. UGC funds, Salary accounts etc. are audited by government auditors from Deputy Director's office and Account General's office. Local audit is conducted every year end and in the time of an employee's retirement.

The local audit conducted for the period 01-06-2009 – 31.05-2013 highlighted a lapse of not collecting RS 50/- in fees collection. Another lapse pointed out was the absence of the endorsement of the principal. The auditors pointed out that the excess amount paid to teachers in connection with the study tour be recovered from them. The lapses were rectified by adhering to the instructions of the auditors and recovering the amount from the persons concerned. Procedural lapses were rectified by bringing about suggested changes in the procedure. The audit for the period 01-06-2013 to 31-05-2014 directed the office to collect the shortage in the fine collection urgently remit in the government account.

The short collection of fine from students is the lapse mentioned in the 2014-15 audit and the college closed the issue by remitting Rs 450/- .

In the AG's audit for the year 2015-16, the auditors remarked about the non-utilization of UGC fund for the construction of ladies hostel and consequent loss of the college for paying interest in the period it remained unused in the account. This lapse was resolved by paying the amount to the UGC by the Principal in office in that period.

The management accounts are audited by a qualified chartered accountant engaged by the Board of Management. The PTA accounts are also audited by a qualified chartered accountant engaged by the PTA. Department expenditures are presented at the department meetings.

No serious charges or lapses were located by the auditors and all the lapses highlighted were resolved by the college in the manner suggested by the authorities. No violations of procedure or unethical practices were pointed out and no employee was found guilty of that hitherto.

### 6.4.2

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

**Response:** 30.87

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during

the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.08	2.86	7.23	13.06	5.64

File Description	Document
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Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
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### 6.4.3

#### **Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

##### **Response:**

Payyanur College is a grant-in-aid college run by a registered society and the major government funding is from the University Grants Commission. The major head of expenditure, salary of the faculty and the supporting staff, are paid from central and state funds. State funding for infrastructure is only Rs 6000/- per year and it is not released regularly. UGC funding is conditions-bound and sometimes may not cover some essential areas which require urgent attention and redressal. So the Board of Management has to locate and raise resources for running the college to the satisfaction of the stakeholders and constituencies. The Board of Management finds provisions for resources in the form of accepting contributions from generous well-wishers of the institution. The received fund is used with discretion for the development of the institution with strategic planning. The Parent Teachers Association also provides financial assistance on occasions of need for meeting the necessities related to students. Departments are provided with seminar and Journal subscription expenses by the PTA. Scholarships are also instituted by General PTA and its chapters and departmental organs. University Grants Commission grant allocations for library, hostel and football ground were sanctioned in different periods for the development of the college. In the golden Jubilee year faculty and students contributed Rs 10.73 lakh for the development activities. UGC funds are spent according to rules by the UGC committee which is audited every year. Account General's office conducts exhaustive audit in the instance of the retirement of the principal. A duly constituted building committee comprising representatives of the management and faculty members monitor the construction work, tenders are invited for all major constructions and all the payments are made through banks. Items of lab equipment and other leaning management systems are bought according UGC stipulations. Maintenance and repair are done by the management as and when required. The college keeps all accounts up to date with the endorsement of the principal.

## 6.5 Internal Quality Assurance System

### 6.5.1

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



**quality assurance strategies and processes****Response:**

Internal Quality Assurance Cell (IQAC) is a statutory body with defined and designated functions of developing a system for quality assurance and enhancement in the college. Payyanur College IQAC has put in efforts to institutionalize certain quality assurance strategies and processes like participatory management, institutional and department level planning, quality metrics like result analysis, feedback, self appraisal (introduced by the UGC and handled by IQAC) and rationalization of Continuous Internal Evaluation by introducing bar-coded answer scripts and centralized arrangement for the second of the two tests stipulated by the university. Students learn the significance of barcode in the university answer script and take care not to damage it while writing. The institution started practicing participatory management unknowingly with the work of the IQAC and accreditation process was in motion. Various constituencies started planning activities on a long term basis and also in a continuity that was absent earlier. Result analysis changed into a performance analysis of the students and also faculty with the added dimension of programme outcome. Feedback became an institutionalized process attached to all the aspects of the functioning of the institution. Students appearing for college examination for the first time get acquainted with the bar-coded answer scripts they have to write on in the university examinations. The use of Whats App for coordinating activities at various levels and enhancing quality is also institutionalized in the case of Payyanur college. Use of messaging service for governance is also institutionalized.

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

The institution reviews the most important aspect of its functioning, that is, TL process in various ways and by different bodies. The Board of Management reviews result and visits the department for understanding the situation and helping the department to perform better. IQAC and the college council also review the TL process after each final examination and publication of results. Student feedback on curriculum, internal examinations, and other aspects of functioning are collected and analyzed. Based on the indications in the reviews, reforms are suggested. One instance to quote is the efforts made in the period 2012-14 during which period the college council and the IQAC sensed the need for going more digital than earlier and widely using multimedia facilities in the classrooms for teaching effectiveness and total learning experience. So, decisions were taken to augment the ICT infrastructure with the additional financial aids from the UGC to install projectors in B Com and BBA, Chemistry (PG) and English (PG) classes. Teachers were encouraged to use PowerPoint and online resources to augment their lectures. Orientation was also given in IQAC sessions citing the advantages of ICT in teaching and learning process. IQAC has a collection of e-articles on the advantages of ICT-enabled TL process for

reference. The allotment of PTA funds for seminars, talks and journals is another instance of reform measures to ensure that at least a few external resource persons of quality interact with the faculty and students every year even in the absence of UGC funds for conducting seminars. Department libraries, being the most accessible learning spaces for students, are strengthened and made more student-friendly by the constant efforts of the IQAC and college council. In the year 2016-17, books worth Rs 800767/- were bought thereby raising the total number of books to 52347. Selected faculty members from each discipline either go in person or give preferential lists to the librarian so that the best available books in the knowledge area is added to the library.

### 6.5.3

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

**Response:** 0

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

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

#### File Description

#### Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

IQAC link

[View Document](#)

### 6.5.4

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

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

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

### 6.5.5

**Incremental improvements made during the preceding five years (*in case of first cycle*)**

**Post accreditation quality initiatives (*second and subsequent cycles*)**

**Response:**

*Description of quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years.*

Post-accreditation academic initiatives implemented include the academic orientation given to newly recruited teachers by IQAC continued since 2007. In 2012 three newly recruited teachers Dr Jisha D Nair, Ajith Kumar P and Dr Narayanan were given a comprehensive picture of academic activities to be pursued and classroom strategies and attitude to be adopted. Bar-coded answer papers for internal examinations and bridge course for newly admitted students were also introduced. The latter was essential to address and resolve the knowledge deficit of the newly admitted students. It was also an attempt at rationalization of the process of teaching and learning in the context of considerable learner level differences. Faculty members are advised to sense the learner variations either orally or by means of writing and devise ways to accommodate interests of the fast and slow learners. The first three weeks are used for strengthening the basic knowledge of the students. Providing better reference and other learning resources was also attempted. Subscription to e-journals and online resources and giving prominence to ICT in teaching and learning process were also initiated. Added encouragement to departments for conducting national seminars and paper presentations were extended in the interest of bettering the qualitative aspects of academic pursuit of the faculty and students. The centralized Continuous Internal Evaluation examination was also an attempt to regulate the variation in frequency in the conduct of tests by various departments. Keeping an account of the special classes and holding at least one PTA meeting a year was also suggested for systematization of departmental functioning. In the administrative domain, almost complete automation of the office, training for supporting staff, launching of total campus solution for overall academic and administrative coordination (getting ready for use shortly) are the major initiatives. The office staff was also given secretarial training. Suggestions to keep complaint book in the office for suggestions and marking various needs were also made. Departments were instructed to keep the files up-to-date in consultation with the IQAC and the college office.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:** 17

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

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

#### File Description

#### Document

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

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

**1. Safety and Security**

**2. Counselling**

**3. Common Room**

**Response:**

Payyanur College, Payyanur is women-majority (58.9% female faculty and 70.64% women-students) college and hence the question of gender sensitivity and equity becomes the prime concern. The institution takes all steps possible for safeguarding students against attacks, threats and accidents, both man-made and natural as per the guide lines of UGC for the safety of students in general and standardizes the operating procedures and routing activities.

Campus Safety and Social Security: Unauthorized access to the infrastructure is prevented effectively by taking steps like building compound wall to the immediate campus and the hostel. Unauthorized vehicle and people entry are prevented by installing a check-post. Students are issued identity proofs and are directed to produce it on demand. Girl students are escorted to hostel by male and female teachers in the

case of a late evening programme or practice. Students are advised to go in pairs when they move about. Safe food and hygiene monitoring are regularly done by the canteen committee and hostel authorities. Students on tour are accompanied by lady teachers and sometimes by a few mothers too as safety measures. Disaster management classes are given by NSS and some female students are trained in self-defence. Mathrukam and Snehitha, women cultural forums, work to boost the confidence of female students and alert the institution about the lapse in security measures, if any. The town police station is within reach for help. NSS volunteers, NCC cadets and Student Council are vigilant about the campus. Payyanur College campus is relatively free from untoward incidents.

**Counselling:** Tutorial classes are used for counselling students having problems. Class tutors are functioning as mentors too. Programmes like Walk with the Scholar are a mentoring programme and thirty students per year are given care in this scheme. All students have access to faculty members of their departments to share their issues. Every year counselling sessions by trained counsellors are arranged. Dr Jyothi, a former student and a psychologist practising in England, interacted with students on issues related to campus life. Dr Tomy Jacob, Head of the MSW Department and alumni of the college, is always in contact to handle emergency situations regarding student stress.

#### Girl's Common Room:

The girls' room is close to the adjacent to the computer lab and the college office. It is in the main building that stands at the heart of the campus. The room is ventilated, woman-friendly, and neat. There is napkin vending machine and napkin disposer. Suggestions have been made by some girl students to the authorities to provide pee-buddy too as a measure of better hygiene. Chairs are there for students to relax. The new girls' room built (MLA funded) is completed and will be opened for use in the coming months. Toilets for the girls are attached to buildings and one unit stands separate but in proximity to classrooms. Girl students are also allowed to use faculty toilets. Being women-majority college, more number of toilets are needed and this will be part of the quality assurance measures next year.

### 7.1.3

#### Alternate Energy initiatives such as:

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

**Response:** 59.88

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

**Response:** 28800

##### 7.1.3.2 Total annual power requirement (in KWH)

**Response:** 48096

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

**7.1.4****Percentage of annual lighting power requirements met through LED bulbs****Response:** 70.37

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

Response: 12139.2

## 7.1.4.2 Annual lighting power requirement (in KWH)

Response: 17251.2

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

**7.1.5****Waste Management steps including:**

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

**Response:**

A sustainable and eco-conscious community lives carefully and sensitively producing little waste. Payyanur College is a campus where about 2000 thousand people (teachers, students, and others) move about for about eight hours during day time. So there is chance for littering and presence of food waste. There is high chance for liquid waste from labs and washing spots. ICT facilities inevitably results in future e-waste. These three challenges are addressed satisfactorily, though not in a foolproof manner. Solid waste littering and dumping are checked by putting waste boxes at crowding points and creating awareness in students to use the waste box. NSS volunteers remove the waste periodically. Separate provision is provided for plastic and biodegradable solid waste. The local bodies make arrangements for taking away plastic for recycling. Plastic ban in the Payyanur municipality has been very helpful for the college also. Distribution of paper carry bags, use of steel glasses instead of plastic cups are promoted in the college. Liquid waste from labs is drained into safe underground pits. Since the campus is a sprawling one water shedding is not a grave issue. E-waste remains to be a severe challenge even now. Recycling possibilities are mooted.



The data collected on the current commuting practice shows that 86.44% of the student population and 35.3% of faculty use public transport. The percentage of students coming on foot is 6.3%. Bicycle user percentage is 0.11. The roads to the college are pedestrian friendly most of the year but the country paths get furrowed in monsoon. The main road to the college is an asphalted avenue with trees planted in line on both sides. The other paths are narrow, country roads with shady trees on both sides. Parking space is constructed outside the immediate class premises, according the verdict of the honourable High Court to reduce on-campus accidents, and also to reduce air pollution inside the campus. Vehicles are not allowed inside unless on emergency situations.

The municipality adjacent to the Kunhimangalam Panchayath where the college is situated has banned plastic bags of less than thirty micron thickness. Even before that college discouraged the use of plastics but a ban is not imposed. Restraint in plastic use is suggested but since complete avoidance is difficult, reuse as far as possible is suggested. Anti-plastic campaigns are conducted by the NSS units. Paper bag making sessions are held and paper bags and cloth bags are distributed. With the MIS in operation, paper use could be reduced to a significant extent.

Campus area is hilly and so it is landscaped and planted with trees to prevent erosion of soil. Mahogany plantations by the forestry club and, rare, endemic and threatened trees preservation by Biodiversity club are landmark initiatives for quality green campus. Wild fire affects the woody land and undergrowth occasionally and so it is a location-related disadvantage. The college is thinking of projects to develop a culture of safety by making a green belt and giving awareness classes for fire management in the coming years. Lastly, the college has evolved solar (2400 units worth (average) Rs 18,000/- produced every month) and water conservation (9 lakh litre rain water conserved for use in peak-summer season) projects spending substantial amounts of money. The college is gradually introducing LED bulbs and tubes after energy and green audit to institutionalize the green culture.

### 7.1.8

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

**Response:** 5.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.6	0.5	1.05	8.5	56.781



File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

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

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

**Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

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

**Response:** 35

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	9	7	4	5

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11**

**Number of initiatives taken to engage with and contribute to local community during the last five**

years (Not addressed elsewhere)

**Response:** 41

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	8	5	9	10

**File Description**

**Document**

Details of initiatives taken to engage with local community during the last five years

[View Document](#)

**7.1.12**

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

**Response:** Yes

**File Description**

**Document**

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)

**7.1.13**

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

**Response:** Yes

**File Description**

**Document**

Provide URL of website that displays core values

[View Document](#)

**7.1.14**

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

**7.1.15**

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16**

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17**

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

**Response:** 54

<b>File Description</b>	<b>Document</b>
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

**7.1.18**

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

**Response:**

Payyanur College is situated in Edat which is hardly three kilometers way from Payyanur, a place famous for its association with Indian Freedom movement and Gandhi's visit. Payyanur is marked in history as second Bardoli for the active participation of the people of this place in freedom movement. All the days of national importance are celebrated in the college in general and especially by NSS, NCC and other cultural forums. Days associated with the national leaders like Gandhi, Nehru and Dr S Radhakrishnan are observed with competitions and speeches in memory of them. Faculty members are often invited as guests to other institutions on such days and on occasions like that they spread the message of commitment to the nation. NCC observes the Flag day every year besides celebrating the independence and Republic day. NCC keeps up the memory of the soldiers who laid down their lives for the nation by observing Kargil day. Flag is hoisted by the principal in the presence of the faculty members, supporting staff, students, NSS volunteers and NCC cadets in uniform. NSS observes these days with speeches and cleaning sessions in the college. Community service is also done on such days. October 31st is celebrated as National integration day and all students observe silence when the bell rings. Students also visit the places associated with the father of the nation in Payyanur (Gandhi planted a mango tree in the school run by Swami Anandtheertha for educating children from marginalized communities when he came to Payyanur in response to Swami Anand Theertha's invitation). The Payyanur Salt Sathyagraha spot is also visited by students. Hundred years of Ghadar revolution and Photo Exhibition about on the life of Nehru are conducted by the department of History.

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

The college upholds a democratic outlook in all its operations and transparency is a key factor contributing to it. Complete transparency is maintained by the college in its financial, academic, and administrative functions. Under the head of finance all the governmental funds are audited regularly by at two levels, by the department of collegiate education and by the accountant general. So far only very few defects have been spotted and all those objections by the auditing authorities have been dropped later by them consequent on the explanations and corrective actions taken by the college. The income and expenditure of the management is audited by a chartered accountant and the same is presented before the annual general body of the society and approved by the meeting. The accounts of the P.T.A. are also audited and presented before the general body for approval.

In academic affairs also this transparency is perceptible. On the very first day itself a meeting of the newly-admitted students and their parents are convened and the academic procedures are explained to them in detail. The students are detailed about the course, course content, mode of evaluation etc. at the department level also. All information pertaining to academic matters are publicised to the benefit of all students through public announcement, display on notice board, and individual communication, whenever necessary. Academic assignments are given to the students with transparency and without any kind of prejudice. The internal assessment is done in a transparent manner. Marks are displayed on the notice board and opportunity for lodging grievances, if any, is given. There are grievance committees at

the departmental as well as the college level. The signature of the students is obtained in the Internal Assessment Register as well as in the final mark list submitted to the university before the same is sent to the university.

Regarding administrative matters, right from the process of admission till the students leave the college, transparency is visible. The rank list for admission is prepared as per the strict guidelines of the university and the same is published on the notice board as well as on the college website on the day stipulated by the university. Vacancies are reported as per university regulations and subsequent rank lists are also prepared accordingly. All the procedures of administration affecting the students are explained to them in relevant contexts. In matters such as recruitment of staff also the statutes, rules, regulations etc. are abided by and selection is done by a duly-constituted staff selection committee including the representatives of the government as well as the university.

Above all, the spirit of the Right to Information Act is followed in true spirit by the college. A Public Information Officer and the Principal as Appellate Authority responds to the queries under the Act promptly.

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice 1:**

1. **Title of the Practice: OPEN CURVE**
2. **Goal:** To reach out to people interested in Mathematics through mother tongue and to generate interest in Mathematics in the young generation. To provide a platform for collaborative learning of Mathematics.
3. **Context:** There is a dearth of materials on Mathematics in Malayalam. Even the very few things available are not of popular reading nature. This situation triggered the thoughts of the Mathematics Club and Mathematics Alumni Association to venture into the creation of an online platform to share and popularise mathematical knowledge.
4. **Practice:** Open Curve is an internet service for mathematics students and teachers maintained by the faculty and students of the department of Mathematics. It uses the power of the web to learn mathematics and improve maths education and serves both as a collaborative blog and an online community of students and teachers. It is also source of math related resources, softwares and online tools.
5. **Evidence of Success:** The large number of visits that this website gets is the indicator of its success.
6. **Challenges:** Lack of availability of experts writing articles in Mathematics and difficulties in embedding mathematical symbols and diagrams along with Malayalam text.

**Best Practice 2:**

1. **Title of the Practice:** TEACH THEM YOUNG
2. **Goal:** To enhance the English communication skills of primary students and to enable them to be confident in the use of this international language.
3. **Context:** Lack of effective communication skills in English has always been a problem for the people of the rural area where the college is situated. The department of English has been thinking of an intervention into this issue. Realising that it will be best if we can start our intervention at an early stage itself, the department was planning to reach out to the schools. It was at this time that the authorities of Edanad West L.P. School sought the support of the college in English enrichment. This situation paved the way for the genesis of this project. This year the project is extended to Edanad East L.P. School also.
4. **Practice:** As part of the project the department of English is providing a 30-hour long training for the students of 3rd and 4th standard of the school. ICT based contents are delivered. Actions, role plays etc. for the major strategies used.
5. **Evidence of Success:** A perceptible difference was felt in the confidence of the participants in using English and in their overall communication ability. The feedback about the programme shared in the school's PTA meeting was also highly rewarding. The school has also publicised it as a main attraction of their school and it has led to an increase in the number of admissions in the school, at a time when the govt. and aided schools are finding it difficult to get new admissions.
6. **Challenges:** The clash of college and school working hours has been a minor challenge. So also the tight academic schedule of the school curriculum.

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

**7.3 Institutional Distinctiveness****7.3.1**

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

**Response:**

Payyanur College is known for its excellent academic and co-curricular activities in accordance with its vision: Our Education, Our Future and motto Vidhyadhanam sarvadhanat pradhanam. The institution manages to coach students through quality teaching-learning methods and equip them to perform well in the examination. It can be found that in the last year 73% of the UG students. No programme in the college went below the first level of attainment outcome. The pass, distinction, first and second class percentage of the college and departments are high above the university average. There is decrease in the pass percentage in comparison to earlier years in the university. The decrease is due to three fundamental changes: Minimum percentage for pass was raised from 35 to 40. Merit slabs changed from

the total of core and complementary subjects to the total of core, complementary subjects and common course English and Malayalam. The shift from direct grading to indirect grading and mark system is the third reason. The direct grading system is in place in schools. The average university pass percentage also went down considerably and in effect the college has retained its position in the university. Another area of excellent performance is in the case of scholarships and e-grants.

Year	Amount in rupees	Number of students	Total number of students
2012-13	4185000	1137	1576
2013-14	4185200	1082	1598
2014-15	4681950	1213	1687
2015-16	5521450	1401	1755
2016-17	6380450	1495	1840
	24954050	6328	8456

The table shows the number of students who were granted scholarships with the amount of rupees given in the last five years. The institution was able to go through all the formalities of identifying the scholarships, helping students to submit applications online and pursue the cases to a successful finish that 74.57% of the students became beneficiaries. The number includes e-grants also. The final finding is that all these students could remain in the college and go out with a graduation only on the strength of these scholarships and e-grants and most of them are women and the institution was empowering rural women students in a commendable way in true spirit to its vision.

**Science UG : Attainment Level 1:** 60% of students score more than 60% marks out of the maximum relevant marks. Mathematics (63.15)

**Attainment Level 2:** 70% of students score more than 60% marks out of the maximum relevant marks.

**Attainment Level 3:** 80% of students score more than 60% marks out of the maximum relevant marks. Physics (89.0), Chemistry (86.1), Zoology (80.6), Botany (92.9)

### Humanities and Languages

**Attainment Level 1:** 50% of students score more than 50% marks out of the maximum relevant marks. Functional Hindi (50.0), PG English (54.54), History (52.5), Political Science (50), Economics (52.86)

**Attainment Level 2:** 60% of students score more than 50% marks out of the maximum relevant marks. Malayalam (69.5)

**Attainment Level 3:** 70% of students score more than 50% marks out of the maximum relevant marks. Hindi (84.8), UG English (77.77), B.Com (79.6), BBA (81.5)

## 5. CONCLUSION

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### **Additional Information :**

Additional information regarding the criteria, core values of the institution and academic aspects is available in the college website.

### **Concluding Remarks :**

A self-study of the articulated performance of the college brings up the fact that it has been able to contribute to national development, provide exposure to ICT, foster global competency, inculcate values and induce a quest for excellence in the faculty and students in a limited way. The faculty members have been able to intervene creatively in the curricular planning. The strength of the institution is its brilliant performance in academic, fine arts and sports activities. The infrastructure and learning resources of the institution are put to optimum use. Governance, leadership and Management have to be toned up to meet new challenges of globalization. Student support services are sufficient but quality and coverage can be enhanced. Institutional values and Best Practices are to be cultivated and special attention needs to be given to linkages, women empowerment, research activities, outreach programmes and perspective planning. The institution has to address the question of enhancing quality in all aspects of its performance by coordinating the constituencies concerned and streamlining various activities. The reaccreditation and assessment process the college is preparing for presently would definitely generate a quest for greater excellence.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>28</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	25	25	25	28	26	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
25	25	25	28	26																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>346</td> <td>355</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Given input according to provided information.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	346	355	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
346	355	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: A.Any 4 of the above</p> <p>Remark : Documents uploaded.</p>																				
1.4.2	Feedback processes of the institution may be classified as follows:																				

	<p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: E. Feedback not collected</p>																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 15</p> <p>Answer after DVV Verification: 11</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>29</td> <td>29</td> <td>26</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>29</td> <td>29</td> <td>26</td> <td>23</td> </tr> </tbody> </table> <p>Remark : Documents uploaded.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	32	29	29	26	23	2016-17	2015-16	2014-15	2013-14	2012-13	32	29	29	26	23
2016-17	2015-16	2014-15	2013-14	2012-13																	
32	29	29	26	23																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
32	29	29	26	23																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Documents uploaded.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	1	2	0	1	2	2016-17	2015-16	2014-15	2013-14	2012-13	1	2	0	1	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	2	0	1	2																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	2	0	1	2																	
3.1.2	<p>Percentage of teachers recognised as research guides at present</p> <p>3.1.2.1. Number of teachers recognised as research guides</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification: 7</p>																				

	Remark : Documents uploaded.																				
3.3.3	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years  Answer before DVV Verification : 17  Answer after DVV Verification: 17</p> <p>Remark : Documents uploaded.</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>11</td> <td>8</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Given input according to provided documents.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	2	3	11	8	18	2016-17	2015-16	2014-15	2013-14	2012-13	2	2	0	1	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	3	11	8	18																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	2	0	1	2																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>4</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>1</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Given input according to provided documents.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	3	5	4	3	0	2016-17	2015-16	2014-15	2013-14	2012-13	5	3	1	2	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	5	4	3	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	3	1	2	1																	
4.2.3	<p>Does the institution have the following:</p> <p>1. e-journals</p>																				

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

Answer before DVV Verification : A. Any 4 of the above  
 Answer After DVV Verification: E. None of the above  
 Remark : According to provided information.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1.83	8.0	1.79	2.9	1.07

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
8.0	1.7	1.79	2.9	1.07

Remark : Given input according to provided information.

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 215

Answer after DVV Verification: 0

Remark : According to provided information.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching

5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above  
 Answer After DVV Verification: D. Any 4 of the above  
 Remark : Given input according to provided information.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Given input according to provided documents.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	5	6	5

Answer After DVV Verification :

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

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

1. Physical facilities

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

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : Given input according to provided documents.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
9	8	5	9	10

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
9	8	5	9	10

Remark : Documents uploaded.

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations